

*Little Falls Township School District  
2015-2016 Parent Handbook*



*Little Falls Schools...Are a Great Place to Learn!*

## **WELCOME STATEMENT**

Dear Parents:

With this copy of the Little Falls Township District Handbook, we hope to make the 2015-2016 school year a most pleasant and productive one for both you and your child(ren). Included are pertinent regulations, program descriptions, PTA information and other materials with which we hope you will become familiar. The Little Falls School District meets the needs of the students from the time they enter kindergarten until they graduate eighth grade. Our teachers and administrators are sincerely interested in the welfare and progress of each individual student. These are your schools. Learn as much as you can about our curriculum, programs, and school activities. We encourage you to avail yourselves of the various channels of communication set up to keep you informed about your schools. We encourage you to

- Keep in frequent contact with your child(ren)'s teachers
- Attend as many school programs and activities as possible
- Come to Board of Education meetings
- Become an active member of the school PTA's
- Visit our School District Website on a frequent basis, [www.lfnjschools.org](http://www.lfnjschools.org)

Please feel free to contact your child's teacher or principal, your Parent/Teacher Association, the Superintendent, or the Board of Education about any school matter. Support and help us. Together we can make a difference! Best wishes for a safe and rewarding school year for your family.

Sincerely yours,

The Little Falls Board of Education

## **AFFIRMATIVE ACTION**

The Little Falls Board of Education, in compliance with all federal and state laws, rules and regulations related to equal education and employment opportunity, is committed to a policy of non-discrimination because of race, color, creed, religion, sex, ancestry, national origin, or socio economic status. The district's approved Equal Education Opportunity Plans are available at the office of:

Nina Pearsall, Affirmative Action Officer  
School #2, Long Hill Rd  
Little Falls, NJ 07424  
Telephone: 973-256-1386

Any student, parent or employee may file a grievance relative to Affirmative Action guidelines (contact the Affirmative Action Officer for detailed procedures). Anyone who is subjected to unwelcome physical advances or verbal or physical conduct of a sexual nature should contact the Affirmative Action Officer.

## **LITTLE FALLS BOARD OF EDUCATION**

Mrs. Janine V. Barone, President  
Lauren Verdi, Vice-President  
Joseph A. Benvenuti  
Rachel R. Capizzi  
John C. Groh  
Kenneth T. Kimmel  
Ruth Maldonado  
Michael Russo  
Mark Simolaris

A listing of all public meetings is found at the district website.

## **ADMINISTRATION**

Mrs. Tracey L. Marinelli, Superintendent/Principal School #3 - 973-256-1034 Fax: 973-256-6542  
Mrs. Luci Cruz-Secretary to the Superintendent of Schools  
Mrs. Andrea Marchesani, Principal's Secretary School #3- 973-812-9512 Fax: 973- 256-6542

Carol Delsandro, School Business Administrator/Board Secretary  
\_\_\_\_\_, Secretary to the Business Administrator  
Mrs. Eva Lonsky, Bookkeeper/Payroll  
Mrs. Sherri Kopf, Food Services Coordinator  
973-256-7371 Fax: 973-812-2107

Mr. Philip Ligus Principal- School #1 - 973-256-1033  
Mrs. Emma DeFeo, Principal's Secretary Fax: 973-785-4857

Mrs. Nina Pearsall, Principal School #2 -973- 256-1386 Fax: 973-256-1610  
Ms. Amy Wright, Principal's Secretary

Dr. John DiGiovachino, Director of Special Services -973-256-4810  
Mrs. Debbie Sauter, Special Service's Secretary Fax: 973-785-4857  
School District Website: [www.lfnjschools.org](http://www.lfnjschools.org)

### **SCHOOL ORGANIZATION**

The Little Falls School System consists of three schools, School No. 2 which houses grades K-2, as well as the Pre-School Handicapped Class and the Inclusive Preschool, School No. 3 which houses grades 3-4, and School No. 1, which contains grades 5-8.

#### **BELL SCHEDULE - SCHOOL NO. 1**

##### **Grades 5, 6, 7, 8**

8:25 a.m.	Doors Open
8:30 a.m.	Mandatory Entry – All Pupils
8:30-8:37 a.m.	Homeroom
8:39-9:24 a.m.	Period 1
9:26-10:11 a.m.	Period 2
10:13-10:58 a.m.	Period 3
11:00-11:22 a.m.	Period 4a
11:23-11:45 a.m.	Period 4b
11:47-12:09 a.m.	Period 5a
12:10-12:32 a.m.	Period 5b
12:34-1:19 p.m.	Period 6
1:21-2:06 p.m.	Period 7
2:08-2:53 p.m.	Period 8
2:57 p.m.	Homeroom (Late Bell)
3:00 p.m.	Dismissal
3:03 p.m.	Buses Depart

#### **BELL SCHEDULE - SCHOOL NO. 2**

8:55	Line Up Bell
9:00-9:35	Morning Meeting
9:35-10:15	Period 1
10:18-10:58	Period 2
11:01-11:41	Period 3
11:45-12:30	Grade 1& 2 Lunch
12:30-12:55	QUIET/Read Aloud Grade 1&2
12:35-1:20	Kindergarten Lunch
12:55-1:35	Period 4
1:20-1:30	QUIET/Read Aloud Kindergarten
1:38-2:18	Period 5
2:21-3:01	Period 6
3:04-3:20	Closing Meeting/Read Aloud/Dismissal

#### **BELL SCHEDULE - SCHOOL #3**

8:58	Students May Enter
9:00-9:05	Morning Homeroom/Attendance
9:05-9:50	Period 1
9:52-10:37	Period 2
10:39-11:26	Period 3
11:28-12:13	Period 4
12:15-1:00	Period 5 - Lunch
1:02-1:47	Period 6
1:49-2:34	Period 7
2:36-3:21	Period 8
3:25-3:30	Buses Depart

### **PUBLIC NOTICES**

As required by federal and state regulations, a variety of notices and plans are available for public inspection. These items include the Asbestos Management Plan, Integrated Pest Management Plan (IPM), Comprehensive Equity Plan, Right-to-Know (RTK) information, the Comprehensive Maintenance Plan, Long Range Facility Plan (LRFP), Project Child Find information, Americans with Disability Act Compliance Procedures, Blood borne Pathogens, Affirmative Action Plan, as well as various State and Federal grant applications, etc. This information is on file in the Board of Education Office and/or the Superintendent's Office and available for inspection and review upon request.

District curriculum guides and school goals are annually adopted by the Board of Education, and are available for review by contacting the Superintendent of Schools Office.

### **PRESCHOOL DISABILITIES PROGRAM**

Little Falls resident parents/guardians who notice any special problems in their child's development, including: fine and gross motor development, speech and language development, acquisition of age-appropriate cognitive skills, or other significant developmental delays, should contact the Special Services Office at 973-256-4810 to request a Child Study Team evaluation. The Child Study Team, parents, and other teaching staff members, as required by law, will meet to determine whether an evaluation is warranted, and if warranted, determine the nature and scope of the evaluation, according to the requirements of New Jersey Administrative Code 6A-:14. If, upon conclusion of the evaluation, an eligibility determination is made, an appropriate educational program is provided by the Little Falls School District. These services are available to preschool children who will be turning three, through five years of age.

### **ENTRANCE REQUIREMENTS: AGE**

A child may be enrolled in Kindergarten who will be five years of age on or before September 30 of that school year. Proof of age shall be presented for examination at the time a child is enrolled. The actual proof papers shall be returned to the child's parent.

In addition, the New Jersey State Department of Health requires that all students in public schools have the following:

**MINIMAL IMMUNIZATION REQUIREMENTS FOR SCHOOL ATTENDANCE IN NEW JERSEY**  
**Chapter 14: Immunization for Pupils in School**

DISEASE(S)	MEETS IMMUNIZATION REQUIREMENTS	COMMENTS
DTPaP	(AGE 1-6 YEARS) 4 doses, with one dose given on or after the 4th birthday, OR any 5 doses. (AGE 7-9 YEARS) 3 doses of Td or any previously administered combination of DTP, DTPaP, and DT for equal 3 doses.	Any child entering pre-school, pre-Kindergarten, or Kindergarten needs a minimum of four doses. Pupils after the seventh birthday should receive adult type Td. DTP/Hib vaccine and DTPaP also valid DTP doses.
MM	GRADE 6 (or comparable age level for special education programs): 1 dose	For pupils entering Grade 6 on or after 9-1-08 and born on or after 1-1-07. A child does not need a Tdap dose until FIVE years after the last DTP/DTPaP or Td dose.
Polio (P)	(AGE 1-6 YEARS) 3 doses, with one dose given on or after the 4th birthday, OR any 4 doses. (AGE 7 or OLDER): Any 3 doses	Prior inactivated Polio Vaccine (IPV) or Oral Polio Vaccine (OPV) separately or in combination is acceptable. Polio vaccine is not required of pupils 18 years of age or older.
MEASLES	If born before 1-1-80, 1 dose of a live Measles-containing vaccine. If born on or after 1-1-80, 2 doses of a live Measles-containing vaccine. If entering a college or university after 9-1-05 and previously unvaccinated, 2 doses of a live Measles-containing vaccine.	Any child over 16 months of age entering child care, pre-school, or pre-Kindergarten needs a minimum of 1 dose of measles vaccine. Any child entering Kindergarten needs 2 doses. Previously unvaccinated students entering college after 9-1-05 need 2 doses of measles-containing vaccine or any combination containing live measles virus administered after 1960. Documentation of 2 prior doses is acceptable. Laboratory evidence of immunity is also acceptable. Intervals between first and second measles/MUMS/MMT doses cannot be less than 1 month.
RUBELLA and MUMPS	1 dose of live Mumps-containing vaccine. 1 dose of live Rubella-containing vaccine.	Any child over 16 months of age entering child care, pre-school, or pre-Kindergarten needs 1 dose of rubella and mumps vaccine. Each student entering college for the first time after 9-1-05 needs 1 dose of rubella and mumps vaccine or any combination containing live rubella and mumps virus administered after 1960.
VARICELLA	1 dose on or after first birthday	All children 18 months of age and older enrolled into a child care/pre-school center after 9-1-04 or children born on or after 1-1-98 entering a school for the first time in Kindergarten or Grade 1 need 1 dose of varicella vaccine. Laboratory evidence of immunity, physician's statement or a parental statement of previous varicella disease is also acceptable.
HAEMOPHILUS B (HIB)	(AGE 2-11 MONTHS) <sup>(1)</sup> : 2 doses (AGE 12-59 MONTHS) <sup>(2)</sup> : 1 dose	Mandated only for children enrolled in child care, pre-school, or pre-Kindergarten. <sup>(1)</sup> Minimum of 2 doses of Hib vaccine is needed if between the ages of 2-11 months. <sup>(2)</sup> Minimum of 1 dose of Hib vaccine is needed after the first birthday. DTP/Hib and Hib/Prep B also valid Hib doses.
HEPATICITIS B	(K-GRADE 12): 3 doses or 2 doses <sup>(1)</sup>	<sup>(1)</sup> If a child is between 11-16 years of age and has not received 3 prior doses of Hepatitis B then the child is eligible to receive 2-dose Hepatitis B accelerated formulation. Laboratory evidence of immunity is also acceptable.
PNEUMO-COCAL	(AGE 2-11 MONTHS) <sup>(1)</sup> : 2 doses (AGE 12-59 MONTHS) <sup>(2)</sup> : 1 dose	Mandated only for children enrolled in child care, pre-school, or pre-Kindergarten. <sup>(1)</sup> Minimum of 2 doses of Pneumococcal vaccine is needed if between the ages of 2-11 months. <sup>(2)</sup> Minimum of 1 dose of Pneumococcal vaccine is needed after the first birthday.
MEASLES CONTAINING	Entering GRADE 6 (or comparable age level for special ed programs): 1 dose <sup>(1)</sup> Entering a four-year college or university, previously unvaccinated and residing in a campus dormitory: 1 dose <sup>(2)</sup>	(1) For pupils entering Grade 6 on or after 9-1-08 and born on or after 1-1-07. (2) Previously unvaccinated students entering a four-year college or university after 9-1-04 and who reside in a campus dormitory, need 1 dose of measles-containing vaccine. Documentation of two prior doses is acceptable.
INFLUENZA	(AGES 6-59 MONTHS): 1 dose ANNUALLY	For children enrolled in child care, pre-school or pre-Kindergarten on or after 9-1-08. 1 dose to be given between September 1 and December 31 of each year.

**AGE APPROPRIATE VACCINATIONS (FOR LICENSED CHILD CARE CENTERS/PRE-SCHOOLS)**

CHILD'S AGE	NUMBER OF DOSES CHILD SHOULD HAVE (BY AGE):
2-3 Months	1 dose DTPaP, 1 dose Polio, 1 dose Hib, 1 dose PCV7
4-5 Months	2 doses DTPaP, 2 doses Polio, 2 doses Hib, 2 doses PCV7
6-7 Months	3 doses DTPaP, 2 doses Polio, 2-3 doses Hib, 2-3 doses PCV7, 1 dose Influenza
9-11 Months	3 doses DTPaP, 2 doses Polio, 2-3 doses Hib, 2-3 doses PCV7, 1 dose Influenza
12-14 Months	3 doses DTPaP, 2 doses Polio, 1 dose Hib, 2-3 doses PCV7, 1 dose Influenza
15-17 Months	3 doses DTPaP, 2 doses Polio, 1 dose MMR, 1 dose Hib, 1 dose PCV7, 1 dose Influenza
18 Months-4 Years	4 doses DTPaP, 3 doses Polio, 1 dose MMR, 1 dose Hib, 1 dose Varicella, 1 dose PCV7, 1 dose Influenza

**PROVISIONAL ADMISSION:**

Provisional admission allows a child to enter attend school but must have a minimum of one dose of each of the required vaccines. Pupils must be actively in the process of completing the series. If a pupil is <5 years of age, they have 17 months to complete the immunization requirements. If a pupil is 5 years of age and older, they have 12 months to complete the immunization requirements.

**GRACE PERIODS:**

- 4-day grace period: All vaccine doses administered less than or equal to four days before either the specified minimum age or dose spacing interval shall be counted as valid and shall not require re-vaccination in order to enter or remain in a school, pre-school or child care facility.
- 30-day grace period: Those children transferring into a new Jersey school, pre-school, or child care center from out of state/out of country may be allowed a 30-day grace period in order to obtain past immunization documentation before provisional status shall begin.

NAE 08

**ABSENCE VERIFICATION PROGRAM GUIDELINES**

Our schools conduct a mandatory "ABSENCE VERIFICATION PROGRAM" designed to make it more efficient and easier to report your child's absence. This initiative provides for the capability of leaving a message twenty four hours per day. In order to facilitate this process, cooperation between the school absence verification officers and parents is necessary. The safety benefit of the program will be lost if parents do not follow the guidelines and call us at the appropriate time. This program is not a truancy program. It is a safety procedure and we urge all parents to cooperate by making the calls promptly and conscientiously. For your convenience, the guidelines for our Absence Verification Program are noted below.

**Please keep these instructions and telephone numbers for future reference.**

**LITTLE FALLS SCHOOLS ABSENCE VERIFICATION PROGRAM GUIDELINES**

The Absence Verification Program numbers are noted below:

**School #1 – 973-256-1033**

**School #2 – 973-256-1386**

**School #3 – 973-812-9512**

Please note that the above numbers are the school telephone numbers and you should follow the prompts to reach the Absence Verification Line.

The answering machine will be in operation twenty-four hours a day. If your child/children will be absent on the next day of school, call the absence verification number and report the following information in the order in which it is given below. Parents are requested to call before 8:30 a.m.

When you call you will hear a voice that will say: "Absence Verification Program."

After the beep, please state:

- Grade
- Child's first and last name
- Duration of absence
- Reason for absence, date(s) of absence

In the case of a multiple absence that continues beyond the dates that you have given, call the absence verification number for your child's school and report the continuation of the absence. A note is still required upon return of your child to school as attendance verification. Please be reminded that messages must be from the parent or legal guardian, as student messages are not acceptable.

**Do not** leave any other messages on these lines. If you have not called and your child is absent,

Mrs. Hamilton, Mrs. Abboud, or Mrs. Steinman, our absence verification officers, will then call you at home or business to verify the absence. We will continue to call until 10:00 a.m. If we cannot verify the whereabouts of your child by this time, we will telephone the Little Falls Police Department to report that your child is missing and ask them to investigate.

**PUBLIC NOTICE**

**Americans with Disabilities Act**

The LITTLE FALLS SCHOOL DISTRICT complies with the Americans with Disabilities Act of 1990, Public Law 101-336 (ADA), which prohibits discrimination on the basis of disability. The ADA, as applied to school districts, requires that no qualified individual with a disability shall, on the basis of a disability, be denied the benefits of school district services, programs, or activities.

Accordingly, this School District will not refuse to allow a person with a disability to participate in a School District service, program, or activity simply because the person has a disability.

This School District will not provide services or benefits to individuals with disabilities through programs that are separate or different, unless the separate programs are necessary to ensure that the benefits and services are equally effective.

The School District will not subject individuals with disabilities to discrimination in employment under any service, program, or activity conducted by the School District.

The School District will take appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others.

This School District will make reasonable accommodations in policies, practices, or procedures when necessary to avoid discrimination on the basis of disability, unless a fundamental alteration in a School District program would result.

This School District will operate its programs so that, when viewed in their entirety, they are readily accessible to and usable by individuals with disabilities.

For Further Information:

In accordance with Section 35.106 of the ADA's Title Two Regulations, all applicants, participants, beneficiaries, and other interested persons are advised that further information may be obtained from the School District and from the Office on the Americans with Disabilities Act, Civil Rights Division, U.S. Department of Justice, Washington, D.C. 20035-6118 (202) 514-0301 (Voice) or (202)514-0381 (TDD).

Braille, audio cassette, and computer diskette versions of this Public Notice are available from the School District.

**NO SMOKING ZONE**

In order to be in compliance with state mandates, smoking is not allowed anywhere on school grounds. This policy was adopted by the Board of Education. Thank you for not smoking!

**VOTING INFORMATION**

At the annual school election, voters choose members of the nine-member Board of Education and cast ballots for the amount of money, which must be raised through local taxation, to support the proposed school budget for the coming year.

To be eligible to vote, residents must be at least 18 years old on the date of election and citizens of the United States. Residents must have been living in the state and county for 30 days, and must have registered at least 30 days before the election. Anyone registered to vote in general elections may also vote in school elections. Absentee ballots may be obtained from the Office of the County Clerk, 401 Grand Street, Paterson, NJ 07505.

We encourage you to vote in the next school election.

**PHILOSOPHY OF EDUCATION**

Each child possesses an inherent right to knowledge in an environment in which questions arise, discoveries are made, and various solutions are explored.

Since the ultimate goal of education should be to prepare pupils for life in a democratic society, the school must deal with the learner as an individual. The development of a child's capacity physically, intellectually, socially and emotionally should result in a sense of self-worth and a respect for his/her fellow students.

**PUBLIC INFORMATION PROGRAM**

The Board believes that all reasonable means should be employed to keep the public informed on matters of importance regarding district policies, finances, programs, personnel and operations. As such, the Board sends this Parent Handbook/Calendar home to inform parents of some of the routine regulations that apply to all students, as well as providing you a copy of the annual calendar of school events. It will be supplemented by a District Newsletter prepared by the Superintendent's Office which will be distributed on a monthly basis.

Adopted by Board of Education:

**LITTLE FALLS TOWNSHIP PUBLIC SCHOOLS**  
**STAFF ASSIGNMENTS 2015-2016**

**DISTRICT EMPLOYEES**

Mrs. Tracey L. Marinelli, Superintendent of Schools/Principal School #3  
Carol Delsandro, School Business Administrator/Board Secretary  
Dr. John DiGiovachino, Director of Special Services  
Luci Cruz, Secretary to the Superintendent of Schools  
\_\_\_\_\_, Secretary to the School Business Administrator/Board Secretary  
Eva Lonsky, Bookkeeper/Payroll  
Debbie Sauter, Secretary to the Director of Special Services  
Sherri Kopf, Cafeteria Coordinator  
Amy Kobelka, School Bus Driver  
Vincent Plateroti, Sr., Part Time Bus Driver  
Thomas Bisignano, Supervisor of Buildings and Grounds

**TRAVELING STAFF**

Melissa McDonald, Behaviorist  
Edvie Canavan, Speech Language Specialist  
Marissa Cirrilla, Speech Language Specialist  
Dawn Daura, LDTC  
Lori Douma, Speech Language Specialist  
Margaret Duca, Occupational Therapist  
Dr. Sherri Glassman, School Psychologist  
Lisa Spero, Art Teacher #2,#3  
Danielle Ingram, Music Teacher, # 2,#3  
Jonathan Kruzal, Music Teacher, #1,#3  
Mary Budd, Guidance Counselor  
Mary Trovato, LDTC\*  
James Schoeneich, School Social Worker

\*maternity leave

**STAFF ASSIGNMENTS 2015-2016**

**SCHOOL #1**

Mr. Philip Ligus, Principal  
Emma DeFeo, School Secretary  
Roberta Steinman, School Nurse

**GRADE 5**

Beth Billig - Science  
Heather Schaechinger(Gr. 5,6) - Lang.Arts  
Vincent Plateroti,Jr.- Math  
James Simmons - Social Studies  
Maribel Bayo – 5/6 Lang. Arts

**GRADES 7 & 8**

James Delfino, Gr. 7 - Science  
Courtney Kearns, Gr. 7 - Math/BSI  
Cathleen Lyons, Gr. 7, 8 - Lang. Arts/BSI  
Rudy Simonetti, Gr. 7 - Social Studies/BSI  
Toni-Ann Walsh-Batty, Gr. 7 - Lang. Arts\*  
Diane Simmons,Gr 7-Language Arts

**SPECIALS**

Kerriane Brown, Grades 5,6,7,8 - Technology  
Kelly Henneberry, Grades 5,6,7,8 -Art  
Katrina Lanza, Grades 5,6,7,8 - World Language  
Bethanne Strippoli, Grades 5,6,7,8 - Gifted and Talented  
Pam Porter, Grades 5,6,7,8 - Physical Education  
Joseph Schmidt, Grades 5,6,7,8 - Physical Education  
Lisa Weber, Grades 5,6,7,8 - General Music  
Nancy Stroud-5,6,7,8 Language Arts/BSI

**SPECIAL EDUCATION**

Samantha Flowers, LLDII 3-8  
Paula Agens, LLDI 5-6  
Christine Fiorendino, LLDI 7-8

**PARAPROFESSIONALS**

Susan Bavazzano-Flowers  
Lydia Braen-Flowers  
Javier Corniell-Flowers  
Snezana Dimovski-Flowers  
Morgan Wright-Agens

**CUSTODIAN**

Brian Feczer, Custodian  
Inocencio Sayco, Custodian

**GRADE 6**

Irina Carroll - Social Studies  
Alison Cruz – (.50) 5/6 Math  
Megan Vonoczky - Science/Health  
Stephen Campbell – Language Arts  
Sara Nowen – Math/BSI

Susan Eckrote, Gr. 8 - Math/BSI  
Laurel Hebenstreit, Gr. 8 - Social Studies  
Joan MacMullen, Gr. 8 - Lang. Arts  
Amy Squicciarini, Gr. 8 - Science

Hope Lachman, Resource  
Patricia Ross, Resource Room/ICS  
Sonia Santos, Resource Room/ICS  
Kristy Gregory, Resource Room/ICS  
Kristine Cutrupi, Resource Room /ICS

Anna DeMusso-Agens  
Kathy Martin-Agens  
Maureen Callie-Agens  
Soha Aboualia-Agens  
Anne Marie DeFeis

**LUNCH/CAFETERIA AIDES**

Betsy Chmela, Cafeteria Worker  
Susan Mrocka, Cafeteria Worker

**STAFF ASSIGNMENTS 2015-2016**

**SCHOOL #2**

Mrs. Nina Pearsall, Principal  
Amy Wright, School Secretary  
Donna Hamilton, School Nurse

**KINDERGARTEN**

Amanda Barone  
Margaret Castenada  
Sona Durgana  
Brittany Lambros  
Cathy Truono  
Felicia Hartman RR

**GRADE 1**

Jonathan Buset  
Kelly Pikaard  
Toni Piccirillo  
Kathleen Rich  
Matthew Rohlf  
Rhonda Parma RR

**GRADE 2**

Renee Hunt  
Mary Kennedy  
Shana Opdenberg  
Kelly Ostrowski  
Leslie Della Pesca  
Janet Rooney RR

**BSI**

Brenda Noordyk, (.80)  
Jennifer Underwood (.80)

**PRESCHOOL DISABILITIES**

Joanne Okragly  
Mega Popa-PSD  
Heather Stetz-Special Education Teacher

**SPECIALS**

Cynthia Intile-(.50) Physical Education  
Joseph Keating-Physical Education  
Danielle Ingram, Music

**SPECIAL SERVICES/LLD**

Annette DeSalvo, LLDI  
Maria Collado,LLDII

**PARAPROFESSIONALS**

Donna Broekel-Popa  
Donna Clough-Popa  
Denise Diese-Popa  
Tracianne Muller-Popa  
Diane Najjar-Popa  
Nagwa Omran-Popa  
Kathleen Pisano-Popa  
Lama Nassr-DeSalvo  
Kelli Posyton-DeSalvo  
Iman Saleh-DeSalvo  
Nancy Reynolds-DeSalvo  
Gail Corbosiero-Quazza  
Nancy Cranmer-Quazza

Tricia Czornomor-Quazza  
Laura Elliot-Quazza  
Michelle Gennarelli-Quazza  
Maryann Saykali-Quazza  
Cheryl DiFalco-Quazza  
Melany Banks-Preschool  
Shadae Dean-Preschool  
Jessica Erwood-Preschool  
Tracey Schultz-First Grade

**CUSTODIAN**

Owen Sampson, Custodian  
Mark Springstead, Custodian

**LUNCH/CAFETERIA AIDS**

Keri Burden, Lunchroom/Playground  
Heather Saginario, Lunchroom/Playground  
Lisa Guliemini, Lunchroom/Playground  
Angela Bastante, Cafeteria Worker

**STAFF ASSIGNMENTS 2015-2016**

**SCHOOL #3**

Tracey L. Marinelli, Principal  
Andrea Marchesani, School Secretary  
Julie Abboud, School Nurse

**GRADE 3**

Sandra Barbella  
Lynn Donovan  
Mariel Enright  
Tiffany Sellitto  
Dana Troisi-Inclusion

**GRADE 4**

Celeste Bonilla  
Cynthia Capo  
Mary Healy  
Natasha Boyce\*/LindsayLafferman  
\*Tricia Hughes/Maria Feliz Collado-Inclusion  
\*maternity leave

**SPECIAL EDUCATION/BSI**

Andrea Kornberg, Special Education- LLDI  
Monica Heaney-BSI/Technology  
Maegan Sinisi- RR  
Krysten Harman-Resource

**SPECIALS**

Jonathan Trotter, Physical Education-Part time  
Lisa Spero-Art Teacher  
Danielle Ingram-Music Teacher  
Jonathan Kruzel-Music Teacher

**PARAPROFESSIONAL**

Donna Morley-Kornberg  
Laurie Sachtelban-Kornberg  
Josephine Barilari –Third grade  
Claudine Stefanelli-Third Grade  
Christine Antonucci-Third Grade  
Ghada Darcwich-Third Grade

**CUSTODIAN**

Larry Chestnut, Day time Custodian  
Dorjee Jashar, Evening Custodian  
Robert Scelzo, Part Time Custodian

**LUNCH/CAFETERIA AIDS**

Teresa DeStefano, Lunchroom/Playground  
Harriet Klum, Lunchroom/Playground  
Linda Manfredi, Lunchroom/Playground  
Maria Karoullas-Cafeteria Worker

## **GENERAL RULE INFRACTIONS**

The following rule infractions shall result in one, or any combination of the disciplinary actions listed below being taken, depending upon the frequency and/or degree of the infraction.

Rule infractions:

- \* Tardiness
- \* Use of profane language
- \* Class disruption
- \* Defiant and insubordinate behavior
- \* Lunchroom misbehavior
- \* Playground misbehavior
- \* Bus misbehavior
- \* Gum chewing or eating candy
- \* Throwing snowballs or other objects
- \* Disturbing school neighbors
- \* Other inappropriate behavior deemed serious enough by the principal

**Disciplinary Actions:**

- \* Counseling/discipline session with teacher
- \* Teacher notifying the parent/guardian
- \* Counseling/discipline session with the building principal
- \* Building principal notifying the parent/guardian
- \* Loss of recess
- \* After School Administrative Detention
- \* Other actions deemed warranted by the building principal

## **SCHOOL SUSPENSION**

The following infractions can result in out-of-school suspension for a period not to exceed ten (10) school days:

- \* Repeated "General Rule Infractions"
- \* Possession, use or distribution of any controlled dangerous substance prohibited by law; alcoholic beverages; any prescription or patent drug except those for which permission to use has been authorized by a licensed physician and approved by the parent or guardian.
- \* Striking or threatening a teacher, school employee or fellow student
- \* Stealing
- \* Fighting
- \* Causing or attempting to cause damage to school property
- \* Turning in a false fire alarm or calling in a bomb threat
- \* Using or having possession of a dangerous weapon or fireworks
- \* Smoking
- \* Truancy
- \* Cutting of class
- \* Any infraction that is deemed serious enough to warrant a suspension by the school principal

Note: An out-of-school suspended student is prohibited from attending classes or school sponsored activities and may not appear on school grounds.

These rules and the District code of conduct provide a framework for expected and appropriate behavior for ALL of our students. Teachers will review and model the school rules as they establish classroom rules at the start of the school year. In addition the children will be asked to sign a behavior contract, pledging to do their best to follow these rules. Be sure to review these rules at home with your child at different times during the school year. The goal is to help the children understand and internalize the high expectations we ALL hold for behavior and academic work. All faculty and staff will ensure that these rules are followed in the classrooms, hallways, cafeteria and playground of Little Falls School N<sup>o</sup> 2.

We appreciate the support we get from home as we work together to help our young students learn and display appropriate social and learning behaviors. Our goal is to maintain the safe, calm and caring feeling of the school at all times.

## **STATISTICS AND GENERAL INFORMATION**

The Little Falls Township School District consists of three district schools comprising grades Kindergarten through Eighth Grade as well as serving eligible Pre-K students.

Little Falls students in grades nine through twelve attend Passaic Valley Regional High School which is located in Little Falls. The high school is under the jurisdiction of the Passaic Valley Regional High School Board of Education representing the communities of Little Falls, Totowa, and Woodland Park.

Terrance Brown is the Superintendent of Schools and can be reached by calling the main office number, 973-890-2500.

## **LATE ARRIVAL AND EARLY DISMISSAL**

It is necessary that a pupil be in attendance throughout the school day in order to benefit fully from the educational program of the district. The Board of Education recognizes, however, that from time to time compelling circumstances will require that a pupil be late to school or dismissed before the end of the school day.

A pupil may be excused during the school session for good cause acceptable to the principal, and approved by him/her on receipt of a signed request from the parent or guardian. The excuse requests shall be kept on file in the principal's office.

Any pupil who is reporting late to school must report to the principal's office. A note regarding the late arrival, signed by the parent/guardian, must be presented upon arrival.

Chronic lateness of an unacceptable nature will result in disciplinary consequences.

No pupil shall be permitted to leave the school before the close of the school day unless met in the school office by a parent or a person authorized by the parents to act on his/her behalf.



### SCHOOL CLOSING

During inclement weather schools may be closed for the day. In case of school closings due to inclement weather, the following procedures will be followed:

1. Automated phone message
2. Posted on District web page [www.lfnjschools.org](http://www.lfnjschools.org)
3. Posted on District Facebook page
4. Announcement over the following Radio Station between the hours of 6:30 a.m. and 8:00 a.m. WINS-AM on your dial
5. Announcement on PVTV

In case of any other unusual emergency which would require the closing of schools, we will use the Realtime Notification System.

### EARLY CLOSING DURING SCHOOL DAY

In case of an unusual emergency (hazardous weather conditions, heating problems, etc.), it might be necessary to send your child home from school early. This would only take place on a rare occasion, if needed. You should advise your child of a procedure to follow during these emergencies. Also, please complete the form sent home by the school listing addresses and phone numbers etc. of individuals that should be contacted. Arrangements of this nature are the responsibility of the parent since bus assignments and stops will remain the same.

Please be certain that the emergency procedures you review with your child are consistent with the information provided on the form mentioned above. Review procedures periodically. If there are any changes in the information, please notify the school.

In the event of an emergency closing during the day, we will use the Realtime Notification System. Therefore, there should be no need for parents to call the school. To receive this call you must fill out the form which will be provided at the beginning of the school year.

### DELAYED OPENING PROCEDURE

1. If there are ice and/or snow conditions which are considered hazardous to such an extent as to seriously hinder the opening of school, parents and staff will be notified of a 1 hour delayed opening in the same manner as a school closing.
2. In a delayed opening situation, all staff should report one (1) hour later than their regularly scheduled time. School buses will begin their routes one (1) hour later than their regularly scheduled time.
3. If a delayed opening is scheduled and there is no significant improvement in weather conditions, the announcement to delay the opening of school may be changed to the closing of school through the usual channels which include the phone chain and radio announcements.
4. If a delayed opening occurs and weather conditions deteriorate while school is in session, procedures for an early closing may be implemented.

**Please note:** If school is open and the parent/guardian elects to keep his/her child home at their own discretion, he/she should follow all the normal procedures for reporting absenteeism. When a student returns to school following any lateness or absence, a note must be sent to the child's homeroom teacher explaining the reason for the lateness or absence.

### TRANSPORTATION

The Board of Education transports eligible pupils to and from school in accordance with law and approved policy. According to policy, the Board provides transportation for students with educational disabilities as required by law and dictated by the pupil's educational needs and physical welfare. The Board also considers the provision of transportation to those pupils not otherwise eligible when the Board determines walking conditions to be hazardous. Pupils who

are sanctioned to be transported by bus will be transported to and from their home and no other locations.

All School No. 1 pupils must return directly home upon dismissal. Under no circumstances shall a pupil frequent local stores, restaurants, etc. prior to returning home. This includes early dismissal days.

School No. 1 pupils are to report directly to school in the morning. Under no circumstances shall a pupil leave school grounds prior to the entering bell.

Pupils who are assigned to ride a school bus will not be given permission to walk home. Only pupils who are assigned to a given bus may ride that bus.

### BUS CODE OF CONDUCT

The bus driver shall be in full charge of the bus at all times and shall be responsible for order; he/she shall never exclude a pupil from the bus, but, if unable to manage any pupil, shall report the unmanageable pupil to the principal of the school which he/she attends.

If a student misses the bus at school, at the end of school day, he/she should report to the office immediately. Parents/Guardians will be contacted to arrange for transportation home.

- \* Students are permitted to ride only the bus to which they've been assigned
- \* Students shall remain seated at all times.
- \* Students must fasten their seat belts on buses so equipped.
- \* No passengers, except public school pupils or school personnel, shall be carried on scheduled trips.
- \* Students shall not litter or otherwise deface the bus in any way inside or outside. Neither eating nor chewing gum shall be allowed on the bus. There shall be nothing thrown, spit or dropped out of the windows.
- \* Students will be expected to behave in a safe, non-disruptive manner at all times. Unsafe and disruptive behavior shall be reported to the office of the principal.
- \* Emergency doors shall be used only for emergencies; students shall not tamper with them.

### DRIVING PROCEDURES FOR PARENTS

#### SCHOOL NO. 1

In the interest of pupil safety, and in an effort to avoid traffic congestion, parents are discouraged from driving their children to and from School No. 1. Bussing is provided for a large majority of School No. 1 pupils. If parents must discharge and/or pick up a child on a given day, they should use the Walnut Street side of the school where there is no bus stop. There is no parking or standing on the school side of Walnut Street.

### SCHOOL NO. 2

1. **In emergency situations only**, parents may discharge children in the parking lot before 8:45 A.M. The buses arrive between 8:50 and 9:05 A.M. **NO PARENTS MAY PARK IN THE BUS ZONE AT THIS TIME.** The parking lot is also closed in the late afternoon for buses. Mr. Ryan will distribute additional information.
2. Observe the **NO PARKING OR STANDING** signs along school property on Long Hill Road and **NEVER** pick up or discharge children on this busy street.
3. Never leave your child across the street from the school entrance where he/she would have to cross Long Hill Road.
4. If you must pick up or discharge children, use DeYoung Drive or Inwood Drive or Morningside Circle.
5. Observe the **NO PARKING HERE TO CORNER** signs posted on Inwood and DeYoung Drives. Pull into these streets and turn around so that you are heading out before picking up or discharging passengers. Do not block others from pulling into these streets. Do not park against the traffic flow.

### SCHOOL NO. 3

At 8:50 supervision begins. Parents who drop their children off at school in the morning should drop them off by the gate cutouts on either Riker Avenue or Garrabrant Avenue. Parents are not to drive their vehicle on the playground as this area is off limits to cars as our students play on this area. For special events held during the day or at night, parents and visitors are able to park on the playground as limited parking is available in the surrounding streets to accommodate large numbers of cars. For all other visits to School No. 3, parking is restricted to the streets surrounding the school in appropriately marked areas.

### PUPIL PROGRESS REPORTS

The Board of Education believes that the cooperation of school and home is a vital ingredient to the growth and education of the total child. The Board recognizes its responsibility to keep parents informed of pupil welfare and progress in school.

The Little Falls Schools provide a system of reporting pupil progress which shall include report cards and parent conferences with teachers in grades kindergarten through eight.

The teaching staff will insure that both the pupil and parents/guardians receive ample warning of a pending grade of "failure."

Report cards will be sent home at various intervals during the school year, consisting of three or four marking periods depending upon the school your child is in.

### HOMEWORK

The Board of Education acknowledges the educational validity of work assigned to pupils for completion outside the classroom as an adjunct to and extension and follow-up of the instructional program of the schools.

The emphasis in homework assignments should be placed on the value of the assignment for the individual child with due consideration to:

1. Strengthening basic skills
2. Extending classroom learning
3. Stimulating and furthering interests
4. Reinforcing independent study skills
5. Developing initiative, responsibility and self-direction

Homework is an essential part of our school; it is considered in determining a pupil's progress report grades.

As a general rule, basal reading textbooks are not sent home. Reading homework is given in the workbooks and in the literature selections, or as specific assignments.

### STUDENT RECORDS

The policy of the Board of Education as authorized by NJSA 18A:36-19; NJAC 6:3.1-2.6 allows parents and legal guardians access to pupil records. If you would like to review your child's school records, please call your child's principal to arrange a mutually convenient appointment.

Child Study Team records are kept in the Office of the Director of Special Services with copies secured in other appropriate locations in School #1, School #2, and School #3.

### STANDARDIZED TESTING PROGRAM

In order to evaluate our curriculum and the success of our students in achieving our program goals, it is necessary to administer various standardized tests during the school year. The listing of particular tests, grade levels, and times of year for administration can be found on the district calendar section on the website. It is important that all students be involved in the testing programs, and parents are asked to schedule medical and dental appointments, etc. around these dates since these tests are usually administered over a number of days. All testing program results are evaluated and the results are used to help improve our general school program. They are also used to evaluate individual pupil needs and growth. Individual results of these tests will be shared with parents during the school year.

### CHILD STUDY TEAM

In accordance with New Jersey Administrative Code 6:14 et. seq. (N.J.A.C. 6:14), the Child Study Team (CST) is composed of a school social worker, school psychologist, learning disabilities teacher/consultant and as appropriate, a speech/language specialist. The role of the CST is twofold: first, to work with teachers and parents in providing instructional strategies and techniques to help all children learn and second, to evaluate students and assess their need for special education services according to the regulations set forth in N.J.A.C. 6:214 et. seq. when necessary.

All CST folders are secured in the Director of Special Services Office in School No.1. Parents/Guardians wishing to review their child's CST folder or request a copy of N.J.A.C. 6:14 ET. Seq. may do so by contacting the Director of Special Services.

### SPECIAL SERVICES

The Little Falls Public Schools offer a wide array of special services, Preschool through Grade 8, which are individualized to meet the varied needs of one or more segments of the school population.

### **PARENT ADVISORY COUNCIL (PAC)**

The Parent Advisory Council (PAC) is coordinated by Dr. John DiGiovachino, the Director of Special Services, and will meet throughout the year to discuss issues related to special needs students. Guest speakers, rap sessions, panel discussions and video tapes will serve to educate and provide valuable information to group members.

The Parent Advisory Council (PAC) is open to all parents and teachers. Announcements will be mailed home with dates and topics.

### **BASIC SKILLS IMPROVEMENT PROGRAM (BSIP)**

The Basic Skills Improvement Program (BSIP) provides support for students in the district who do not meet the school district's established minimum level of proficiency in reading, math and/or written language. Basic Skills instruction is offered on a regularly scheduled basis during the school day via an in-class support (inclusion) model. Parents are notified in writing prior to the student beginning the Basic Skills Improvement Program.

### **PRE-SCHOOL DISABLED PROGRAM**

Children who turn three years of age, and who exhibit developmental delays and/or speech/language difficulties, may be eligible for pre-school special education services. Information concerning this program may be obtained from the Director of Special Services.

### **ENGLISH AS A SECOND LANGUAGE**

Some students enter the Little Falls Schools with a limited English proficiency. All students are carefully screened upon reporting for school and those students found to be in need of services will receive them from an ESL provider.

### **GIFTED AND TALENTED PROGRAM**

The Gifted and Talented Program activities provides identified students with a broad range of learning experiences and opportunities which stress the use and application of creativity and higher order thinking skills. Assessments are conducted each year to evaluate each student's eligibility and determine individual's program entry and exit.

Third and fourth graders are selected to participate in enrichment programs in the areas of science, social studies, language arts, and mathematics. Participants explore topics in these disciplines beyond that which is encountered in their third and fourth grade curriculum.

The Gifted and Talented Programs in grades 5-8 include not only those students who have been cognitively identified, but students who demonstrate a talent in the areas of science, math, computers, the arts, and the social studies. Participants take part in activities and events such as the Law Fair, ROGATE, the Buehler Challenger and Science Center, the NJ Math League, and the Symposium for the Arts, in addition to other school/community-based research projects.

### **COMMUNITY INVOLVEMENT FOR TITLE IV**

The LEA has a teacher representative serving on the Little Falls Municipal Alliance, as well as representation by our Social Worker, Substance Abuse Coordinator, and Guidance Counselor at community and statewide conferences related to drug and violence prevention. Additional efforts are coordinated through the support of a Student Assistance Counselor from Passaic Valley Regional High School who works in consultation with our staff. District services to students will be coordinated among local law enforcement agencies, D.A.R.E. program officers, the Passaic County Council on Alcoholism and Drug Abuse Prevention, the Child Assault Program, and the Little Falls Municipal Alliance to initiate both student and parent

workshops to disseminate relevant information and address community-wide goals for drug abuse and violence prevention.

### **HOME INSTRUCTION**

Home Instruction will be provided to those students whose absences for an illness exceed ten consecutive school days. A doctor's note stating the approximate duration of the illness must accompany all requests for this service.

Home Instruction will be provided for a minimum of five hours per week and up to 10 hours for a classified student, generally distributed over a three day period of time. A certified teacher will deliver these services in cooperation with the classroom teacher who will provide materials.

Parents/Guardians should contact the Director of Special Services should the service become necessary.

### **FAMILY LIFE EDUCATION**

The Little Falls Public Schools provide a Family Life Education Curriculum in Grades K-8. This curriculum is sequential in structure and utilizes materials found in the Health and Science Programs.

Parents/Guardians not wishing to have their child participate in this program may complete a form obtainable through the office of the building principals. Parents wishing to view the materials incorporated in the Family Life Curriculum may do so by contacting the office of their child's principal.

### **FIELD TRIPS**

The Little Falls Schools utilize field trips as a valuable extension of its curriculum. Field trips are carefully planned and integrated with the curriculum. Such trips supplement and enrich classroom instruction by providing experiences in an environment outside the classroom.

Pupils on field trips remain under the supervision of the Board of Education and are subject to its rules and regulations.

Students are not excused from school on class trip days.

Permission slips are sent home relative to each trip. These permission slips must be signed by the parent/guardian before the pupil is permitted to participate in the field trip experience.

The Board may authorize field trips for which all or part of the costs are borne by the pupil's parents or guardian, except that no pupil in a special education class or pupil unable to pay the costs assessed shall be prohibited from attending a field trip.

### **CARE OF SCHOOL PROPERTY**

The Board of Education believes that the schools should help pupils learn to respect property. The Board charges each pupil in the school of this district with responsibility for the proper care of school property and the school supplies and equipment entrusted to his/her use.

In accordance with law, pupils who cause damage to school property shall be subject to disciplinary measures and may be required to pay the cost of such damage. The Board reserves the right to hold pupils and their parents responsible for such costs. The Board also authorizes the imposition of fines for the loss, damage or defacement of textbooks or other school property and reserves the right to withhold a report card or diploma from any pupil whose payment of such fines or damages is in arrears.

## Policy #2361

### ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES

The Board recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow pupils to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by pupils to information sources but reserves the right to limit in-school use to materials appropriate to educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes that telecommunications will allow pupils access to information sources that have not been prescreened by educators using Board approved standards. The Board therefore adopts the following 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 Board provides access to computer network/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to the computer network/computers at any time, for any reason. The Board retains the right to have district personnel monitor network activity, in any form necessary, to maintain the integrity of the network and insure its proper use.

#### Standards for Use of Computer Networks

Any individual engaging the following actions when using computer networks/computers shall be subject to discipline or legal action:

- A. Using or allowing the use of the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities which violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer network(s) in a manner that:
  1. Intentionally disrupts network traffic or crashes the network;
  2. Degrades or disrupts equipment or system performance;
  3. Uses the computing resources of the school district for Commercial purposes, financial gain or fraud;
  4. Steals data or other intellectual property;
  5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
  6. Gains or seeks unauthorized access to resources or entities;
  7. Forges electronic mail messages or uses an account owned by others;
  8. Invades privacy of others;
  9. Posts anonymous messages;
  10. Possesses any data which is a violation of this policy; and/or

11. Engages in other activities that do not advance the educational purposes for which computer network/computers are provided.

#### Internet Safety/Protection

The school district is in compliance with the Children's Internet Protection Act and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries, that block and/or filter visual depictions that are obscene as defined in section 1460 of Title 18, United States Code; child pornography, as defined in section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other visual depiction that taken as a whole and with respect of minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The school district will certify on an annual basis, that the schools, including media centers/libraries, in the district are in compliance with the Children's Internet Protection Act and the school district enforces the requirements of this policy.

This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding blocking and/or filtering the visual depictions prohibited in the Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors. The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly board meeting or during a designated special board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361.

#### Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they shall have filed with the principal a consent form signed by the pupil and his/her parent(s) or guardian(s).

## Violations

Individuals violating this policy shall be subject to the consequences as indicated in Regulation 2361 and other appropriate discipline which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion for school and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3

Federal Communications Commission: Children's Internet Protection Act

Date Adopted: September 2, 1997

Date Revised: October 15, 2001

### **DRESS AND GROOMING**

The Board of Education recognizes that each pupil's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of pupils and their parents to make decisions regarding the pupil's appearance except when their choices affect the educational program of the schools.

The Board authorizes the Superintendent to enforce school regulations prohibiting pupil dress or grooming practices which:

1. Present a hazard to the health or safety of the pupil himself/herself or to others in the school
2. Materially interfere with school work, create disorder, or disrupt the educational program
3. Cause excessive wear or damage on school property
4. Prevent the pupil from achieving his/her educational objectives because of blocked vision or restricted movement.

Pupils in an unsatisfactory state of personal hygiene, or in an unsatisfactory or distracting condition of dress, grooming or cleanliness, shall be seen by the principal. Several specific rules relating to dress and grooming are:

1. Candy is not permitted during the school day with the exception of lunchtime in the cafeteria.
2. Pupils may wear shorts; however, shorts, skirts or dresses must not be shorter than three inches above the knee. Short shorts, knee gym shorts, spandex shorts, cut-off sweats and cut-off shorts are prohibited.
3. Cut-off shirts are prohibited and midriffs may not be exposed. Mesh shirts without any appropriate shirt under
4. Clogs, flip-flops or other shoes without backs or securing straps are prohibited as they are potentially dangerous.
5. Undergarments must be covered at all times.

The principal will notify a pupil's parent/guardian in such cases as he/she deems necessary when inappropriate dress and/or grooming occurs. Parents will be asked to bring in alternative clothing in such cases.

### **PUPIL RIGHT TO PRIVACY**

The Board of Education recognizes that a pupil's right to privacy may not be violated by unreasonable search and seizure and directs that no pupil be searched without reason or in an unreasonable manner.

In order to protect your child and to assure his/her well-being, the school authorities reserve the right to search students' lockers, desks, etc., as per Little Falls Board of Education Policy. While we do not anticipate the need to conduct searches, it is important for students and parents to be aware that lockers, desks, etc., are, in fact, school property and not the property of the individual student.

### **HEALTH EXAMINATIONS**

New students entering the school district must have a physical exam done not more than 365 days prior to entry into the district. Tuberculosis testing may also be done as in accordance with New Jersey State law.

The Little Falls School District recommends the importance of a physical examination at least once during each of the student's developmental stages:

- Early childhood (Preschool through Grade 3)
- Pre-adolescence (Grades 4 through 6)
- Adolescence (Grades 7 through 12)

A school employee trained in scoliosis screening shall examine every pupil between the ages of 10 and 18 biannually for scoliosis. As part of the health service program, all pupils will be screened for vision, hearing and BP. All health needs identified during the examinations are reported to the parents or guardians

### **USE OF MEDICATIONS**

The Board of Education disclaims any and all responsibility for the diagnosis and treatment of the illness of any pupil. At the same time, the Board recognizes that a pupil's attendance may be contingent upon the timely administration of medication duly prescribed by a physician. The Board will permit the dispensation of medication in school only when the pupil's health and continuing attendance in school so require and when the medication is administered in accordance with Board of Education Policy.

For purposes of Board of Education Policy, "medication" means any prescription drug or prescribed over-the-counter medicine and includes, but is not limited to, aspirin and cough drops.

No medication will be administered to pupils in school except by the school nurse, another registered nurse, or the pupil's parent. Medication must be delivered to the school nurse in its original labeled container by the pupil's parent and must be accompanied by the parent's written request for its administration and by the physician's written and signed statement of the medication's name, the purpose of its administration to the specific pupil for whom it is intended, its proper timing and dosage, its possible side effects, and the time when its use will be discontinued. Medication no longer required must be promptly removed by the parent. An exception is made for pupils with asthma or another potentially life threatening illness, who shall be allowed to self-administer medication when a nurse is not physically present at the scene provided permission for such administration is on file in the office of the school nurse and that it complies with the conditions for granting permission contained in Board of Education regulations.

## COMPLAINT PROCEDURE

- A. Procedural Requirement  
Any complaints regarding a teacher made to any school authority by any parent, student, or other person which does, or may, influence evaluation of a teacher shall be processed according to the procedure outlined below.
- B. Meeting with Principal  
The complainant will be directed to make contact with the Principal of the school who shall meet with the teacher to apprise the teacher of the full nature of the complaint and they shall attempt to resolve the matter informally.
- C. Procedure
- Step 1**  
In the event a complaint is unresolved to the satisfaction of all parties, the teacher may request a conference with the complainant and the Principal to attempt to resolve the complaint.
- Step 2**  
Any complaint unresolved at Step 1 may be submitted in writing by the complainant or the teacher to the building principal who shall forthwith forward a copy to the Superintendent. Upon receipt of the written complaint, the Superintendent shall confer with all parties.
- Step 3**  
If the Superintendent is unable to resolve a complaint to the satisfaction of all parties concerned, at the request of the complainant or the teacher, he shall forward the results of his investigation along with his recommendation, in writing, to the Board of Education and a copy to all parties concerned. Upon receipt of the findings and recommendations of the Superintendent, and before action thereon, the Board shall afford the parties the opportunity to meet with the proper Board committee and show cause as to why the recommendations of the Superintendent should not be followed. Copies of the action taken by the Committee of the Board shall be forwarded to all parties.
- D. Special Education  
Nothing in this procedure should be interpreted to preclude any person, on the part of a handicapped student, from pursuing resolution as described in NJAC Title 6:28-2.6 and 2.7 at any point in the intervention process.

## USE OF SCHOOLS

School facilities of this district will be made available for community purposes, provided that any such use does not interfere with the educational program of the schools or be detrimental to the community as a whole. The sole authority for granting this permission rests with the Board of Education through the Superintendent of Schools.

The procedure for securing the use of school buildings is as follows:

1. Obtain application blanks at the Office of the Superintendent of Schools.
2. Submit completed application to the Superintendent of Schools.
3. Any matter of special fees, conditions or instructions not covered by the application will be stated at the time the application is approved.
4. Certificate of Insurance required.

5. All groups requesting to use district facilities will be notified of the district's decision in writing.

## PLAYGROUND SAFETY RULES

### SCHOOL NO. 1

Adult supervision is provided during each lunch recess period. Pupils should seek out their supervisors in time of need. A nurse is on duty during each lunch/recess period.

- \* Pupils are not to climb over the fence. If it is necessary for a pupil to go outside to get a ball or toy, the pupil should notify the supervisor on duty. The supervisor will designate who is to get the ball and the supervisor will supervise that child.
- \* No form of "wrestling" or "keep away" is allowed.
- \* The swings should be used properly. No twisting, pushing from the front, running under the swing or lying across the swing will be tolerated.
- \* When on the playground, students are not to go outside the fenced area.
- \* Kicking balls on the playground area closest to the school windows is prohibited.
- \* Use of profanity and fighting are prohibited and pupils participating in either shall be disciplined by the principal.

### SCHOOL NO. 2

Teachers and aides are to report to the playground promptly on the dates and times assigned at the beginning of the school year.

- \* Under no circumstances may a child climb on or over a fence.
- \* Balls outside the play area must be brought to the attention of the teacher on duty. Children are to stay in the play yard unless otherwise permitted by the teacher on duty.
- \* Only the homeroom assigned to the large play equipment may use it
- \* All playground equipment must be used according to the rules shared with our students by the School No. 2 Staff.
- \* No wrestling, football, touch football or other games involving rough physical contact are allowed. Fighting or the use of profanity will result in the loss of play yard privileges and shall be reported to the principal.
- \* No snowball throwing or snowball rolling is permitted. Students should stay off any snow on the play area.
- \* Children will keep their coats on unless the teacher on duty expressly allows otherwise.
- \* Other than school purchased equipment, only jump ropes or soft sponge balls may be brought from home, with no exceptions. Other equipment will be confiscated.
- \* Students are never allowed on the grassed areas if it is wet or snow covered.
- \* Students who are in flagrant or consistent violation of the rules are to be reported to the principal.

### SCHOOL NO. 3

Similar to the rules stated for School No.1 and No. 2, students are expected to follow the basic rules stated by the lunch supervisors and clearly reviewed at the beginning of the school year with each class. Students are not allowed to leave the playground to retrieve any balls or toys that may go into the street. Students will leave and enter the building through their appropriate grade level doors at all times.

**PARENTAL CONFERENCES**

Opportunities for Parental Conferences are scheduled during the course of the school year. If you wish to have a conference with a teacher at other times, please write a note to the teacher to arrange a date and time. Do not just "drop in" during the day as this is an interruption of the educational process. In addition, teachers require appropriate preparation for conferences in order to give the most accurate appraisal possible of the student and the work he/she is doing.

**LOST AND FOUND**

A Lost and Found Box is maintained at each school. Students should check the box frequently for lost or misplaced articles. Unclaimed articles will be donated to charitable organizations. This is done just before Winter Recess, Spring Recess, and at the close of the school year. **CHECK THIS BOX OFTEN!**

**FIRE EXIT/LOCK DOWN DRILLS**

Fire Exit Drills and Lock Down Drills are held twice a month. These drills are held at various times and under varying conditions. Sometimes exits will be purposely blocked to test student and teacher reactions. Our students are taught to leave the building quickly, quietly, and safely.

**MISCELLANEOUS**

Visitors are always welcome. However each visitor is required to report to the School Office to secure a visitor badge. Articles to be delivered to children during the school day should be left at the office. In this way we avoid class interruptions.

**If your address or telephone number should change during the year, please notify the Principal's Office of your child's school.**

If you find it necessary to withdraw your child during the school year, please send a note or call the School Office Secretary to arrange for a transfer card. This card will grant your child admittance to his/her new school.

**LITTLE FALLS PUBLIC SCHOOLS**  
**SCHOOL CALENDAR 2015-2016**

<u>Days</u>			<u>Staff Days</u>	<u>Student</u>
September	1	Tuesday – First Day for Staff	21	19
	2	Wednesday – In-service Day for Staff		
	3	Thursday – First Day for Students		
	7	Monday – Schools Closed-Labor Day		
	17	Thursday – Back To School Night School #2- Single Session Day <u>School #2 only.</u>		
October	21	Monday – Back To School Night School #1 – Single Session Day <u>School #1 only.</u>	22	22
	24	Thursday – Back To School Night School #3 – Single Session Day <u>School #3 only.</u>		
November	3	Tuesday –School Closed- Staff In-service Day	17	16
	5&6	Thursday-Friday – Schools Closed NJEA Convention		
	16-18	Monday-Wednesday Single Session Days for School #1, 2, & 3/Parent Conferences		
	25	Wednesday Single Session Day - Thanksgiving Recess		
	26-27	Thursday - Friday - Schools Closed - Thanksgiving Recess		
December	23	Wednesday - Single Session Day– Winter Recess	17	17
	24-31	Wednesday-Thursday –Schools Closed - Winter Recess		
January	1	Friday-Schools Closed Winter Recess	20	19
	18	Monday-Schools Closed/Staff In service Day		
February	2	Tuesday-Single Session Day/Staff In- service Day	20	20
	15	Monday School Closed-President Day		
March	25	Friday –School Closed-Good Friday	18	18
	28- 31	Monday- Thursday- Schools Closed- Spring Recess		
April	1	Friday-Schools Closed- Spring Recess	20	20
May	30	Monday – Schools Closed – Memorial Day	21	21
June	13	Monday– Single Session Day/Staff In-Service	12	12
	14	Tuesday – Single Session Day		
	15	Wednesday-Single Session Day		
	16	Thursday- Single Session Day-Last day for Students & Staff		
			188	184

If emergency or snow closing days exceed four (4) days, they will be made up as regular days, as available, in the following sequence: 4/1,3/31,3/30,3/29,3/28. As warranted, additional days may be added in June.

Adopted by Board of Education: April 28, 2015

**2015-2016 SCHOOL YEAR PTA BOARD OF TRUSTEES**

**SCHOOL #1**

President: Karen Bennett  
Vice-President: Jen Ruso  
2nd Vice President: Jackie Levin  
Corresponding Secretary: Dina Altongy  
Recording Secretary: Tracy Sweezy  
Treasurer: Diann Scarangella

**SCHOOL #2/#3**

President: Dorothy Cataldo  
1st Vice President: Tracy Schultz  
2nd Vice President: Janelle Binetti  
Treasurer: Linette Brandt  
Recording Secretary: Kim Graupe  
Corres. Secretary: Nicole Smith  
By Laws: Maryann Kilpatrick

**SERVICES UNDER SECTION 504**

Section 504 is part of the Rehabilitation Act of 1973, which applies to all persons with disability. A student who may potentially qualify for a 504 plan must have a mental, or physical impairment, which substantially limits one or more of a student's major life activities. Common examples include, but are not limited to, such things as communicable diseases (HIV, TB), medical conditions (Attention Deficit Hyperactivity Disorder, asthma, allergies, diabetes, heart disease, seizure disorders, traumatic brain injury, etc.), temporary medical conditions due to illness or accident, and psychological disorders.

If you believe that your child may need special accommodations or services in the regular classroom in order to participate in the day-to-day school program, the District will consider the medical diagnosis, and evaluate the student's condition and reach a determination as to whether the student is eligible under the 504 Guidelines. Students do not need to be classified in order to receive services, as Section 504 falls under the responsibility of the regular education program.

If you have any questions regarding Section 504 services or procedures, please contact your child's building principal.

**SEXUAL/WORKPLACE HARASSMENT**

It is the policy of the Little Falls Board of Education to maintain a learning environment that is free from harassment including sexual harassment.

Harassment is defined as unwelcomed and/or unwanted tormenting, annoying, teasing, sexual advances, sexual suggestions, requests or demands for sexual favors, and/or other inappropriate verbal or physical conduct made by a staff member, student, or outside vendor to a student or staff member when that conduct has the purpose or effect of interfering with the person's performance or creates an intimidating, offensive or hostile environment.

Harassment, as described above, may include, but is not limited to, the following unwelcome behavior or treatment:

1. Verbal harassment or abuse;
2. Pressure for sexual activity;
3. Pressure for sexual activity;
4. Remarks or gestures with sexual or demeaning implications;
5. Physical contact; or
6. Using one's position of authority along with implied or explicit threats to secure sexual favors. Remarks, comments, jokes, stories, cartoons or any other communication, oral or written, which are racially or ethnically

discriminatory, or which discriminate or contain demeaning or offensive content based on gender, race, national origin, handicap or disability, age, marital status, religion or sexual orientation.

Any individual, who feels they have been harassed, or has any questions, should immediately bring their concerns to the attention of the building principal or our District Affirmative Action Officer, Nina Cook, at 973-256-4810.

**REVISED**

**Policy #5512**

**HARASSMENT, INTIMIDATION, AND BULLYING**

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;
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 pupils 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.

The district will also impose appropriate consequences and remedial actions to a person 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, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

E. 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, parent(s), and visitors are encouraged to report alleged violations of this Policy to the Principal 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.

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.

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 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 range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. 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 pupils 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 parent 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, in conjunction with the Anti-Bullying Specialist, 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 for pupils who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with pupils that engages in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board Member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but be limited to: counseling and professional development.

#### K. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or 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 and those listed and described in the consequences and Appropriate Remedial Actions section of this Policy
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, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
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. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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 parent 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 sets 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 homepage 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 homepage 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 provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

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

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, 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 and each school in the 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. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

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, between September 1 and January 1 and between January 1 and June 30 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.

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

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.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011

Adopted: August 26, 2003

Date Revised: October 16, 2007, September 16, 2008, October 21, 2008, April 2, 2009, March 31, 2010, August 23, 2011, December 20, 2011

**Policy #8601**

**PUPIL SUPERVISION AFTER SCHOOL DISMISSAL**

The Board of Education adopts this Pupil Supervision After School Dismissal Policy as a result of the New Jersey Supreme Court's decision in *Joseph Jerkins, an infant by his Guardian Ad Litem, Charles Jerkins; Charles Jerkins and Toni Jerkins, individuals, v. Soweto Anderson; Kemba N. Anderson; John Does 1-10 (fictitious individuals) and ABA Corporations 1-10 (fictitious entities), and Board of Education of Pleasantville Public Schools and Rosemay Clarke*.

The New Jersey Supreme Court, in *Jerkins*, indicated dangers exist for younger pupils at dismissal, as children are susceptible to numerous risks, including negligent conduct when leaving school property. Because of these risks, the Board of Education adopts and requires the implementation of Policy 8601 for the supervision of younger pupils after dismissal. The supervision provisions of Policy Guide 8601 are applicable to parents or legal guardians of pupils attending district-operated schools or programs in grades Pre-K – Grade 8 who are not eligible for district-provided transportation after dismissal or are eligible and elect not to use district-provided transportation after dismissal.

Any parent(s) or legal guardian(s) of a pupil attending a district-operated school or program in grades Pre-K – 8, where the pupil is not eligible for district-provided transportation or is eligible and elects not to use district-provided transportation after dismissal may request the school or program not release the pupil to walk home after dismissal unless the pupil is released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) requesting their child(ren) only be released to a parent(s) or legal guardian(s) or parent(s) or legal guardian(s) designated escort after dismissal must submit a completed Request for Supervision at Dismissal from School Form to the Principal or designee, or program administrator. The Form shall be made available on the school or school district website and to parent(s) or legal guardian(s) in the beginning of the school year.

Only those parents or legal guardians requesting the school or program not release their child(ren) to walk home after school dismissal unless the child(ren) is released to the parent(s) or legal guardian(s) or designated escort need to complete the Request Form.

In order for the school administration to effectively implement the requirements of this Policy and to ensure the safety and security of pupils that will be released to a parent(s) or legal guardian(s) or designated escort, the parental request shall be applicable for every school day and shall apply for a duration period of the entire school year. The Request Form must be re-submitted at the end of the duration period. In addition, a parent(s) or legal guardian(s) may rescind their Request by submitting a written request to the Principal or program administrator indicating the date in which the parent(s) or legal guardian(s) no longer requests the school provide supervision of their child(ren) after school dismissal. The child(ren) will be dismissed in accordance with typical dismissal protocol effective the date indicated in the rescinding request.

The Principal or designee, or program administration upon receiving the Request for Supervision at Dismissal from School Form, shall notify the appropriate school staff member(s) who has supervision of the pupil at dismissal time at the end of the school day of the parent's or legal guardian's request. The supervising staff member that receives such notice shall retain supervision of the pupil when other pupils are dismissed from school at the end of the school day.

Each Principal or program administrator will develop and implement a written Pupil Supervision After School Dismissal Plan for their school building or program location. This Plan shall include the school building's or program's supervision procedures for pupils at the end of the school day to the designated area in the school building or program and the location of the designated area in the school building or program. The Plan shall be based on the school's or program's ability to provide supervision, the accessibility for the parent(s) or legal guardian(s) or designated escort to pick-up the child without disrupting dismissal of the remaining school population, and other considerations unique to the school building or program location. The school's or program's Pupil Supervision After School Dismissal Plan shall be provided to all parent(s) or legal guardian(s) that have submitted a Request Form.

In the event the parent(s) or legal guardian(s) or designated escort does not arrive to pick up their child(ren) after the dismissal time of school, the Principal or designee will attempt to contact the parent(s) or legal guardian(s) using the district's emergency call procedures.

The pupil(s) shall be supervised by school staff in the designated area of the building and will only be released when the parent(s) or legal guardian(s) or designated escort arrived to pick up the pupil and signs the pupil out of school.

In order to ensure the safety of other pupils being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other pupils within the building, and to avoid traffic and vehicular safety problems outside the school building, the Principal or program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination shall be made by each Principal or program administrator after considering the unique circumstances at the school building and the building's typical dismissal protocol.

In the event of an emergency such that, when an unforeseen event prevents a parent or legal guardian or designated escort from arriving for the child(ren) at dismissal within the time period designated by the Principal or program administrator, the pupil will be relocated to the Main Office in the school building and will remain in the Main Office supervised by the Main Office staff until the parent(s) or legal guardian(s) or designated escort arrives.

This Policy shall be published in pupil/school handbooks. In addition, the school district shall provide to parent(s) or legal guardian(s) in the beginning of the school year, the school's calendar to include the starting and dismissal times for full session, half-session, and early dismissal days due to weather or other emergencies. Parent(s) or legal guardian(s) shall be required to return to the school a signed acknowledgement of receipt of the pupil/school handbook, which shall include this Policy and the school calendar. In addition, any changes to the school's calendar made during the school year shall also be provided to parent(s) or legal guardian(s).

Date Adopted: July 24, 2012

## RESOLUTION

### The List of Religious Holidays Permitting Pupil Absence from School

**WHEREAS**, according to N.J.S.A. 18A:36-14 through 16 and N.J.A.C. 6A:32-8.3(j), regarding student absence from school because of religious holidays, the Commissioner of Education, with the approval of the State Board of Education, is charged with the responsibility of prescribing such rules and regulations as may be necessary to carry out the purpose of the law; and

**WHEREAS**, the law provides that:

1. Any student absent from school because of a religious holiday may not be deprived of any award or of eligibility or opportunity to compete for any award because of such absence;
2. Students who miss a test or examination because of absence on a religious holiday must be given the right to take an alternate test or examination;
3. To be entitled to the privileges set forth above, the student must present a written excuse signed by a parent or person standing in place of a parent;
4. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as an excused absence;
5. Such absence must not be recorded on any transcript or application or employment form or on any similar form; and
6. The Commissioner, with the approval of the State Board of Education, is required to:
  - a. prescribe such rules and regulations as may be necessary to carry out the purposes of this act; and
  - b. prepare a list of religious holidays on which it shall be mandatory to excuse a pupil. The list, however, is to be a minimum list. Boards of education, at their discretion, may add other days to the list for the schools of their districts; and

**WHEREAS**, the district board of education has the right to add any bona fide religious holiday to the list for its own schools; now therefore be it,

**RESOLVED** that the State Board of Education adopts the following list of religious holidays for the 2015-2016 school year:

\*Approximate date based on lunar calendar.

\*\* *Disclaimer: New Jersey Department of Education has made every attempt to ensure the accuracy of the dates. The information has been verified through the use of various sources and some dates may vary due to the lunar, Gregorian and Julian calendars.*



2015-2016 School-Year	Observance
<b>July 2015</b>	
July 2	Asalha Puja Day (Buddhist)
July 9	Martyrdom of the Bab (Baha'i)
July 13	Laylat as-Qadr (Islam)*
July 13-15	Ulambana/Obon (Buddhist)
July 18-21	Eid al Fitr (Islam)*
July 26	Tisha B'Av (Jewish)
July 31	Guru Purnima (Hindu)*
<b>August 2015</b>	
August 1	Lammas (Christian and Wicca)
August 1	Fast in Honor of the Holy Mother of Lord Jesus (Eastern Orthodox Christian)
August 6	Transfiguration of the Lord (Eastern Orthodox Christian)
August 15	Dormition of the Theotokos (Eastern Orthodox Christian)
August 15	Feast of the Assumption of the Blessed Virgin Mary (Christian)
August 19	Naga Panchami (Hindu)*
August 28	Onam (Hindu)*
August 29	Raksha Bandhan (Hindu)*
<b>September 2015</b>	
September 1	Ecclesiastical Year begins (Eastern Orthodox Christian)
September 5	Krishna Janmashtami (Hindu)*
September 7	His Holiness Sakya Trizin's Birthday (Buddhist)
September 8	Nativity of the Theotokos (Eastern Orthodox Christian)
September 8	Nativity of Mary (Christian)
September 14	The Elevation of the Holy Cross (Eastern Orthodox Christian)
September 14	Feast of Trumpets (Church of God, Philadelphia Church of God)
September 14-15	Rosh Hashanah (Jewish)
September 17	Ganesha Chaturthi (Hindu)*
September 22	Hajj Day (Islam)*
September 23	Mabon (Wicca)
September 23	Eid al Adha (Islam)*
September 23	Day of Atonement (Christian, Church of God, Philadelphia Church of God)
September 23	Yom Kippur (Jewish)
September 28-October 4	Feast of Tabernacles (Church of God, Philadelphia Church of God)
September 28-October 4	Sukkot (Jewish)

<b>October 2015</b>	
October 5	Last Great Day (Church of God, Philadelphia Church of God)
October 5	Shemini Atzeret (Jewish)
October 6	Simcat Torah (Jewish)
October 13-21	Navaratri (Hindu)*
October 14	Al Hijra – 1 <sup>st</sup> Muharram (Islam)*
October 20	Birth of B'ab (Baha'i)
October 20	Installation of the Scriptures as Guru Granth (Sikh)
October 22	Duserra (Hindu)*
October 31	Samhain-Beltane (Wicca)
<b>November 2015</b>	
November 1	All Saints' Day (Christian)
November 2	All Souls' Day (Christian)
November 11	Diwali (Hindu, Jain and Sikh)*
November 12	Birth of Baha'u'llah (Baha'i)
November 12	Goverdhan Puja (Hindu)*
November 15	Nativity Fast begins (Eastern Orthodox Christian)
November 21	The Presentation of the Theotokos to the Temple (Eastern Orthodox Christian)
November 24	Guru Tegh Bahadur Martyrdom (Sikh)
November 25	Guru Nanak Dev Sahib Birthday (Sikh)
November 26	Day of Covenant (Baha'i)
November 28	Ascension of 'Abdu'l Baha (Baha'i)
November 29	First Sunday of Advent (Christian)
<b>December 2015</b>	
December 7-14	Hanukkah (Jewish)
December 8	Bodhi Day (Buddhist)
December 8	Immaculate Conception (Christian)
December 21	Yule (Wicca and Christian)
December 23	Mawlid an Nabi (Islam)*
December 25	Christmas (Christian)
December 25	The Nativity of Christ (Eastern Orthodox Christian)
December 26	Zarathosht Diso (Zoroastrian)
<b>January 2016</b>	
January 1	Gantan-sai (Shinto)
January 3 through 10	Holy Convocation (Church of God and Saints of Christ)

January 5	Birthday of Guru Gobind Singh Sahib (Sikh)
January 6	Feast of Epiphany (Christian)
January 6	Feast of Theophany (Eastern Orthodox Christian)
January 6	Nativity of Christ (Armenian Orthodox)
January 7	Feast of the Nativity (Eastern Orthodox Christian)
January 13	Maghi (Sikh)
January 14	Makar Sankranti and Pongal (Hindu)*
January 17	World Religion Day (Baha'i)
January 25	Tu B'shvat (Jewish)
<b>February 2016</b>	
February 1	Clean Monday (Eastern Orthodox Christian)
February 2	The Presentation of Our Lord to the Temple (Eastern Orthodox Christian)
February 2	Imbolic-Candlemas (Wicca and Christian)
February 8	Chinese/Lunar New Year (Confucian, Daoist, Buddhist)
February 9	Shrove Tuesday (Christian)
February 10	Ash Wednesday (Christian)
February 12	Vasant Panchami (Hindu)*
February 15	Nirvana Day (Buddhist)
February 26 --- March 1	Intercalary Days (Baha'i)
<b>March 2016</b>	
March 8	Maha Shivaratri (Hindu)*
March 13	L. Ron Hubbard's Birthday (Church of Scientology)
March 20	Ostara (Wicca)
March 20	Palm Sunday (Christian)
March 21	Nowruz (Zoroastrian)
March 21	Naw Ruz (Baha'i)
March 23	Holi (Hindu)*
March 23	Lord's Evening Meal (Christian, Jehovah's Witness)
March 24	Purim (Jewish)
March 24	Holy Thursday (Christian)
March 24	Hola Mohalla (Sikh)
March 25	The Annunciation of the Theotokos (Eastern Orthodox Christian)
March 25	Holy Friday (Christian)
March 27	Easter (Christian)
March 28	Khordad Sal (Zoroastrian)

March 28	Easter Monday (Christian)
<b>April 2016</b>	
April 4	The Annunciation of the Virgin Mary (Christian)
April 8	Chandramana Yugadi (Hindu)*
April 13	Baisakhi (Sikh)
April 13	Souramana Yugadi (Hindu)*
April 13-20	Passover/Days of Unleavened Bread (Church of God and Saints of Christ)
April 15	Rami Navami (Hindu)*
April 21	First Day of Ridvan (Baha'i)
April 22	Passover (Philadelphia Church of God)
April 22	Hanuman Jayanti (Hindu)*
April 22-23	Theravadin New Year (Buddhist)
April 23	Lazarus Saturday (Eastern Orthodox Christian)
April 23	First Day of Unleavened Bread (Church of God)
April 23-29	Days of Unleavened Bread (Philadelphia Church of God)
April 23-30	Pesach (Jewish)
April 24	Palm Sunday (Eastern Orthodox Christian)
April 25	The 11 <sup>th</sup> Panchen Lama's Birthday (Buddhist)
April 28	Holy Thursday (Eastern Orthodox Christian)
April 29	Ninth Day of Ridvan (Baha'i)
April 29	Holy Friday (Eastern Orthodox Christian)
April 29	Last Day of Unleavened Bread (Church of God)
April 30	Mahavir Jayanti (Jain)
<b>May 2016</b>	
May 1	Beltane (Wicca)
May 1	Pascha (Easter) (Eastern Orthodox Christian)
May 2	Twelfth Day of Ridvan (Baha'i)
May 2	Bright Monday (Eastern Orthodox Christian)
May 5	Lailat al Miraj (Islam)*
May 5	Ascension of Our Lord (Christian)
May 12	Yom Ha'Azmaut (Jewish)
May 15	Buddha's Birthday/Buddha Day - Visakha Puja (Buddhist)
May 15	Pentecost (Christian)
May 21	Lailat al Bara'ah (Islam)*
May 23	Declaration of the Bab (Baha'i)

May 26	Lag B'Omer (Jewish)
May 29	Ascension of Baha'u'llah (Baha'i)
<b>June 2016</b>	
June 6	Ramadan (Islam)
June 12-13	Shavuot (Jewish)
June 16	Martyrdom of Guru Arjan Dev Sahib (Sikh)
June 19	Pentecost (Eastern Orthodox Christian)
June 20	Litha (Wicca)
June 24	Fast of the Holy Apostles (Eastern Orthodox Christian)