

SHARON ELEMENTARY SCHOOL



FAMILY RESOURCE GUIDE 2024-2025

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SHARON ELEMENTARY SCHOOL ADMINISTRATION

234 Sharon Road
Robbinsville, NJ 08691
(609) 632-0960 FAX (609) 566-9542
[Sharon Elementary School \(robbinsville.k12.nj.us\)](http://SharonElementarySchool(robbinsville.k12.nj.us))

Dr. Nicole Bootier.....Principal
Mr. Michael PassafaroAssistant Principal

ROBBINSVILLE PUBLIC SCHOOLS CENTRAL ADMINISTRATION

155 Robbinsville-Edinburg Road
Robbinsville, New Jersey 08691
(609) 632-0910
www.robbinsville.k12.nj.us

Dr. Jeff C Gorman.....Interim Superintendent of
Schools
Dr. Stephen Wisniewski.....Assistant Superintendent
Mr. Nick Mackres..... Business Administrator
Mrs. Kristy DeFazio.....Director of Curriculum, Instruction & Assessment
Mrs. Stacey Cammarano.....Supervisor of Elementary Curriculum, Instruction, andAssessment and
ESL
Mr. David Fusco.....Assistant Director of Curriculum, Instruction, and Assessment -
STEAM
Mrs. Megan Tenery.....Assistant Director of Curriculum, Instruction, and Assessment -
Humanities
Mrs. Laurie Rotondo.....Director of Counseling &
Wellness, K-12
Ms. Georgine Johnson.....Director of Special Services
Mrs. Claire Corliss.....Assistant Director of Student Services
Dr. Lori Burns.....Director of Early
Childhood Education
Mr. John Legere.....Director of Technology
Mr. Brian Murphy..... Supervisor of Facilities & Grounds

Ms. Pamela Elmi.....	Founder and Director of Robbinsville Extended Day
Ms. Rachel Como.....	Director of Food Services
Ms. Tammy Arwine.....	Transportation Coordinator

THE MISSION STATEMENT OF THE ROBBINSVILLE PUBLIC SCHOOLS

Robbinsville Public Schools seeks to provide an outstanding educational program for students; one in which inquiry, discovery, and the love of learning are cultivated while students develop strong academic and interpersonal skills. The faculty and staff in Robbinsville are committed to creating personalized learning experiences for all students where each is challenged to reach his/her full potential. By following the best educational practices supported by active professional development, students in Robbinsville are offered an academic program consistent with its community’s demand for excellence.

SHARON SCHOOL’S MISSION

Sharon Elementary School fosters a culture for young learners that centers upon developing the whole child within a safe and caring environment. Students are challenged to become independent, lifelong learners, and responsible citizens. The school community is committed to cultivating the confidence and resilience needed for students to thrive in our rapidly changing world.

OUR BELIEFS

- 1. We believe respect for self, others and the world around us is essential.
- 2. We believe learning is a partnership between students, staff, parents and community.
- 3. We believe good citizens accept responsibility for themselves and others.
- 4. We believe each of us takes ownership for reaching our full potential.
- 5. We believe similarities and differences be recognized and valued in our school, community and world.

OUR SCHOOL PROMISE

When we care about each other and our school,
we share what we have,
listen carefully,
help each other learn,
work hard,
and have fun together.

We understand that everyone makes mistakes,
that we stand up for ourselves and others,
and when someone asks us to stop, we stop!

This is who we are, even when no one is watching!

- Adapted from Debbie Miller

WELCOME MESSAGE TO OUR FAMILIES

We are very excited to welcome you to the 2024-2025 school year! Our hope is that you find our school community to be warm and welcoming, where we value and honor the whole child and provide experiences so that students grow and thrive emotionally, socially and academically.

This handbook is created to acquaint you with the policies, regulations, procedures, and rules of the Board of Education and how they shape Sharon Elementary School. We believe all children can be successful if given what they need socially, emotionally and academically. We strive to foster a cooperative partnership among school, home and community. All of us can work together to provide outstanding experiences and opportunities for our children. Please feel free to contact us at 609-632-0960.

DISTRICT CALENDAR

Robbinsville Public Schools District Calendar 2024-2025

DAILY TIME SCHEDULE

2024 - SHARON SCHOOL - 2025

PERIOD	FULL DAY	EARLY DISMISSAL	DELAYED OPENING
Boomer's Nest	9:00 – 9:32	9:00 – 9:26	10:30 – 10:46
1ST	9:34 – 10:18	9:28 - 9:54	10:48 - 11:18
2ND	10:20 – 11:04	9:56 - 10:22	11:20 - 11:50
3RD	11:06 – 11:50	10:24 - 10:50	11:52 - 12:36
4TH	11:52 – 12:36	10:52 - 11:18	12:38 - 1:22
5TH	12:38 – 1:22	11:20 - 11:46	1:24 - 2:08
6TH	1:24 – 2:08	11:48 - 12:14	2:10 - 2:40
7TH	2:10 – 2:54	12:16 - 12:42	2:42 - 3:12
8TH	2:56 – 3:40	12:44 - 1:10	3:14 - 3:44
DISMISSAL	3:45	1:15	3:45

SHARON SCHOOL CONTACT LIST

School Phone Number 609-632-0960

Fax 609-259-7506

Main Office		
Name	Assignment	EXT
Nicole Bootier	Principal	5001
Michael Passafaro	Assistant Principal	5002
Tara Whitlock	Administrative Assistant	5011
Kathy Koss	Administrative Assistant to the Principal	5013

Child Study Team		
Name	Assignment	Extension
Brooke Gorski	Social Worker	4429
Deniela LoPresti	Psychologist	4423
Sabrina LaRagione	Psychologist	4413
Kate Passafaro	LDTC	4415

Family Resources & Student Services		
Name	Assignment	Extension
Trudy Belskey	B.R.I.G.H.T. Program	4039
Shane Heisler	School Resource Officer	5028
Joanne Knox	School Nurse	5015
Melissa Young	School Nurse	5015
Jennifer Ricciardi	School Counselor for Grades K &1 Anti Bullying/HIB Specialist	5404
Natalie Ostermann Claudia Scharff	School Counselor for Grade 2	5019

Kim White	School Counselor for Grades 3 & 4 504 Case Manager	5020
	Cafeteria	5026
	PTA	Please see the Sharon School Website

ACADEMIC SUPPORT

Academic Support at Sharon Elementary School is a program to boost your child's "academic muscles" in both Math and English Language Arts. The placement is flexible, meaning that students may enter and exit the program throughout the year based on their specific individual needs. The sessions in both Mathematics and ELA are organized by NJ Student Learning Standards. The Mathematics Standards are as follows: Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Numbers and Operations/Fractions, Measurement & Data, and Geometry. The Reading Standards include Foundational Skills, Comprehending Literature and Informational Text, and Language / Vocabulary Acquisition and Use.

Our Academic Support Teachers

Mrs. Sharon Martin & Mrs. Donna Mayer

Students are initially screened for eligibility into the program according to data collected from MAP testing, NJSLA scores, and teacher recommendations. In Math, they are given a pretest for specific skills according to the NJ Student Learning Standards. In Reading, students are given either a Developmental Reading Assessment (DRA) or Running Record to assess their reading level. Students are then grouped according to their instructional reading level.

ADVANCED ACADEMIC ENRICHMENT

Mrs. Renee Cucinotti

Our advanced academic enrichment program is both a push-in and a pull-out model. The program provides students opportunities to extend and enrich their learning in both English Language Arts and Math. Standardized assessment and benchmark assessment data are considered when identifying students who may benefit from this program. Students are notified annually of their enrollment in the program.

AFFIRMATIVE ACTION

Robbinsville Township School District will undertake whatever affirmative action necessary to provide equal employment opportunity without regard to race, creed, color, sex, marital status, national origin, and to ensure that all personnel actions such as recruitment, selection, placement, training, promotions, transfers, termination, disciplinary actions and all benefits and compensation are equally applied.

Robbinsville Township School District affirms its responsibility to ensure all students in the public schools of this township's equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, or social and economic status. Lack of English language skills will not be a deterrent to admissions to any program. No qualified handicapped individual shall solely, by virtue of his/her handicap, be denied the benefits of, or subjected to, discrimination in any activity. Contact the Affirmative Action Officer, the Human Resource Manager at 632-0910 x 2207, if there are questions or if assistance is needed. For more information on the district's Affirmative Action Program see Board Policy 1140 posted under Policies and Regulations on the Robbinsville District website.

A.M. STUDENT ARRIVAL

Our doors open at 9:00am to welcome students to school.

ABSENCE FROM SCHOOL

The parent(s) or legal guardian(s) or adult pupil who anticipates a future absence or anticipates that an absence will be prolonged should notify the Principal/designee, who will assist in the arrangement of make-up work. If the absence is to be short-term (less than 3 days), the pupil's teacher will provide home assignments. If the absence is to be a long-term absence due to a health condition (10 days or more,) home instruction will be provided and arranged by the district. If this is an absence that will be more than three days, a parent/guardian must fill out a "Notification of Absence Form". This form can be found in the Main Office or accessed by clicking on this [link](#).

Regular and prompt attendance at school is an integral factor for attaining success in school. However, a child should not come to school feeling ill. The office should be notified if a student will be absent by calling and leaving a message on the "Health Line" any time after school hours or until 9:15 a.m. on the morning child's absence.

The phone number is **609-632-0960** and **press 1**. When calling the “Health Line”, please be sure to give the following information:

1. Your name
2. Student’s name and homeroom teacher
3. Reason for absence
4. Probable date of return to school
5. Any other pertinent information

Please call daily when your child is absent. Absences will be verified. Please note: A note is **required** explaining the absence upon your child returning to school.

Adopted August 24th, 2004

Revised: July 30th, 2019

ATTENDANCE

Policy 5200

The Board of Education requires that the students enrolled in the schools of this district attend school regularly in accordance with the laws of the state. The educational program offered by this district is predicated on the presence of the student and requires continuity of instruction and classroom participation. The regular social interaction between peers in the classroom and their participation in a well-planned instructional activity under the guidance of a competent teacher are vital to this purpose.

- Students absent from school for any reason are responsible for the completion of assignments missed because of their absence.
- No student excused for a religious holiday shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.
- Prolonged or repeated absences, excused or unexcused, from school or class, deprive the student of the classroom experience deemed essential to learning and may result in retention at grade level or loss of credit toward the high school diploma in accordance with the policies of this Board.

N.J.S.A. 18A:36-14 ; 18A:38-25

N.J.S.A. 34:2-21.1 et seq.

N.J.A.C. 6A:16-7.68; 6A:32-8.3; 6A: 16-7.7 (*HIB*)

Adopted: 24 August 2004

Revised: 16 February 2016

BEFORE and AFTER CARE PROGRAM

[Robbinsville Extended Day](#)

R.E.D. Office: (609) 632-0910 x2215 or x2216

Fax: (609) 371-7964

www.robbinsville.k12.nj.us or

elmi.pamela@robbinsville.k12.nj.us

Sharon Elementary School Site#:

(609)632-0988

The mission of R.E.D. is to provide top quality before and after school care, excellent academic enrichment and fun experiences for every child enrolled in our programs!

BUILDING SECURITY

All doors will be locked and secured each day. Please use the doorbell at the front entrance to gain access to the school. All visitors must report to the Main Office, produce a valid, photo ID and receive a visitor's badge. Please help us to make your child's school a safe and secure environment for learning.

BUS BEHAVIOR

All parents with access to Genesis will have read and reviewed the district transportation student responsibility guidelines.

Students are expected to sit in their assigned seats with safety belts fastened at all times. Conversational tones will be used when on the school bus. These expectations are established for the safe and efficient operation of the transportation system. Transportation is considered an extension of the regular school program, and students who violate behavior expectations while riding the bus are subject to suspension from riding the school bus and/or all other consequences established for misbehavior while students are on the school premises.

CAFETERIA

Lunchtime is a time for students to connect and socialize. Recognizing the number of students and the schedule, we expect our students to eat their lunch in a responsible manner and demonstrate safe, kind and respectful behavior to their peers and lunch aides.

- Students will be escorted and seated at their tables by the lunch aides.
- Students will sit appropriately at their tables.
- Students are expected to demonstrate safe behavior, keeping hands to themselves and eating their food properly.
- Students should raise their hand to get up from their table.
- When the lunch aide calls a class to the lunch and snack lines, students should walk to the line, then wait in line patiently, keeping hands to themselves and standing in single file.
- Students should get all appropriate utensils before they return to their tables with their food,
- Students should use soft, conversational tones when talking with friends.
- Students will pick up and clean their own area when done eating before they are dismissed.
- Students will line up and wait quietly to be dismissed by the lunch aide in order to be dismissed for recess by a supervising adult.
- Sharing of food and money is not permitted.

CELL PHONES

[Policy 5516](#)

Students are not permitted to use portable communication devices (i.e. cell phones, smart watches) on Sharon Elementary School property during the instructional day or on the school buses, according to BOE Policy #5516, unless they have obtained permission from a teacher or administrator. Such devices must remain in the student's backpack. Otherwise, they may be confiscated by the principal or their designee.

CHILD STUDY TEAM - (CST)

New Jersey Title 18A, Chapter 26, Special Education Law requires each school district to identify educationally disabled children eligible for special education and related services between the ages 3 and 21.

Identifying disabled children and deeming them eligible is the legal responsibility of the Child Study Team of the local school district. The basic Child Study Team (CST) consists of a School Psychologist, Learning Disabilities Teacher-Consultant (LDT-C), and a School Social Worker.

A child exhibiting signs of difficulty in learning is to be referred by the teacher to the Intervention & Referral Services.

COMMUNICATION WITH TEACHERS

The best way to reach a teacher is to email them. Teacher emails can be found through the teacher directory located on the Sharon School Website.

CONCERNS & QUESTIONS

Parents with questions or concerns are encouraged to follow the three stages below to have their questions or concern addressed.

Initial Stage: Teacher	Initial Stage: Transportation Director	Second Stage: Building Principal/Assistant Principal	Third Stage: Superintendent
Questions or concerns regarding instructional practices in your child's classroom first should be directed to his/her classroom teacher.	Questions about transportation for your child first should be directed to the Transportation Coordinator, 632-0910, ext. 2210.	If more information is needed or you still have questions and/or concerns, a discussion should be scheduled with the principal or assistant principal 632-0960.	A conference with the Superintendent of Schools, 632-0910, ext. 2202, is most appropriately held if questions or concerns have not been adequately addressed at prior levels

DRESS REGULATIONS

[Policy 5511](#)

The Robbinsville Township Board of Education strongly believes that it is the responsibility of the family to see to it that their children come to school dressed modestly, tastefully and neatly at all times.

The following types of clothing or attire are specifically prohibited from being worn by Sharon Elementary School students:

- Non-religious hoods, hats, and miscellaneous head wear.

If there is any question concerning the appropriateness and/or suitability of a student's attire, the principal, assistant principal, or superintendent will bring it to the attention of the child and/or parent/guardian concerned.

DELAYED OPENING

At times, a delayed opening of school may allow for attendance of the children without exposing them to the hazards caused by road conditions, emergencies, etc. A delayed opening would mean that school would begin

90 minutes later than the start time of normal school day at 9:00. This information will be communicated to the community through School Messenger, the district website, and the recording on the school's telephone system. Transportation will also be delayed for the same period of time. Students who board a bus at 8:30 a.m. will be picked up at 10:00 a.m., etc.

DRUGS/ALCOHOL

[Policy 5530](#)

The Board of Education recognizes that drug and alcohol abuse, possession and distribution of controlled dangerous substances and drug paraphernalia on school property and any acts of violence and the actual or threatened infliction of bodily injury, the unlawful use or possession of firearms or other dangerous weapons, present a growing problem in society and is aware of the vital role played by the schools in the efforts of the community to control this problem. The Board believes that an educational and therapeutic approach to the problem is more effective than one which is solely punitive in nature.

EARLY DISMISSAL

Upon arrival, children should present a written note or this filled out [dismissal form](#) to their teacher or a note added on Genesis, stating the reasons for early dismissal. Emails to the teacher about early dismissals, or a change in dismissal will not be accepted. If parents/guardians find it necessary to pick up their children prior to 3:45 p.m., they must report to the main office.

Parents are asked not to request that children be excused early except when an emergency exists. Such requests should be written, stating the reason. Every effort should be made to have your youngster attend school regularly. Frequent absences have an adverse effect on the child's school program and instruction.

EMERGENCY PROCEDURES

We have emergency and evacuation procedures in place in the event of any kind of emergency. All staff are trained in these procedures, and periodic drills take place throughout the school year to ensure smooth execution of these procedures in the event of an actual emergency.

ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

The Robbinsville Township Public Schools offer instruction to identified students addressing their English language needs. In single or small group instructional settings, students meet individualized goals and objectives to increase their personal knowledge of the English language according to state and federal guidelines. For additional information about this program, contact the ESL Supervisor at, 632-0910 ext. 2214.

EXPECTATIONS FOR STUDENT CONDUCT

[Policy 5600](#)

At Sharon School, we believe in positive discipline strategies to help students learn appropriate, safe and healthy conduct ***to become productive citizens***. Positive discipline emphasizes the importance of using positive reinforcement, modeling, supportive staff/student relationships, and family support in conjunction with our school resources. Building off the responsive classroom approach we strive to be a community with a common vision for our classrooms, a community that uses common language, and establishes common experiences through routines and expectations. Through the responsive classroom

approach we pledge to be inclusive and supportive, model what the expected behaviors should look like and sound like, be reasonable and consistent when responding to students, anticipate students' needs, and respect each student's uniqueness.

Listed below on the left side, are examples of misbehavior with possible consequences and tired supports listed on the right side. Consequences are based upon the severity of the action, past history of the student, as well as the administrators' discretion. As a parent/guardian, we encourage proactive and positive communication with teachers/staff.

Likewise in support of a positive school-to-home partnership student misconduct will be communicated to parents from the school. If you would like to appeal an administrative decision please review board policies # 5100 and #9130 .

Tiered Disciplinary & Support Responses	
Classroom Misconduct	Consequence
<ul style="list-style-type: none"> • Cheating • Disrespect • Lying • Name calling • Prohibited items • Pushing • Teasing • Disobedience • Misuse of Technology 	<ul style="list-style-type: none"> • Teacher/Student Conference • Parent/Guardian Notification • Teacher/Guardian Conference • Teacher/Guardian/Student Conference • School Counselor Referral • Loss of privileges
Minor School - Wide Misconduct	Consequence
<ul style="list-style-type: none"> • Biting • Spitting • Exposure • Forgery • Stealing • Inappropriate language • Inappropriate gesture • Willful disobedience • Leaving class without permission 	<ul style="list-style-type: none"> • Teacher/Student Conference • Parent/Guardian Notification • Teacher/Guardian Conference • Teacher/Guardian/Student Conference • School Counselor Referral • Loss of privileges • Principal/Assistant Principal Referral • Detention
Major School - Wide Misconduct	Consequence
<ul style="list-style-type: none"> • Biased Statements • Biting • Spitting • Stealing 	<ul style="list-style-type: none"> • Teacher/Student Conference • Parent/Guardian Notification • Teacher/Guardian Conference • Teacher/Guardian/Student Conference

<ul style="list-style-type: none">● Bullying● False Public Alarm● Fighting● Hitting● Inappropriate touching● Leaving school grounds without permission● Possession of a dangerous weapon or instrument● Threats● Terroristic Threat● Use or distribution of drugs, alcohol and/or tobacco● Vandalism	<ul style="list-style-type: none">● School Counselor Referral● Loss of privileges● Principal/Assistant Principal Referral● Detention● Suspension (grades 3-4)● Referral to the Intervention & Referral Services Team● Child Study Team Referral● Harassment, Intimidation, Bullying Investigation● Expulsion
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The Robbinsville Board of Education expects that

students conduct themselves in keeping with their levels of development

maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

that standards for student behavior be set cooperatively

through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of students, staff, and community members.

students behave in a way that creates a supportive learning environment.

The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

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

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

GUIDANCE AND COUNSELING SERVICES

Sharon Elementary School guidance and counseling program focuses on the child's total development. The counselor's primary role is to provide counseling, coordination, and consultation with regard to all students' academic and socio-emotional development. The counselor's roles and responsibilities include:

1. Individual and small group counseling
2. Developmental classroom guidance lessons
3. Consultation with parents, teachers, and administration

Please contact our counselors at 609-632-0960 if you have any questions.

Guidance Counselor for Kindergarten & 1st Grade
Anti Bullying/HIB Specialist

Ms. Jennifer Ricciardi at **X5014**

Guidance Counselor for Grade 2

Mrs. Claudia Scharff at **X5019**

Guidance Counselor for Grades 3 & 4
504 Case Manager

Mrs. Kim White at **X5020**

HALLWAY BEHAVIOR

Students are to cooperate with the adults and their peers to take care to support a safe school environment for learning.

1. Students are expected to walk quietly and safely through the halls at all times.
2. Students are to keep to their right as they walk through the halls.
3. Students are to demonstrate cooperation and exercise safety, keep their hands to themselves, as they move through the hallway.
4. Students should refrain from touching displays of student work in the hallway.

HARASSMENT, INTIMIDATION & BULLYING (H.I.B.)

Policy 5512

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

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

Consequences and Appropriate Remedial Actions Factors Taken into Consideration for H.I.B.s

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct.

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 students. *Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the student offenders and students histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.*

Factors for Determining Consequences – Student Considerations

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 Consequences – School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student -staff relationships and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

Factors for Determining Remedial Measures

Personal

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

Environmental

1. School culture;
2. School climate;
3. Student staff relationships and staff behavior toward the student;
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 for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students , as set forth in the Board’s approved Code of Student Conduct pursuant to N.J.A.C.

6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are graded according to the severity of the offenses, consider the developmental age of the student offenders and the students' histories of inappropriate behaviors consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

Remedial action 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;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are graded according to the severity of the offenses, consider the developmental age of the student offenders and the students' histories of inappropriate behaviors consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

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 Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure he or she does not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

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

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g. locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school’s response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;

24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: 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.

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victim's' physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;

4. Provision of an adult mentor;
5. Assignment of an adult “shadow” to help protect the student ;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

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 students 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 students, 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 students 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.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Students, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Student 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.

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

Anti-Bully Coordinator & School Safety Team Leader is our Kindergarten & 1st Grade Counselor, Jenn Ricciardi

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 students;
 - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education Regarding harassment, intimidation, or bullying of students;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified

staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

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 operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety Team shall meet, at a minimum, 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 student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team Shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- B. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;

- F. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student , consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section

1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate 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 in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with 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 incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to

provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, 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 shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims 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, and 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 about the investigation. 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 students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the 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 Superintendent's report on the results of the investigations to the Board 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, student, 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.).

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

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses; once an incident of harassment, intimidation, or bullying is confirmed. 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.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), 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, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or Campaigns.

4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or 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 students 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 students who 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 not be limited to: counseling and professional development.

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. **Students** - Consequences and appropriate remedial action for a student 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 Students 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 students 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 students or the provision of students services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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 students , school volunteers, students , and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on

school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

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

The Superintendent shall post 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 students 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.

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 current and new school employees,; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers,; and volunteers who have significant contact with students ; and persons contracted by the district to provide services to students . 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.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board members must complete, during the first year of the member's first term, 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, students, 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.

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 students.

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 school's' 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.

Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report 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.

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.

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.

STUDENTS WITH DISABILITIES

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability 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 Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-19

Adopted: 30 August 2011

Revised: 27 September 2011

Revised: 22 October 2013

HEALTH SERVICES

All students will have annual vision and hearing screenings along with heights and weights by the school nurse. Written notification will be given to those parents of students who do not fall within the normal range of screening.

ADMINISTRATION OF MEDICATION

[Policy 5330](#)

Medication must be delivered to the school nurse by the pupil's parent(s) or legal guardian(s). The medication must be brought to the school nurse in the original container labeled by the pharmacy or physician.

Written orders signed by the pupil's private physician or an advanced practice nurse for the use of pre-filled single dose auto-injector mechanism containing epinephrine, must be provided stating the name of the medication, the purpose of its administration to the specific pupil for whom it was intended, its proper timing and dosage, its possible side effects, and the time when its use will be discontinued. If written orders for use of a pre-filled single dose auto-injector mechanism containing epinephrine are provided, the orders must say the pupil requires the administration of epinephrine for anaphylaxis and does not have the capability for self- administration of the medication. These written orders must be reviewed by the school physician prior to school approval for self-administration of any medication. The school physician may also issue standing orders to the school nurse regarding the administration of medication.

The administration of medication during the school day is not encouraged. However, if your child needs to take medication during the school hours, the following steps must be followed:

1. A Request for Medication form must be filled out and signed by the physician and parent. The form is available under "Services" on the Sharon School website at www.robbinville.k12.nj.us
2. If you do not have a Request for Medication form at the time of your visit to the physician, the physician may write the name of the medication, and time to be taken during school, on a prescription pad along with his/her signature.

N.J.S.A. 18A:6-1.1; 18A:40-3.1; 18A:40-6; 18A:40-7; 18A:40-12.3;
18A:40-12.4; 18A:40-12.5; 18A:40-12.6; 18A:40-12.7;
18A:40-12.8

N.J.S.A. 45:11-23

N.J.A.C. 6A:16-2.3(b)

Adopted: 27 July 2004

Revised: 29 September 2009

HEALTH RECOMMENDATIONS

The goal of the Health Office is to maintain a healthy school environment for students and staff. These are reasons to keep your child home from school:

1. **Fever** (Temperature at or above 100F) Your child should be fever free, without the use of fever reducing medication for 24 hours before returning to school. The medications will lower temperatures, but many times the child will still be contagious.
2. **Vomiting and/or Diarrhea** If your child has vomited and/or has diarrhea the before or the morning of school, they should remain home. They should be symptom-free for 24 to 48 hours before returning to school.
3. **Runny Nose with yellow/green mucus**
4. **Discharge from red eyes**
5. **Difficulty breathing**
6. **When they exhibit symptoms that prevent him/her from participating to the best of their ability in school, such as:** excessive tiredness, coughing, sneezing, headache, body aches, earache, difficulty swallowing, and/or loss of appetite.

Please keep your child home until he/she has been symptom free for at least 24 hours without medication. Returning to school too soon may slow down the recovery process and expose others to illness.

Illness Prevention:

- Wash hands often with soap and water for at least 20 seconds
- Avoid touching eyes, nose and mouth

- Cough and sneeze into a tissue or the bend of your arm and properly dispose of tissues
- Avoid close contact with sick people
- Stay home when feeling sick and consult your healthcare provider
- Clean and disinfect frequently touched surfaces

The Health Office monitors and maintains all student health records. If your child has surgery, a serious injury, allergic reaction or other health related problems, please notify us. We can best care for your child if we are informed about medical histories.

HOMEWORK

[Policy 2330](#)

The Board of Education believes that homework relevant to material presented in class provides an opportunity to broaden, deepen, or reinforce the pupil's knowledge. Teachers must use discretion in deciding the number and length of assignments. The Board encourages the use of interrelated major homework assignments such as term papers, themes, and creative projects.

Students absent for any reason can make up assignments, class work, and tests within a reasonable length of time. In general, students will be allowed 2 days to make up missed work for each one day of absence.

Students being excused for any reason must make arrangements for the work missed following his/her absence.

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning at school.
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and providing an opportunity to remediate learning problems.
3. As a valid educational tool, homework should be clearly assigned and its product is carefully considered for feedback.
4. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.
5. Homework may be used to enhance parent awareness of student progress and curriculum taught.

INCLEMENT WEATHER INFORMATION

In case of inclement weather, please check our website at www.robbinville.k12.nj.us. Messages are recorded when you call the school at 632-0960. Additionally, school closing due to bad weather or other emergencies will be communicated through email and phone messages from School Messenger, and the district website. Parents MUST make provisions for these situations.

INTERVENTION and REFERRAL SERVICES TEAM (I&RS)

The Intervention and Referral Services Team is a problem-solving committee for teachers and families of students who are having difficulty academically, socially or emotionally. It is activated by request from a concerned party.

If your child is experiencing challenges making annual progress on the grade level report card reading benchmarks please contact your child's teacher to discuss initial support strategies. Sharon Elementary School offers two programs, Multi Sensory Reading and Leveled Language Literacy (LLI) to provide additional targeted instruction to help students strengthen their decoding, encoding, phonological awareness, vocabulary, and comprehension skills.

The committee includes a regular classroom teacher, the student's teacher(s) and any of the following:

- guidance counselor
- speech therapist
- learning disability teacher/consultant
- reading specialist
- school nurse
- psychologist
- occupational therapist
- principal, or assistant principal.

Parents are informed of these problem- solving meetings.

The committee develops, implements and monitors an intervention plan that outlines ways to use school resources and provides suggested strategies for parents and teachers to use to help students. The 504

Committee is encompassed in the I&RS Committee. Please call the assistant principal at 632-0960 x5001 if you have any questions.

INVITATIONS

Invitations to parties outside of school may be distributed at school as long as every child in the class is invited.

LATE TO SCHOOL/TARDINESS

[Policy 5240](#)

The Board of Education believes that promptness is an important element of school attendance. Pupils who are late to school miss essential portions of the instructional program and create disruptions in the academic process for themselves and other pupils.

Tardiness to school or class that is caused by a pupil's illness, an emergency in the pupil's family or by the pupil's compliance with request or directive of an administrator will be considered justified and is excused. All other incidents of tardiness will be considered unexcused.

Three instances of unexcused tardiness or early dismissals, as determined by the principal, will equal one absence for the purpose of calculating unexcused absences for application of Board Policy No. 5200 on Attendance.

A pupil who develops a pattern of tardiness, excused or unexcused, will be offered counseling with an appropriate staff member to determine the cause of the tardiness.

LITERACY SUPPORTS

Sharon Elementary School offers early literacy intervention programming for students who meet the program criteria. These interventions are programmatic, intensive, complement our curriculum and help students to develop the skills to put them on a path to reach grade level benchmarks. Parent cooperation and active at home support, by reading to and with your child, is critical to supporting a child's literacy skills.

Level Literacy Intervention

Leveled Literacy Intervention is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. The focus of LLI is to aid in comprehension strategies. Students are eligible for LLI in grades 3-5. Qualifying data points for LLI include I-Ready Scores and classroom literacy benchmark assessments.

Multisensory Reading Intervention

Multisensory Reading (MSR) Intervention is based on the Orton-Gillingham methodology and focuses on strengthening decoding, encoding, fluency, phonological awareness, vocabulary, and comprehension skills. All Multisensory Reading interventionists are certified Orton-Gillingham practitioners. Time spent in this program can last 1-3 years. Students are seen daily for a 30 minute session. Intervention teachers assessed weekly to monitor student growth. Students are eligible for MSR in grades K-5. Qualifying data points include: dyslexia screener results from Early Bird (k and 1st), I-Ready Scores, and classroom literacy benchmark assessments.

LONG-TERM NON-MEDICAL ABSENCES

All missed work for unexcused absences such as family gatherings or vacations must be made up if possible. Much of our work is based upon the planned lessons and experiences provided by the teacher. Due to the nature of some assignments, it is not possible to provide them in advance of the absence. If an absence extends for ten days or more you will need to disenroll your child from the district. Your child can return to school the day after your child is re-enrolled. Call the Principal's Administrative Assistant, Kathy Koss at extension x5013.

Assignments that are given in advance MUST be presented to the teacher on the day your child returns to school. Assignments that accumulated during the absence will be allowed to be made up in 2 days for each one day of absence.

LOST AND FOUND

Families are asked to have their child's belongings and articles of clothing clearly marked. Articles found at school are taken to Lost and Found, located in the hall outside of the All-Purpose Room. Students may check the designated Lost and Found area for misplaced items.

MEDICATION

Please see policy and regulations under HEALTH SERVICES.

PARKING

When parking at school, only use the spaces that are marked as a designated parking spot. After morning arrival and the buses have departed until prior to dismissal (3:00pm) feel free to use the numbered bus parking slot in front of the school. Please be mindful of children and adults who may be in the area. Always use extreme caution.

PHYSICAL EDUCATION and HEALTH EXPECTATIONS

Policy 5250

1. Children will be excused from physical education class when a doctor's note is presented to the School Nurse.
2. Children must wear sneakers or rubber soled shoes.

P.M. DISMISSAL

Regular full Day Dismissal is at 3:45. If you intend to pick up early please see the student pick up procedures in this manual.

POSSESSION OR USAGE OF ILLEGAL SUBSTANCES

A student possessing or using alcohol, narcotics, anabolic steroids or other unauthorized drugs upon arrival at school, on school premises, or while in attendance at a school function, shall be suspended up to but not to exceed nine (9) days, unless the school administration in consultation with the Chief School Medical Inspector, determines that a school suspension would not be in the best interest of the student in question.

In addition, the police shall be notified and a parent conference shall be held. Upon return to school, the pupil shall be informed of and referred to appropriate counseling agencies/programs within and outside the school district and placed on school probation may include surveillance by school authorities and may include exclusion from some or all school social and extracurricular activities. A pupil found to be using or in possession of alcoholic beverages, narcotics, or other unauthorized drugs on school premises or while in attendance at a school function during his/her enrollment at school shall be subject to an expulsion.

It is the responsibility of the district schools to safeguard the health, character, citizenship, and personality development of pupils in its care. The Board of Education recognizes that the use of drugs, anabolic steroids or alcohol illegally and/or inappropriately constitutes a hazard to pupils. Therefore, the Chief School Administrator shall direct development of a program for evaluation and treatment of pupils found possessing or using alcohol or drugs on school property or at school functions.

PRESCHOOL

Handbook

Director of Early Childhood Education

Dr. Lori Burns

burns.lori@Robbinsville.k12.nj.us

https://www.robbinsville.k12.nj.us/apps/pages/index.jsp?uREC_ID=460081&type=d

PROHIBITED ITEMS

In the spirit of maintaining a safe and secure learning environment, the following items should not be brought to school:

- Handheld Electronics, unless permission is given by the teacher
- Gum
- Large sums of money
- Toys, unless permission is given by the teacher
- Trading Cards
- Shoes with wheels
- Yo-Yo
- Fidget Spinners

If a student brings a prohibited item to school, the item will be taken and a parent/guardian must pick the item up from the Main Office.

RECESS
[Policy 2422](#)

Students have the responsibility of using the playground or recreation area in a safe manner and to obey all safety rules. Each day students have 22 minutes of recess. When the weather is inclement or the temperature is below about 32 degrees fahrenheit students will have indoor recess. During the winter, please be sure your child is dressed appropriately for the outdoors. Students are to follow any instructions given by the supervising adults.

Please take some time to review the following rules with your student:

1. For reasons of safety, students are not permitted to bring hardballs or wood and aluminum bats to recess.
2. Contact sports may cause serious injury to a student and therefore are not allowed.
3. Tumbling, handstands and other gymnastic activities are not allowed.
4. Only one student should be coming down the slide at a time, with feet first only!
5. Students should remain in established play areas at all times.
6. In consideration of others who may still be working in their classrooms and for safety reasons, students should stay away from all classroom windows.
7. Students should never push classmates on the ground or pull on their clothing.
8. Rocks and pebbles should not be picked up or thrown at any time.
9. Students should avoid muddy areas.
10. Students must be dressed appropriately (outerwear, shoes with backs, etc.) in order to participate in recess. For health and safety reasons, those students who are not appropriately attired will not be allowed to participate.

RESPONSIBILITY FOR PERSONAL BELONGINGS

In order to develop and foster individual personal responsibility, students are not allowed to return to their classrooms after dismissal for any reason. The custodians will not honor any requests, and should not be asked to do so.

SCHOOL CLOSING

School closing due to bad weather or other emergencies will be announced through email and phone calls from School Messenger, and the district website. Additionally, messages are recorded when you call the school at 632-0960, or you can check the district website at www.robbinsville.k12.nj.us. Parents MUST make provisions for these situations.

SCHOOL RESOURCE OFFICER

Sharon's School Resource Officer, Active Duty Robbinsville Police Officer, Shane Heisler serves as an integral member of the School Safety and Readiness Team. He is an active and present member of our school community and serves as a resource to not just the staff and students but to families as well. Should you wish to contact Officer Heisler, his extension at the school is x5014.

SEXUAL HARASSMENT

[Policy 5751](#)

The Board of Education will not tolerate sexual harassment of pupils by school employees, other pupils, or third parties. Sexual harassment of pupils is a form of prohibited sex discrimination. School district staff will investigate and resolve allegations of sexual harassment of pupils engaged in by school employees, other pupils (peers), or third parties.

The Board shall establish a grievance procedure through which school district staff and/or pupils can report alleged sexual discrimination, including sexual harassment which may include quid pro quo harassment and hostile environment. School district staff will diligently intervene and report any sexual harassment to which they are a witness, even if the pupil does not complain.

Definitions:

1. *Quid pro quo harassment* occurs when a school employee explicitly or implicitly conditions a Pupil's participation in an educational program or activity or bases an educational decision on the pupil's submission to unwelcome sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Quid Pro Quo Harassment is equally unlawful whether the student resists and suffers the threatened harm or submits and thus avoids the threatened harm.
2. *Hostile environment sexual harassment* is sexually harassing conduct (which can include unwelcome sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature, including unwelcome leering, sexual flirtations and/or propositions; unwelcome sexual slurs, threats, verbal abuse, derogatory comments, sexually degrading descriptions, or remarks that imply incompetence as a characteristic of gender; unwelcome graphic verbal comments about an individual's body or overly personal conversation; unwelcome sexual jokes, stories, drawings, pictures, or gesture; unwelcome spreading of sexual rumors; unwelcome teasing or sexual remarks about a pupil enrolled in a predominantly single sex class; unwelcome touching of an individual's body or clothes in a sexual way; displaying sexually suggestive objects or materials in the educational setting by an employee, by another pupil, or by a third party that is sufficiently severe, persistent, or pervasive to limit a pupil's ability to participate in or benefit from an educational program or activity, or to create a hostile or abusive educational environment.

This Policy protects any "person" from sex discrimination; accordingly both male and female pupils are protected from sexual harassment engaged in by school district employees, other pupils, or third

parties. Sexual harassment, regardless of the gender of the harasser, even if the harasser and the pupil being harassed are members of the same gender is prohibited. Harassing conduct of a sexual nature directed toward any pupil, regardless of the pupils' sexual orientation, may create a sexually hostile environment and therefore constitute sexual harassment. Nonsexual touching or other nonsexual conduct does not constitute sexual harassment.

The regulation and grievance procedure shall provide a mechanism for discovering sexual harassment as early as possible and for effectively correcting problems.

Any pupil who, in his/her opinion believes he/she has been sexually harassed by another pupil or any staff member who is reporting on behalf of a pupil should follow these procedures:

1. Inform the offender that the behavior is unacceptable.
2. Pupils should contact his/her teacher or other trusted staff member to inform him/her of the offender's behavior, when it took place, who may have witnessed it, and what was done in an attempt to halt the behavior. This report may be filed orally, but pupils in grades three and up should submit a written complaint within 48 hours.
3. The staff member shall immediately inform the principal and shall forward the written report of the incident to the principal once it is received. The principal shall meet with the reporting pupil within one day. The principal shall subsequently meet with the alleged offender to attempt to resolve the matter at this level.
4. The principal shall then contact the parent (s)/legal guardian (s) of the pupil who has been allegedly harassed, and the parents of the offender to inform them of the matter. All parents should then be advised of the district's policy and this procedure. Parent meetings should be scheduled if necessary or requested.
5. The parents of the pupil alleging harassment shall be informed of their right to file a grievance with The State's Civil Rights Commission if the harassment continues.
6. All involved pupils will be informed that any retaliatory behavior, or threat of same, shall result in disciplinary action.
7. The principal shall document the details of the complaint and follow-up. If the matter is resolved, the principal shall maintain the documentation in a confidential file for a period of three calendar years in the event of a subsequent offense. A copy of the principal's report should be forwarded to the Affirmative Action Officer. The alleged offender and the pupil reporting the offense shall be informed of this record.
8. The principal shall then contact the district's Affirmative Action Officer to apprise him/her of this matter and its resolution. If the matter is not resolved by the principal or if the matter was of a nature or seriousness of offense that requires further investigation, it will be pursued by the Affirmative Action Officer.
9. The Affirmative Action Officer shall notify the Superintendent of the complaint.

10. The Superintendent shall notify the Board of the complaint.
11. All parties are to be guaranteed their due process rights each stage of the procedure.

The Superintendent, or designee, will take steps to avoid any further sexual harassment and to prevent any retaliation against the pupil who made the complaint, was the subject of the harassment or against those who provided the information or were witnesses. The school district staff can learn of sexual harassment through notice and any other means such as from a witness to an incident, an anonymous letter or telephone call.

This policy and regulation on sexual harassment of pupils shall be published and distributed to pupils and employees to ensure students and employees understand the nature of sexual harassment and that the Board will not tolerate it. The Board shall provide training for all staff and age-appropriate pupils understand what type of conduct can cause sexual harassment and that the staff knows the school district policy and regulation on how to respond.

In cases of alleged harassment, the protections of the First Amendment must be considered if issues of speech or expression are involved. Free speech rights apply in the classroom and in all other programs in the public schools. The Superintendent, or designee, will formulate, interpret, and apply the policy so as to protect free speech rights of staff, pupils and third parties.

In addition, if the Board accepts federal funds, the Board shall be bound by Title IX of the Education Amendments of 1972 prohibiting sexual harassment of pupils. Title IX applies to all public school districts that receive federal funds and protects pupils in connection with all the academic, educational, extracurricular, athletic, and other programs of the school district, whether they take place in the school facilities, on the school bus, at a class or training program sponsored by the school in a school building or at another location.

United States Department of Education – Office of Civil Rights Sexual Harassment Guidance:
Harassment of Students by School Employees, Other Students, or Third Parties (1997)
Adopted: 28 September 2004

SPECIAL SERVICES

The Child Study Team consists of a learning disability teacher/consultant, school psychologist, and a social worker. Team members are available to consult with teachers and parents with regard to the use of various strategies in dealing with students who may be experiencing problems academically or socially. Please contact our Director of Special Services, Mrs. Georgine Johnson at 632-0944 x4410, if you have any questions.

STUDENT PICK-UP

At Sharon School all students are provided bus transportation to and from school. Parents are responsible for communicating a change to the regular transportation arrangements.

To communicate a change to the school:

- Please fill out [the school's dismissal form](#) and send in to your child's homeroom teacher.
- You may also communicate your desired change in dismissal for Student Pick-Up or early dismissal on Genesis. Please submit any changes by 12:00 PM in Genesis on that day.

Children without notes and whom report to student pick-up at 3:45 in the back of the building will be sent to the office or to aftercare if they are in the program. Parents/guardians picking up their children instead of taking the bus home must sign their child out at the Student Pick-Up door.

STUDENT REPORT CARDS and PARENT CONFERENCES

It is the philosophy of the Robbinsville Public Schools that the parent/teacher conference provides the most meaningful dialogue for reporting pupil progress. Parent/teacher conferences are used in conjunction with a written reporting system designed specifically for programs. Reports are issued on a trimester basis and are posted in Genesis in December, March and June. Please see the school calendar for the specific dates reports go live for viewing.

In conjunction with written reports, parent/teacher conferences are scheduled. The parent/teacher conference provides an opportunity for both the parent and teacher to confer concerning the emotional, social, and educational growth of the child. Parent teacher conferences occur in the months of October and March.

SUSPENSION

The principal, assistant principal, or superintendent has the authority to suspend any child from the privilege of attending school or school activities who is guilty of misconduct or continued insubordination to the school organization, policies or regulations. In all cases of suspension, parents shall be notified by the principal or assistant principal. Children may be readmitted only upon permission of the principal, assistant principal, superintendent or Board of Education.

In order for a suspended student to be readmitted to school, there must be a conference between parents, principal, assistant principal, or superintendent. When a student has been excluded from the

school in accordance with statute, he/she will have the same opportunity to make up missed work as a student is absent for any other reason. Such days of non-attendance shall be recorded as excused absences.

TRANSPORTATION

Specific student behavior expectations are established for the safe and efficient operation of the school district transportation system in accordance with state laws and regulations. Students are to remain seated and belted at all times. Transportation is considered an extension of the regular school program, and students who violate behavior expectations while riding a bus are subject to suspension from riding the bus and/or all other penalties established for misbehavior while students are on the school premises. Any questions or concerns pertaining to the district transportation system should be addressed to the Transportation Coordinator at 609-632-0910, ext. 2213.

VISITORS TO SCHOOL

[Policy 9150](#)

For the safety of your children, all visitors must report to the main office to sign in, present proper identification and obtain a visitor's pass before proceeding to any part of the school building. Persons wishing to visit a school should make arrangements in advance with the school office and/or teacher.

WATER BOTTLES

In an effort to conserve and reduce waste, we request that you do not send water bottles that are one-time use. Please invest in containers that can be sent home for cleaning and refilling each day. Please make sure to label your child's bottle!

WITHDRAWAL

If you are moving and withdrawing your child from school, please come by the school a few days prior to the withdrawal date.

DISTRICT POLICIES FOR REFERENCE
Featured in Sharon Family Resource Guide

For all District Board of Education Policies and Regulations please visit the [Robbinsville School District Website](#) Board of Education pull down tab. Click on Policies and Regulations to conduct a search for a particular policy and or regulation.