

**BOUND BROOK SCHOOL DISTRICT
BOUND BROOK, NEW JERSEY
BOUND BROOK HIGH SCHOOL**

**STUDENT
EXPECTATIONS MANUAL**



2024-2025

***Bound Brook School District
Vision Statement***

The Bound Brook School District is in a partnership with the community, parents, administration, and teachers to lead, plan, support and communicate with the entire population to empower the unique strengths of Bound Brook. Our District provides a supportive learning environment that prepares students for the 21st century, demanding the highest educational standards for our staff and students, educating and challenging the whole child to help them to reach their full potential through a well-rounded education.

BOUND BROOK PUBLIC SCHOOLS

2024-2025

Student Expectation Manual

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Bound Brook High School Administration

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Shaun Cleary
Assistant Principal
Class of 2026 & 2027

Christine Larson
Assistant Principal
Class of 2025 & 2028

Bound Brook High School Counselors

Esther Quezada- Class of 2028

Leana Dominguez- Class of 2027

Alejandro Rijos- Class of 2026

Nick Moran- Class of 2025

Deborah Paulsen, SAC-Grades 9-12

Julia Buccini, LCSW-Grades 9-12

BOUND BROOK SCHOOL DISTRICT AFFIRMATIVE ACTION POLICY

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

Inquiries regarding affirmative action, discrimination, sexual harassment, harassment, equity, desegregation, etc., are to be directed to:

Edward Smith
Affirmative Action Officer
Bound Brook, New Jersey 08805
732-356-2500

Bound Brook School District
Superintendent's Message

Dear Parents, Students and Staff:

Welcome to the 2024-2025 school year. As another school year begins, our expectations for a high quality education must grow so that we can meet the expectation that we provide our students with an education that will enable them to participate in a world market. The goal of a quality education for all of our children can only succeed when the school community and the greater community it serves, work together in a spirit of cooperation and collective effort.

The purpose of the Student Code of Conduct is to provide parents, students, and staff with knowledge of the behaviors expected so that a proper learning environment for students can flourish.

The parents' role needs to ensure that their children are "ready for school" each morning. Students must come to school on time and prepared to participate in the learning process. Students need to understand that acquiring an education is a goal of vital importance. Achieving a quality education is their task, and they need to come to understand the differences between work and play. If they are someday going to become employable in this competitive work society, they must learn that behavior at work is different from behavior at play. This applies to many areas including appearance and dress when at school. The Student Code of Conduct serves as a guide for appropriate behavior in school and also outlines penalties for student misbehavior. The Code supports a respectful, positive learning climate for every student, which also translates to life and the world of work.

The role of the staff is to come to work prepared to engage all students in an educational process that will enhance the educational and academic growth of every student they teach.

It is the responsibility of every parent and student to carefully read and understand this Code of Conduct. Please contact your building principal if you have any questions about how these policies and procedures apply to your children. Copies of these will be provided upon a request made to the building principal.

I wish each Bound Brook student a great year, and my hope is that all of us; students, teachers, support staff, administrators and parents will be able to look back on the 2024-2025 school year as one of success in meeting our challenges and fostering positive student growth.

Sincerely,

Alvin L. Freeman, Ed.D.
Superintendent of Schools

Table of Contents

SCHOOL INFORMATION	1
INTRODUCTION TO STUDENT EXPECTATIONS MANUAL	1
FLAG SALUTE AND PLEDGE OF ALLEGIANCE	1
STUDENT RIGHTS	2
COMMUNICATING WITH THE SCHOOL	2
STUDENT RESPONSIBILITIES	3
STUDENT IDENTIFICATION CARDS	3
STUDENT LOCKERS	4
DRESS CODE	5
GRADING CALENDAR	7
GRADUATING STUDENTS	8
GRADUATING REQUIREMENTS	8
EARLY DISMISSAL OR LATE ARRIVAL	8
SCHEDULE CHANGES	9
CLASS/COURSE LEVEL CHANGES	9
STUDENT ATTENDANCE	10
Overview	10
Absence Reporting	10
Absences	11
Verified Absences	11
Unverified Absences	11
Excused Absences	11
Absence Consequences	12
Truancy	13
Tardiness	13
Loss of Credit Appeal	14
LEAVING THE SCHOOL BUILDING	14
FOOD DELIVERY	14
GRADING POLICY	14
Grading Procedures	14
Pre-Assessment and Post Assessment Policies and Procedures	15
Calculating Honor Roll/High Honor Roll	16
ACADEMIC DISHONESTY	17

Plagiarism	17
Cheating	17
PROMOTION, RETENTION, and ACCELERATION	17
Retention	18
Acceleration	18
CREDIT RECOVERY	20
FIELD TRIP PROCEDURES	20
HEALTH SERVICES	20
The Role of the School Nurse	21
The Health Office Provides	21
Exclusion from School due to Illness or Injury	21
Communicable Diseases	22
Medication Policy	22
Physical Education and Sports Excuses	22
OPERATION CHILD FIND	22
DRUG FREE SCHOOL ZONES	23
SUBSTANCE ABUSE	23
SUSPECTED STUDENTS OF INVOLVEMENT WITH SUBSTANCES	23
STUDENTS RETURNING FROM TREATMENT	24
POSSESSION OF A SUBSTANCE	25
KNOWLEDGEABLE ASSOCIATION WITH VIOLATORS OF SUBSTANCE ABUSE AND/OR OTHER BEHAVIORAL REQUIREMENTS	25
STUDENT VOLUNTEERS INFORMATION ABOUT ALCOHOL/DRUG/ANABOLIC STEROIDS PROBLEMS OF ANOTHER STUDENT	25
SCHOOL INTEGRATED PEST MANAGEMENT PLAN-IPM	27
Integrated Pest Management Procedures in Schools	27
Development of IPM plans	27
IPM Coordinator	27
Education /Training	27
Record Keeping	28
Notification/Posting	28
Re-entry	28
Pesticide applicators	28
Evaluation	28
Authorizing Regulatory References	28
HARASSMENT, INTIMIDATION AND BULLYING	29
Policy Statement	29
Harassment, Intimidation, and Bullying Definition	30
Student Expectations	30
Consequences and Appropriate Remedial Actions	31
Harassment, Intimidation, and Bullying Off School Grounds	35

Harassment, Intimidation, and Bullying Reporting Procedure	35
Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)	36
Harassment, Intimidation, and Bullying Investigation	36
Range of Responses to an Incident of Harassment, Intimidation, or Bullying	38
Reprisal or Retaliation Prohibited	39
Consequences and Appropriate Remedial Action for False Accusation	40
Harassment, Intimidation, and Bullying Policy Publication and Dissemination	40
Harassment, Intimidation, and Bullying Training and Prevention Programs	41
Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review	42
Reports to Board of Education and New Jersey Department of Education	42
Reports to Law Enforcement	42
Collective Bargaining Agreements and Individual Contracts	42
Students with Disabilities	43
INTERNET OR CYBERBULLYING	43
Definition	43
Direct Attacks	43
Cyberbullying by Proxy	44
Disciplinary Action Guidelines for Cyberbullying	44
Procedures for Incidents Which Occur On School Grounds	44
Prevention and Education	45
	46
HAZING	47
DATING VIOLENCE AT SCHOOL	48
PUBLIC DISPLAYS OF AFFECTION	50
CELL PHONE/ELECTRONICS POLICY	50
STUDENT USE OF COMMUNICATION / ELECTRONIC DEVICES	50
ANTI-BIG BROTHER ACT CHAPTER 44	50
ELECTRONIC COMMUNICATIONS BETWEEN TEACHING STAFF MEMBERS AND STUDENTS	51
ELECTRONIC COMMUNICATIONS BETWEEN SUPPORT STAFF MEMBERS AND STUDENTS	55
CHROMEBOOK PROGRAM	58
Acceptable Use	59
Receiving the Chromebook and Chromebook Check-in	59
Chromebook Checkout and Check-in	59
Check-in Fines	60
Taking Care of the Chromebook	60
General Precautions	61
Chromebook Care	61
Screen Care	61
Carrying Chromebooks	62
Guidelines for Chromebook Use	62
Chromebooks Undergoing Repairs	62

Files and Folders	62
Home Internet Access	62
Legal Propriety	63
Leaving the Chromebook at Home	63
Network Connectivity	63
Printing	63
Screensavers/Background Photos	63
Storing the Chromebook	63
Sound, Music, Games, or Programs	64
Uncharged or Limited Charged Chromebooks	64
Unsupervised Chromebooks	64
Software and Configuration of Chromebooks	64
Identification of Chromebooks	64
Additional Software	65
Procedures for Reloading Software	65
Responsibilities	65
Parent/Guardian Responsibilities	65
School Responsibilities	65
Student Responsibilities	66
Activities Strictly Prohibited	66
Repairing and/or Replacing Chromebook	67
EMERGENCY EVACUATION PROCEDURES	69
ADMINISTRATIVE PROCEDURES FOR SUSPENSIONS	70
GENERAL REGULATIONS	70
DISCIPLINARY ACTION GUIDELINES FOR STUDENTS WITH EDUCATIONAL DISABILITIES	71
Short Term Suspensions	71
Long Term Suspensions	71
ADMINISTRATIVE PROCEDURES FOR EXPULSIONS	72
WEAPONS OFFENSES	72
EXPECTATIONS VIOLATION CHART	73
Discipline Chart 2024-2025	74
Disciplinary Points	87
Alternative Night School Program	87
Student Expectations	87
Student Attendance in Alternative Night School	88
TELEPHONE DIRECTORY	89
High School Graduation Assessment Requirements	90

Appendix A 93
ABSENCE NOTE FROM PARENT/GUARDIAN

Appendix B 94
PERMISSION FOR EXCUSED ABSENCE FROM SCHOOL FOR COLLEGE/UNIVERSITY CAMPUS VISIT

Appendix C 95
PERMISSION FOR EXCUSED ABSENCE FROM SCHOOL FOR TAKE YOUR CHILD TO WORK DAY

Appendix D 96
ATTENDANCE APPEAL FORM

Appendix E 97
Bound Brook High School Schedule Change Request Form

Appendix F 98
Parent Consent for Community Service in Lieu of Detention

SCHOOL INFORMATION

Bound Brook High School

West Union Avenue
Bound Brook, NJ. 08805
732-652-7950

Schedule	Start Time	End Time
<i>Regular Day</i>	7:30 a.m.	2:25 p.m.
<i>Half Day</i>	7:30 a.m.	12:02 p.m.
<i>2-hour Delayed Opening</i>	9:30 a.m.	2:25 p.m.

INTRODUCTION TO STUDENT EXPECTATIONS MANUAL

This Expectations Manual applies to any student who is on school property, who is in attendance at school or any school sponsored activity, and whose conduct at any time or place has a direct and immediate effect on maintaining order and discipline in the schools, or in maintaining the safety and welfare of the students and staff.

The goal of the Student Expectations Manual is to provide clear and concise parameters for student behavior expectations. Its intent is to establish an atmosphere that creates and supports positive personal growth and achievement. The district is firmly committed to a student's social growth and responsibilities; the Student Expectations Manual will be implemented in a fair, unbiased manner.

The Student Expectations Manual will be reviewed by each classroom/homeroom. Expectations for student behavior will be clearly posted in each classroom.

The Student Expectations Manual lists the expectations for student behavior and should be reviewed by the parents as well as the student. Parents are encouraged to reinforce the information in this manual with their child(ren).

FLAG SALUTE AND PLEDGE OF ALLEGIANCE

New Jersey Law requires that students show respect for the flag of the United States of America. If the student is conscientiously opposed to the pledge or salute, the student may abstain from these ceremonies; **however, all students must stand and be respectful during the pledge of allegiance.**

STUDENT RIGHTS

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

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

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

A student who has reached the age of eighteen possesses the full rights of an adult and may issue authorizations previously delegated to his/her parent(s) or legal guardian(s), **as long as the parent has emancipated the child**. The adult student is fully responsible for his/her educational performance, attendance, compliance with district regulations, and care of school property. The parent(s) or legal guardian(s) of each adult student will be informed of the rights of the student and will continue to be informed of the student's progress in school.

COMMUNICATING WITH THE SCHOOL

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

Bound Brook High School's Main Phone Number (732) 356-7950

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

1. Call or email your child's teacher/s
2. Call or email your child's guidance counselor, and ask the Guidance Counselor to speak to a particular teacher on your student's behalf.
3. Call or email your child's Assistant Principal (Ms. Larson or Mr. Cleary)
4. Call or email the Principal (Mr. Smith)
5. Call or email the District Office (Superintendent)

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

The school nurse can be contacted at **(732) 652-7961** during school hours and during limited summer hours. The health office **fax number is (848) 305-4313.**

STUDENT RESPONSIBILITIES

One of our school goals is to have students think through their decisions prior to taking action. The purpose of listing student responsibilities is to make each student and their families aware of the district's expectations for each student. Administrative discretion will be used when assigning consequences for violations of the district's expectations, policies, and state laws. We hope that this manual will help our young people make educated decisions in regards to their behavior. Please review the entire manual with your child(ren).

Our students have the following responsibilities regarding their education and behavior:

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

STUDENT IDENTIFICATION CARDS

School building security measures are important for the safety and welfare of all students, staff, parents and community members in school buildings. In recognizing this important responsibility, the Board requires all high school students must be able to produce their school district issued identification cards **at all times** while in school.

In September, arrangements are made to have student pictures taken. Announcements pertaining to the dates, costs, etc. are sent home via each student. Students are given the opportunity to purchase pictures. However, each student is required to have his picture taken at this time for school records. ID cards will be issued to all students and it is required that students wear these cards at all times for proper identification and surrender them upon the request of staff members.

ID's will be used for:

- Identification
- Entrance into school activities
- **Purchasing lunch in the cafeteria**

According to Board of Education Policy No. 5517, “each secondary student will be issued free an I.D. card which he/she is expected to carry with him/her.” Students must show their IDs when requested by faculty and staff. **Failure to produce a proper ID will result in disciplinary action.** IDs may not be defaced by stickers, scratching, markers, drawing, etc.

Students are issued one ID and lanyard for the year. Lost IDs must be reported immediately. Students who must replace the original ID and/ or lanyard must do so immediately to avoid disciplinary action. Progressive disciplinary consequences will occur when a student receives a temporary ID for the following incidents; third, sixth and every time thereafter.

STUDENT LOCKERS

Every student will be provided with the opportunity to have a locker with a combination lock in accordance with School Board Policy No. 5770, and upon student request. This means that every student is entitled to a locker, and receives one when they make a request by filling out the Google Form to request one. It is highly recommended students do not share lockers due to security and safety of their belongings and the school environment. **Student of the assigned locker will be responsible for everything within the confines of the assigned locker.**

Both the lock and locker are the property of the Bound Brook High School and **are subject to random searches at any time.** Locks that are replaced without permission of the school will be cut and the cost to replace the lock will be the responsibility of the student assigned to that locker. All combination locks must be returned to the school at the end of the year or a fee will be charged to the student.

During the 2024-2025 school year, trained canine police dogs and personnel from local, county, and state law enforcement authorities will be used throughout the building at times without any further notification.

DRESS CODE

Appropriate dress and grooming can help to create a positive learning environment; students are expected to dress modestly and appropriately so as not to cause a disturbance within the school. In light of changing clothing styles, it becomes necessary to remind students that attire worn outside of school is not necessarily appropriate for school.

The school administration reserves the right to make the final decision regarding appropriate dress in school and at school-sponsored events. Any clothing that is considered by the administration to be distracting or disruptive to the educational process will not be permitted. Should a student's attire be considered inappropriate, his or her parents will be asked to bring a change of clothing to school. Students who persist in violating the dress code will be subject to disciplinary action, please refer to the Expectations Violation Chart for Grades 9-12.

The following list is not intended to be all-inclusive. Rather it is intended to provide a sense of appropriateness for school. Specifically, the following:

1. Bottoms:

- A. All clothing such as shorts, pants, leggings, skorts, dresses or skirts are not permitted to be worn lower than the hip-line,
- B. Dresses, leggings, shorts, skirts and skorts that are shorter than the extended tip of the longest finger with arms hanging naturally at the sides are not permitted,
- C. Any low-riding pants, leggings, shorts, or skirts that expose undergarments,
- D. Excessively tight shorts, pants, skorts, dresses and skirts are unacceptable,
- E. Shorts, pants, leggings, skorts, dresses or skirts with side slits and/or excessive size or amounts of holes,

2. Tops:

- A. All tops must cover both shoulders,
- B. Tops may not expose undergarments,
- C. Tops must overlap the pants/shorts/skirts/skorts/leggings and may not expose the midriff (stomach),
- D. All tops that have plunging necklines or back lines lower than mid shoulder blades are not acceptable,
- E. Outdoor jackets or coats must be placed in student lockers except when entering or leaving the building or when there is a defect in the heating system,

3. Footwear:

- A. Appropriate footwear must be worn at all times,
- B. Inappropriate footwear will include but not limited to: bedroom slippers, roller sneakers, slides, flip flops, any sandal without a back, etc.,

4. Miscellaneous:

- A. See-through clothing that exposes undergarments or anatomy are unacceptable
- B. Any garment that is marked or can be considered as undergarments are not acceptable, (ex. sports bras, underwear, sleeveless undershirt)
- C. **Sunglasses, non-prescription sunglasses, glazed and/or tinted glasses are not to be worn in school except as prescribed by the pupil's doctor,**
- D. Clothing with inappropriate pictures, liquor advertisements, sexually suggestive messages, tobacco or gang affiliation, slogans which contain offensive or obscene symbols or signs, slogans depicting violence or degrading any race, color, creed, religion, sex, ancestry, national origin, social or economic status, or sexual orientation or drug related messages are not permitted,
- E. Any garment, jewelry, accessory or ornamentation with studs, gaudy accessories, spikes, chains, cleats, or other articles which could cause damage to other students or property are not permitted in school,
- F. Students may have separate dress code requirements during specific classes due to health and safety concerns such as, though not limited, to Physical Education, Science, and Art.
- G. Items violating the school dress code will be confiscated,

The administration will make the final determination as to whether students are in violation of the dress code. Parents/guardians have a responsibility to assist students in being compliant with the dress code before they leave home for school. We certainly request your assistance and support in this area. If you, as a parent, are not sure if an article of clothing is inappropriate, please call the Assistant Principals for clarification.

2024-2025 GRADING CALENDAR

MARKING PERIODS

1st Marking Period	September 5- November 11	46
2nd Marking Period	November 12 - January 29	46
3rd Marking Period	January 30 - April 4	46
4th Marking Period	April 7 - June 18 (Senior Grades 6/13, Underclassmen 6/16)	46

REPORT CARDS ISSUED

November 21, 2024
February 10, 2025
April 16, 2025
June 30, 2025

PROGRESS REPORT PERIODS

1st Progress Period	September 5 - October 7	23
2nd Progress Period	November 12 - December 16	23
3rd Progress Period	January 30 - March 4	23
4th Progress Period	April 7 - May 15	23

PROGRESS REPORTS ISSUED

October 17, 2024
January 2, 2025
March 12, 2025
May 21, 2025

BACK TO SCHOOL NIGHT

*Thursday, September 26, 2024
(6:00 pm 6:30 pm - Parents in theater)
(6:30 pm 8:30 Parents visit classrooms)

PARENT/TEACHER CONFERENCES

Monday, November 25, 2024 (6:00 pm - 8:00 pm)
Tuesday, November 26, 2024 (1:00 pm - 3:00 pm)

GRADUATING STUDENTS

As a member of the 12th grade/senior year in a high school, students are expected to serve as role models for the student body. All expectations as noted in this Student Expectations Manual, i.e., appropriate behavior, demeanor, and attendance are to be modeled by all graduating students. Repeated violations of the Student Expectations Manual or a suspension/removal from school due to a weapons, firearms or substance abuse incident may result in the graduating student not being allowed to participate in graduation ceremonies and/or any other 12th grade activity.

Any exclusion of a student from the graduation ceremony and/or other 12th grade activity the parent/guardian will attend a formal conference by the building administrator. All exclusions of a student from the graduation ceremony and/or any other 12th grade activity will be approved by the Superintendent.

GRADUATING REQUIREMENTS

GRADUATION REQUIREMENTS FOR ALL STUDENTS INCLUDE:

- **Language Arts Literacy** – 20 credits aligned to grade 9 to 12 standards;
- **Math** – 15 credits including Algebra I or the content equivalent, Geometry or the content equivalent, and a third year of math that builds upon Algebra I and Geometry and prepares students for college and 21st century careers;
- **Science** – 15 credits including laboratory biology or the content equivalent; chemistry, environmental science or; and an additional lab/inquiry-based science;
- **Social Studies** – 15 credits including U.S. and world histories, integrated civics, economics, geography and global content;
- **Financial Literacy** – 2.5 credits in financial, economic, business and entrepreneurial literacy; and
- **Health and Physical Education, Visual and Performing Arts, World Languages, Technological Literacy and Career Education and Consumer, Family and Life Skills** – requirements remain the same.

EARLY DISMISSAL OR LATE ARRIVAL

Students in the twelfth grade, who have obtained enough credits to be on schedule to graduate, may schedule for a late arrival and/or early dismissal. **Students approved for this privilege must sign in or out at the attendance office.** Failure to do so, excessive tardiness, or violations of the Student Expectations Manual will result in a loss of this privilege.

SCHEDULE CHANGES

During the first two weeks of the new school year, students who have errors on their schedules or who have incorrect classes should complete a “Schedule Change Request” form from the Guidance Office indicating the need for a change. The student should then submit the completed form to the Guidance Office. The student’s guidance counselor will then send him/her a pass to meet. **Additionally, during the first two weeks of the new school year, students are not to go to the Guidance Office to make schedule changes without a pass from his/her Guidance Counselor. All students will be sent back to class until the guidance counselor issues a pass.** Students entering the guidance office must sign in and sign out with the Guidance Secretary. The counselor or office staff will initial the log.

CLASS/COURSE LEVEL CHANGES

1. Level changes should be made in consultation with a counselor, teacher, and parents/guardians. Level changes from one level course to another must be made only after consultation with the counselor.
2. Changes to a higher level must be made within **15 school days** from the beginning of the course.
3. Changes to a lower level must be made within **30 school days** after the start of the course.
4. There must be an open seat in the requested course in order for the change to be initiated. Maintaining acceptable class size is a priority.
5. In addition, the student is responsible for missed work. Grades follow the student when he/she makes a level change, with due consideration given to the weight of that grade.

Due to the complexity of the schedule, it is difficult to accommodate schedule changes. Therefore, students should have made careful and thoughtful decisions when choosing all courses, including electives. We are unable to accommodate requests for schedule changes related to teacher, period, or convenience/preferential changes.

Schedule changes will be considered only for the following reasons:

1. The correction of a clerical error in the schedule (i.e., a missing course, a conflict between two or more courses, or not having the appropriate prerequisite).
2. A recommendation from the Child Study Team.
3. A recommendation from a building administrator for disciplinary, attendance, or instructional reasons.
4. A student is repeating a course with the same teacher he/she previously had.
5. A recommendation from a teacher for a level change.

Scheduling changes will not be considered for any of the following reasons:

1. Course content or standards differing from student expectations.
2. Dropping a course because it is not needed for graduation.

STUDENT ATTENDANCE

Overview

The Bound Brook School District requires the students to attend school regularly in accordance with the laws of the State of New Jersey. The educational program offered by the District is predicated on the regular presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under teacher supervision are vital to this purpose.

It is the responsibility of the students and their parents/guardians, in compliance with **N.J.S.A. 18A:38-25**, to ensure that students attend school regularly and promptly. Bound Brook High School shall ensure that students enrolled in the district attend regularly in accordance with the laws of the State of New Jersey. Students, parents, and legal guardians shall be made aware of the expectations and consequences regarding the timely arrival and attendance of students at school and classes.

Bound Brook School policy stipulates the loss of course credit on the third truancy, the tenth absence in a full year course, the fifth absence for a semester course and/or the third absence in a single marking period course.

Type of Course	Absence Limit	Lose Credit
Health Class	2	3
Physical Education Class	6	7
Semester Class	4	5
Full Year Class	9	10

Students who are absent from school may not attend after school activities or evening school sponsored activities. Students who are absent from school may not compete in any interscholastic sporting event, practice or extracurricular activity that day. A student must be present at least four instruction hours on the day of a school activity in order to participate in a school sponsored activity or game unless they receive prior approval from the administration excusing the absence.

Absence Reporting

Absences should be reported to the attendance office by calling 732-652-7964 and selecting option 1 to leave a message which must include the child's name, grade level, reason for absence and a contact number for the parent/guardian.

When the student returns to school he/she must bring a signed note from the parent/guardian explaining the reason for the absence to the attendance office immediately upon returning to school. A student must present a doctor's note upon return to school after three successive days or more of absence. Notes regarding absences will only be accepted for up to **48 hours** after the student returns to school. Students absent for any reason are responsible for the completion of assignments missed because of his/her absence.

Absences

Absences will fall into one of two categories, “verified” or “unverified” and will be at the discretion of the administration. **The difference between unexcused and excused absences is a matter of verification but does not exempt the student from academic consequences.** Extensive absences, whether unexcused or excused, could result in loss of credit and/or retention (see above table).

The determination of whether a student’s failure to report to school is an unexcused or excused absence shall be based on the following approved excused absences from school:

Verified Absences

(with proper verification)

- a. Student Illness; verified with a note from parent/guardian/doctor
- b. More than three days of consecutive illness; verified with a note from a medical doctor
- c. Necessary medical, dental, legal appointments that cannot be scheduled at any other time; verified with a note from a professional
- d. Death in the family for consecutive absences fewer than six days; verified with a note from parent/guardian
- e. Post-Secondary Education including College/Military/Technical School, Junior and Senior students will be allowed 2 per year; verified with a signed “Post-Secondary Permission” letter available in Attendance Office
- f. Excused religious (<http://www.state.nj.us/education/genfo/holidays.htm>); verified with a note from a parent/guardian
- g. Take Your Child to Work Day; verified with a signed “Take Your Child to Work Day” consent letter available in the Attendance Office
- h. School Approved Sponsored Activity such as field trips, athletic competitions, etc.; verified by the school personnel responsible for the activity
- i. School Suspensions
- j. Motor vehicle agency Driver’s Test; verified with documentation from New Jersey Division of Motor Vehicles

Unverified Absences

From school or from classes within the school day (class cuts) are truanancies. On the third truancy of a full year class and on the second truancy of a semester class, the student will lose credit.

Excused Absences

Are the only absences that do not count toward a student’s limit of absences, with proper verification (see above) and include:

- Participation in field trips, athletic competitions, school sponsored activities
- Suspensions from school
- Religious holidays as recognized by the NJ Department of Education
- Mandatory quarantines as ordered by medical professional
- Court appearances

Absence Consequences

All other absences, whether excused or unexcused, are considered chargeable absences and will count toward the number of allowable absences. As per New Jersey administrative code the school will follow the below attendance guidelines regarding chargeable absences:

1. For up to four cumulative unverified absences, school staff will, in accordance with N.J.A.C.6A:16-7.8:
 - a. make a reasonable attempt to notify the student's parents or legal guardians of each unexcused absence prior to the start of the following school day
 - b. conduct an investigation to determine the cause of each unverified absence, including contact with the student's parents or legal guardians
 - c. develop an action plan in consultation with the student's parents or legal guardians designed to address patterns of unverified absences, if any, and to have the student return to school and maintain regular attendance
 - d. proceed in accordance with all applicable statutory and regulatory provisions if a potential missing or abused child situation is detected
 - e. cooperate with law enforcement and other authorities and agencies, as appropriate

2. For between five and nine cumulative unverified absences, school staff will, in accordance with N.J.A.C.6A:16-7.8:
 - a. make a reasonable attempt to notify the student's parents or legal guardians of each unverified absence prior to the start of the following school day
 - b. conduct a follow-up investigation, including contact with the student's parents or legal guardians, to determine the cause of each unverified absence
 - c. evaluate the appropriateness of an existing plan
 - d. revise the action plan as needed to identify patterns of unverified absences; establish outcomes based on the student's needs; specify the interventions for achieving the outcomes, supporting the student's return to school and regular attendance that may include any or all of the following:
 - i. referral to or consultation with the building's I&RS Team
 - ii. conduct testing, assessments or evaluations of the student's academic, behavioral, and health needs
 - iii. consider an alternate educational placement
 - iv. make a referral to a community based social and health provider agency or other community resource
 - v. refer to the court program designated by the New Jersey Administrative Office of the Courts; and
 - vi. proceed in accordance with all applicable statutory and regulatory provisions if a potential missing or abused child situation is detected.

3. When students between the ages of six and sixteen have a total of ten or more cumulative unverified absences, the district shall, in accordance N.J.A.C. 6A:16-7.8:
 - a. make mandatory referral to the court program required by the New Jersey Administrative Office of the Courts
 - b. make a reasonable attempt to notify the student’s parent or legal guardian of the mandatory referral
 - c. continue to consult with the parent or legal guardian and the involved agencies, as appropriate
 - d. cooperate with law enforcement and other authorities and agencies, as appropriate
 - e. abide by all statutory and regulatory provisions regarding compulsory attendance at school, as required

4. At 10 cumulative unverified absences in a full year course, 5 in a semester course, the student will lose credit for that class and the district shall:
 - a. make mandatory referral to the court program required by the New Jersey Administrative Office of the Courts
 - b. make a reasonable attempt to notify the student’s parent or legal guardian of the mandatory referral and loss of credit
 - c. continue to consult with the parent or legal guardian and the involved agencies, as appropriate
 - d. cooperate with law enforcement and other authorities and agencies, as appropriate
 - e. abide by all statutory and regulatory provisions regarding compulsory attendance at school, as required

Truancy

Students who are absent from class without authorization while being in attendance on the day of that absence, or “cutting”, will be marked as truant. Students who cut an entire school day will be marked as truant in every class. Students may receive a zero on all assignments missed due to cutting/truancy. After the first truancy the student will serve a three-hour detention. On the second truancy the student will serve an in-school suspension. Continuous violations will require a parent conference with an administrator. If a student reaches the maximum number of truanancies (see below) in a course, he/she will lose credit in that course.

Type of Course	Truancy Limit	Loss of Credit
Health Class	1	2
Physical Education Class	1	2
Semester Class	1	2
Full Year Class	2	3

Tardiness

Students will receive a 1 hour detention for every 3rd tardy to school. For example, a student who is tardy 2 times will not have detention, however on the 3rd late, they will owe 1 hour. Additionally, students who are late a 6th time will owe another 1 hour detention, etc.

Loss of Credit Appeal

Students who have lost credit due to absences, truancies and/or tardies over the allowable limit due to extenuating circumstances will have an opportunity to appeal the loss of credit within 10 school days of the loss of credit.

The student must bring to his/her Guidance Counselor:

1. The completed Attendance Appeal Form (Appendix D)
2. A letter addressed to the Principal, Mr. Smith, detailing the extenuating circumstances that have caused the student to violate the attendance policy

The Attendance Appeal Committee will consider these requests and grant an appeal at the discretion of the committee. Each student is allowed only one appeal per school year and all decisions will be final.

LEAVING THE SCHOOL BUILDING

It is unacceptable for a student to leave the school building without permission. Violations will result in an administrative action that will result in disciplinary action.

FOOD DELIVERY

Food from outside the building can only be brought into the school by a parent/guardian or emergency contact that is listed on the student's Genesis account. Delivery services including, but not limited to, Uber Eats, DoorDash, etc. will not be permitted.

GRADING POLICY

"The Board recognizes that a system of grading student achievement can help the student, the teacher and the parent to assess his/her progress toward his/her educational goals and to assist in the implementation of that progress. Grading shall be that system of measuring and recording student progress and achievement which enables the student, his/her parents and teachers to learn his/her strengths and weaknesses, plan an educational future in the areas of the greatest potential for success, and know where remedial work is required. The Board directs that the instruction program of this district includes a system of grading which is consistent with the educational goals of the district."

Grading Procedures

Grading System

1. The grading system is numerical.
2. Pre- and Post-Assessments, will be administered in all courses.
3. The final grade in courses will be the following
 - a. A full year course is a combination of four marking periods. **For a full year course, each Marking Period will be worth 25%.**
 - b. The final grade in a semester course is a combination of two marking periods. **For a semester course, each Marking Period will be worth 50%**

4. Any grade below 65% is failing.
5. Please note that an NW (No Work), WA (Withdrawn due to Attendance) or WF (Withdrawn Failing) are entered into a student's cumulative average as a zero ("0").
6. If a student drops a course, then a grade of "WF," will be given for the remaining marking period(s), and as a final grade (if the drop occurs after ten weeks in a full year course, or after five weeks in a semester course).

Students will have an opportunity to make up any missing work for a lower grade.

Assignments and work should always be on time. Late work will be accepted and graded as late (5-point deduction for each day)

Pre-Assessment and Post Assessment Policies and Procedures

Due to State mandates, teachers are expected to create **S**tudent **G**rowth **O**bjectives (SGO's) for their courses. Student Growth Objectives is a process in which teachers pre-assess students and then set specific objectives for what the students will be able to know or do. Then, teachers monitor student progress and assess at the end of the year to determine the degree to which students grew over the course of the year. Therefore, student growth must be documented through a pre-test and a post-test of student learning.

The heart of student growth is monitoring student learning and assessing the gains that students have made at the end of some period of time. The process is predicated on the use of assessments that yield valid and reliable information about student learning. In order to determine objective attainment within the time period specified in the objective, the teacher must have access to post-assessment data.

Therefore, in order for our teachers, administrators, and the State of New Jersey to determine growth, it is necessitated for all students to complete their post assessment exams. If a student refuses, they will receive a **ZERO** as a grade, and it will be accounted for in the student's marking period average.

1. Pre-Assessment

- a. Cumulative pre-assessments will be issued within the first two weeks of school, which will measure students' content knowledge and familiarity prior to taking a teacher's class.
- b. Then, the same skills assessed at the beginning of the year will be given at the end of the year to measure growth throughout the duration of the entire course.
- c. However, in regards to Semester courses, teachers will issue their cumulative post- assessment at the end of the semester, rather than at the end of the year. Both the pre/post assessments will be rigorous and relevant to the coursework.

2. Post-Assessment

- a. All students in every class, including semester courses, will be given a post-assessment. It is mandatory that every student take the post assessment in order to obtain credit for the class.
- b. Post assessments will be counted as one test grade for the marking period during which it is administered.

- c. Students missing a scheduled post-assessment will be given the opportunity to take a make-up post-assessment provided they can demonstrate sufficient evidence that there was just cause for not attending. An example would be a doctor's note stating the student was too ill to attend school on that day.
- d. Teachers are not permitted to randomly keep students from taking the post-assessment for any other reason unless they receive permission from the administration to do so
- e. During a post-assessment, students are not permitted to leave the room for any reason unless it is an emergency. If a student is released, at that point his/her post-assessment should be returned to the teacher as complete. Teachers should hold students in the classroom so as not to have them disturbing other classes or students still taking post-assessments.
- f. During a post-assessment period, students should not be allowed to talk to anyone unless all post-assessments are turned in as complete. Every student has a right to a quiet room for the entire exam period.

<u>Breakdown for a Full Year Course</u>	<u>Breakdown for a Semester Course</u>
Marking Period 1-25% Marking Period 2-25% Marking Period 3-25% Marking Period 4-25%	Marking Period 1-50% Marking Period 2-50% or Marking Period 3-50% Marking Period 4-50%

Calculating Honor Roll/High Honor Roll

Bound Brook High School recognizes outstanding scholarship by its Honor Roll.

Qualifications are as follows:

- High Honor Roll - Students must have a 91 or higher in all classes. Also, students must be in at least 5 graded classes (PE does count towards the total # of classes).
- Honor Roll – Students must have an 85 or higher in all classes. PE is excluded, but you cannot have a failing grade. Also, students must be in at least 5 graded classes (PE does count towards the total # of classes).

Students must be enrolled in a minimum of 5 academic courses in order to be eligible for honor roll status. Please note that honor roll status is calculated using the un-rounded (actual) average.

ACADEMIC DISHONESTY

Plagiarism

Plagiarism is the taking of someone else's product, words, ideas, or data and representing them as if they are your own work. When you submit work for credit that includes the words or ideas of others, the source must be acknowledged by the use of complete citations. By placing your name on work submitted for credit, you certify the originality of all of the work not identified by appropriate citations. A student will avoid being charged with plagiarism if there is an acknowledgement of sources of information whenever one:

- Quotes another person's actual words, or replicates all or part of another's product without proper citations.
- Cutting and pasting another person's actual words.
- Uses another person's ideas, opinions, work, data, or theories without credit to the source, even if they are completely paraphrased in one's own words.
- Borrows facts, statistics, or other illustrative materials - unless the information is common knowledge.

Cheating

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he/she has mastered information on an academic exercise that he/she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples include, but aren't limited to:

- Copying from another student's test paper, computer program, project, product, or performance or providing any information.
- Collaborating without authority or allowing another student to copy one's work.
- Using the course textbook or other material not authorized for use during a test.
- Using unauthorized materials during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing.
- Resubmitting substantially the same work that was produced for another assignment or course without the knowledge and permission of the instructor.
- Taking a test for someone else or permitting someone else to take a test for you.
- Use of electronic devices to give or receive information.

Students who engage in plagiarism or cheating will receive no credit for the work and the administration and parents/guardians will be notified of the infraction via a discipline write-up. A more serious infraction, such as research paper plagiarism may result in a failure for the marking period.

PROMOTION, RETENTION, and ACCELERATION

The Board of Education supports an educational program of high academic standards. The program shall provide maximum opportunity and challenge for each student to progress according to his/her own needs and abilities. Students shall be placed at the grade level most appropriate to their academic, social, and emotional development. The educational program shall provide for the continuous progress of students from grade to grade. Most students will spend one year in each grade.

Retention

Grades 9-12 Retention

1. The Superintendent is responsible for ensuring that school principals exercise careful judgment when considering student retention. Specifically, no student should be retained more than once throughout their elementary, middle school, or high school years. This guideline is designed to avoid unnecessary retention while maintaining the integrity of the district's academic standards. In any case where retention is being considered, the Superintendent's approval is mandatory before any final decision is made.
2. To proactively address potential academic issues, students who are earning a grade of D or F by the midpoint of the marking period—no later than two weeks before the end of the marking period—must be issued a formal warning notice. This notice serves as an alert to both students and their parents/guardians about the risk of failing the course.
3. Following this, teachers should arrange a conference with students who are at risk of failure, along with their parents or guardians, to discuss the necessary steps to improve academic performance.
4. The principal holds the final authority in making the recommendation for student retention. Such decisions should be made after careful consideration of the student's overall academic progress and in consultation with the relevant teachers and parents.
5. Additionally, students are required to elect courses amounting to a minimum of 40 credits each academic year. To ensure a comprehensive educational experience, at least eight courses per semester must be scheduled unless a senior student has been granted permission for late arrival or early dismissal.
6. To meet the graduation requirements, a total of 120 credits is necessary. For a detailed overview of the high school graduation requirements, please refer to Policy 5460, "Graduation Requirements: High School."

Acceleration

Some students may benefit from grade skipping or full grade acceleration. Acceleration is progress through an educational program at a faster than usual rate or at a younger than typical age.

The following general criteria should be followed when considering acceleration:

1. The student is achieving advanced proficiency levels in language arts literacy and mathematics consistent with a grade level beyond the current placement.
2. The student is achieving significantly above grade level in all academic areas.
3. Acceleration would not cause an undue social and emotional adjustment.
4. Acceleration would have a reasonable chance of benefiting the child totally.
5. Violation of the attendance policy.

One or more of the following options might be appropriate for students and could be explored by parents/guardians, teachers and administrators if in the best interest of the student.

A. *Grade-Skipping*

A student is considered to have grade skipped if he or she is given a grade-level placement ahead of chronological peers. If a parent or teacher believes that his or her student has already mastered the curriculum of a particular grade and requests advancing to a higher grade, he or she should bring the request to the attention of the building principal. The principal would make this recommendation to the Superintendent for final approval.

B. *Subject-Matter Acceleration/Partial Acceleration*

This practice allows students to be placed with classes with older peers for a part of the day in one or more content areas. Subject-matter acceleration or partial acceleration may be accomplished by having the student physically move to a higher-level class for instruction or using higher-level curricular or study materials within the grade level classroom. Subject matter acceleration may also be accomplished outside of the general instructional schedule through additional classes taken after school hours or in summer school. Parents/guardians who are interested in acceleration through summer programs should seek pre-approval from the content area supervisor. Summer school acceleration can take place through on-line courses as well as through traditional site-based programs. Parents/guardians who are interested in this type of acceleration should begin the process of pre-approval by speaking first with the school counselor assigned to their child and then to the curriculum supervisor for the subject(s) under consideration. This type of acceleration is most common in BBSD when students are moving from 8th grade into 9th grade. Parent/guardians and/or students who are interested in subject-matter acceleration through outside courses (including summer and on-line course) should become familiar with ***BOE Policy 5410. Information about Option Two is also available on the BBSD website www.bbroad.org.***

C. *Advanced Placement (AP)*

A student takes courses in high school that are approved by the College Board and that will confer college credit upon successful completion of a standardized examination and at the discretion of the college where the student is seeking enrollment. The type of acceleration allows the student to accelerate through college at a faster pace.

D. *Concurrent Enrollment*

A student can accelerate his or her college years through concurrent enrollment in college courses while still in high school. The student who is concurrently enrolled earns high school credit simultaneously with college credit. The college courses appear on the high school transcript, but are not factored into the high school grade point average. Please see NJ State Polices: N.J.S.A. 18A:7A, 18A:7C, 18A:35-4.0 and N.J.A.C. 6:8-7.1 et.seq.

CREDIT RECOVERY

Seniors who are failing a course, or in loss of credit due to attendance for a course required for graduation may participate in an online credit recovery program during the spring of their senior year. If they do not take an online credit recovery program the student will not graduate and will need to participate in an approved summer school program or repeat the course during the next school year. The guidelines for credit recovery are as follows:

- Seniors who opt to take an online credit recovery program spring of their senior year must remain in their regular class during the school day and participate.
- The senior student cannot enroll in an online credit recovery program until after the 120th day of school.
- The senior student must enroll in an online credit recovery program at his or her own expense.
- A Credit Recovery Period for failing a course will be added to the student's schedule during Study Hall.
- The student is required to go to the Credit Recovery Period.

If the senior student does not abide by this, they will be removed from the class and will be required to take a full credit online course (this is more expensive and again at the student's expense).

Credit Recovery courses require students to be enrolled for a minimum of 60 hours for a 5-credit course. Grades for completed Credit Recovery courses will be recorded on the transcript and will be included in the calculation of a student's overall GPA; the original grade remains on the transcript and is also included in the calculation of a student's overall GPA. Appropriate credits will be applied toward graduation requirements.

All courses must be completed by June 6, 2025 to receive credit for the course.

All other students who fail a course or lose credit due to attendance may repeat the course in an approved summer school program or repeat the course during the next school year. Below you will find two approved websites for options.

<http://www.educere.net/>
www.njvs.org

FIELD TRIP PROCEDURES

Courses and Extra-Curricular Activities may include off-campus field trips. Field trips are in addition to the course curriculum, furthermore are a privilege, not a right for students to attend. In order for a student to participate in the field trips they have to be a ***student in good standing***; including but not limited to their academic grades, school and course attendance, and conduct.

Teachers or Advisors will submit a list of students **two weeks** prior to the trip for administrative

approval. The student will be removed from the list if they exceed the following:

- A. Failing **two or more courses** for the marking period in which the trip takes place
- B. Excessive tardiness, daily absences or course absences:
 - a. 10% of possible days

Once a student accumulates 3 days of out of school suspension, they may be prohibited from attending.

- C. Excessive and repetitive conduct issues throughout the current school year.
(Administrative and Teacher’s Discretion)

HEALTH SERVICES

The Role of the School Nurse

“School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and lifelong achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaption, self-management, self-advocacy and learning.” National Association of School Nurses

If you have any questions concerning this policy, please do not hesitate to call the health office:

(732) 652-7961

The Health Office Provides

1. Assessment and treatment of illness and injury
2. Medication Administration (see policy)
3. Limited Counseling
4. Health promotion and education
5. Referrals
6. Health Screenings:

The School Health Screening Programs are designed to identify students who may need further evaluation. Parents are notified when further evaluation is indicated. These screenings include:

- a. Vision Screening
- b. Auditory Screening
- c. Blood Pressure Screening
- d. Height and Weight
- e. Scoliosis Screening

Exclusion from School due to Illness or Injury

Students who become ill or injured while at school may see the school nurse at any time. If the student becomes too ill to stay at school, the parent, guardian or adult listed on the emergency card will be contacted and asked to pick the student up at school and sign them out. **Students using cell phones to contact parents when they are ill are in violation of the use of communications policy and will be charged with an absence for the school day.**

911 will be called if an emergency occurs. Parents will be contacted by the school and advised where the child will be transported.

Communicable Diseases

The following is a list of communicable diseases and the period of time the student will be excluded from school or school related functions, events, activities and sports.

1. Strep Throat, Scarlet Fever, and Scarlatina: The incubation period is 2-7 days, the student will be excluded from school for 24 hours after treatment/medication has been started
2. Pediculosis (Head Lice): Students are excluded until the hair is free of nits and lice
3. Impetigo: Students are excluded until cleared by a physician to return
4. Fever and Vomiting: Students are excluded from school for at least 24 hours or until the student is fever free for 24 hours without medication and or the vomiting subsides.

Please inform the Health Office of any of the above occurrences so that we may take proper precautions.

Medication Policy

The school nurse is permitted to administer medication, in school, only when authorization is given in writing from the parent and student's physician. The medication must be labeled with the student's name and be in the original container. This includes prescriptions as well as any over the counter medications i.e. cough drops or Tylenol. No student is allowed to carry medication in school unless it is for a life-threatening condition and authorization has been given. Emergency Medications include Asthma inhalers and EpiPens. Medication Administration and Self Medication forms are available in the health office.

Physical Education and Sports Excuses

Students excluded from Physical Education (PE) and sports by a physician must have a doctor's note detailing how many days the student may be excused and may not return to the activity until the end date of the medical excuse or another doctor's note detailing the release of restrictions.

If in the opinion of the nurse a student needs to be excluded from physical education, a one-day physical education excuse may be given. Further days out of PE will need a doctor's note. PE excuses will not be granted after the conclusion of 1st period without a doctor's note.

OPERATION CHILD FIND

Is your child, between the ages of 3 through 21, having difficulty at school and/or home? Does your child have a disability or do you suspect he/she may have one that might interfere with learning? Assistance is available! Reach out to your child's school and request assistance from the Intervention and Referral Service (I&RS). Please speak with your child's teacher or contact a Child Study Team (CST) member in your child's school building. For preschool aged children (3 and 4 years old) who do not attend school, parents can contact Ms. Kristen Massimo, the Director of Special Services at 732-652-7989.

DRUG FREE SCHOOL ZONES

The Board of Education of Bound Brook recognizes its responsibility to ensure continuous cooperation between school, staff, and law enforcement authorities in all matters relating to the use, possession and distribution of controlled dangerous substances and drug paraphernalia on school property. The Board further recognizes its responsibility to cooperate with law enforcement authorities in planning and conducting law enforcement activities and operations on school property. The Board shall establish a formal memorandum of agreement with the appropriate law enforcement authorities and set forth the following policies and procedures after consultation with the County Prosecutor and approval by the County Superintendent of Schools. The memorandum of agreement should include code, the statewide action plan for narcotics enforcement and the Attorney General's Executive Directive of 1988.

The Board of Education believes that students and staff are responsible for the integrity of their own social environment and consequently must proactively avoid situations and circumstances where improper behavior is or may be occurring. Students and/or staff who willfully associate with others violating disciplinary or acceptable behavior policies or regulations, may be subject to the same disciplinary consequences described in those policies or regulations.

SUBSTANCE ABUSE

The Board of Education recognizes that a student's abuse of harmful substances seriously impedes the student's education and threatens the welfare of the entire school community. The Board is committed to the prevention of substance abuse and the rehabilitation of substance abusers by educational means but will take necessary and appropriate steps to protect the school community from harm and from exposure to harmful substances.

A student who uses, possesses and/or distributes lighters, rolling papers, tobacco, alcohol or other dangerous substances, **including nicotine delivery systems (ie. Juul) and electronic vapor e-cigarettes** (refer to *Paraphernalia list on page 27*), on or off school premises, will be subject to discipline. In addition, violators will be subject to fines of not less than \$250 for a first offense, \$500 for a second offense, and \$1,000 for each subsequent offense. (N.J.S.A. 26:3D-62(b)). The parent/guardian and the local law enforcement agency will be notified immediately. Discipline will be graded as to the severity of the offense, the nature of the problem and the student's needs. Discipline may include suspension or expulsion, including a mandatory drug screening. Students not following through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors will be subject to discipline and denied admission to school until recommendations are completed.

SUSPECTED STUDENTS OF INVOLVEMENT WITH SUBSTANCES

Any educational staff that suspects a student of being involved with substances and appears to be under the influence **MUST** report the child to the school nurse for a determination if the student needs immediate medical assistance. Should the school nurse suspect the student of being under the influence of a controlled dangerous substance, by **NEW JERSEY STATE LAW**, the student **MUST** have a medical examination by a licensed physician and also have a drug screening within **2 hours**. The results of this test are to be received and reviewed by the appropriate school official. Pending the results of the drug screening, the administration team will make a determination of further action.

Any educational staff that suspects a student of being involved with substances outside of school and appears to be having school related problems to this involvement shall refer the student to the Student Assistance Counselor.

1. The staff membership shall complete a SAC referral form and forward it to the Student Assistance Counselor.
2. The Student Assistance Counselor (SAC) will monitor student's attendance, grades, and behavior in school.

In medical and non-medical emergencies the following steps will be taken once the student returns to school after being suspended for a positive substance abuse test result:

1. The student is to be interviewed by the Student Assistance Counselor.
2. The Student Assistance Counselor may inform the I&RS team of the student's position and the Administration team will evaluate the situation and evaluation may include monitoring of student attendance, behavior, school performance, disciplinary record, and personality changes.
3. Based on the outcome of the evaluation the administration team will determine if further action is required.
 - a. If the Administration recommendation is an intervention then the parents/guardians of the student will be requested to attend a meeting with administration to review the recommendations of the team. The student may be required to be further assessed by the RWJ University Hospital at Somerset addiction treatment services or by other approved agencies of the legal guardians' choice.
4. When an assessment from an approved program is secured, the appropriate releases allowing the school to be informed of the findings and recommendations shall be provided to the SAC.
5. If the parents are unwilling to accept an appointment and/or refuses permission for an assessment for the student, or if the student refuses to help, the principal based on the facts, and the advice of the administrative team shall take appropriate action as outlined by the existing discipline policy, which may include suspension or expulsion. In addition the Department of Child Protection and Permanency (DCP&P) will be notified.

STUDENTS RETURNING FROM TREATMENT

1. Any student returning from treatment must be registered as active and attending an approved aftercare program.
2. A copy of the students' after care plan and discharge summary must be provided to the SAC with the appropriate release authorization.
3. The student will be required to participate in support groups or individual counseling by the Student Assistance Counselor.
4. Failure of the student to adhere to his or her aftercare program because of his or her actions or inactions shall be subject to disciplinary action, which may include suspension or expulsion.
5. Refusal or failure by a parent to comply with this policy shall be deemed a violation of the compulsory education and/or child neglect laws and the Division of Child Protection and Permanency (DCP&P) shall be notified.

POSSESSION OF A SUBSTANCE

The following steps will be taken if a student is suspected of being in possession of a substance and/or drug paraphernalia or selling and/or distribution of a substance, including electronic vaping devices (refer to *Paraphernalia List* on page 26):

1. Staff members shall report the suspected incident to the principal or designee and fill out *Substance Use Report* form.
2. The principal or designee will remove the student from other students and detain him/her in his office or other appropriate place.
3. The principal or designee shall request a student to empty pockets, bags, garments, and lockers and cellphones will be confiscated.
4. If the student is found to be in possession: The parent/guardian shall be notified
5. Only the principal or designated assistant principal shall have the authority to suspend students. The parents of a suspended student must be notified by the school of the suspension. Every attempt will be made to contact the parent by phone at the time of the suspension. Written notification will be sent on the day of suspension and a copy of this notification will be maintained by the school while the student is enrolled.
6. Before any suspension is lifted, a parent/guardian and student conference may be held with the Superintendent. A suspended student may be readmitted or placed in an alternative educational setting upon administration determination. The suspended student must be afforded every opportunity to make up missed schoolwork.
7. Chronic violators of any rules (and their parent(s)/guardian(s)) may be referred to outside supportive agencies, an interim alternative education setting, or to the Intervention and Referral Service (I&RS).
8. Students on out-of-school suspension are prohibited from entering any district property while on suspension. Students who violate this regulation will be charged with trespassing.
9. Students on out-of-school suspension may not participate in any school activities such as field trips, clubs, plays, concerts, athletic events, etc.

KNOWLEDGEABLE ASSOCIATION WITH VIOLATORS OF SUBSTANCE ABUSE AND/OR OTHER BEHAVIORAL REQUIREMENTS

The Board of Education believes that students and staff are responsible for the integrity of their own social environment and consequently must proactively avoid situations and circumstances where improper behavior is, or may be occurring.

Students and/or staff who willfully associate with others while the others are violating disciplinary or acceptable behavior policies or regulations, may be subject to the same disciplinary consequences described in those policies or regulations.

STUDENT VOLUNTEERS INFORMATION ABOUT ALCOHOL/DRUG/ANABOLIC STEROIDS PROBLEMS OF ANOTHER STUDENT

A student with a drug/alcohol/anabolic steroids problem is referred to a Student Assistance Counselor. The referred student may receive discipline as per relevant policies. The Student Assistance Counselor will follow appropriate intervention procedures. Confidentiality is confined to those with a need to know as mandated by school policy.

Note: The underlying objective is to encourage students to voluntarily seek help and assistance with substance abuse problems. This does not include students who share information as part of a current and/or ongoing investigation.

DRUG PARAPHERNALIA: “Drug paraphernalia” means all equipment, products and materials of any kind that are peculiar to, marked for, used in injecting, ingesting, inhaling, or otherwise introducing into the human body, marijuana or any controlled substance other than prescribed by a physician.

LOOK-ALIKES: A “look-alike substance” is a substance which by dosage unit, appearance including color, shape, size, container and/or packaging, markings or by representation made would lead a reasonable person to believe that the substance is an alcoholic beverage, marijuana, or a controlled substance.

The following list are examples of paraphernalia but “possession of paraphernalia” is not limited to solely the items on this list and will be determined on a case-by-case basis by the administration team.

Any Tobacco/Nicotine Product (cigars, cigarettes, chew, oral pouch, ingestible, etc.)

Any Unidentified or Identified Substances (drugs, alcohol, edibles, ingestible, etc.)

Pipes

Bongs

Roach clips

Rolling papers

Cigar papers

Cartridges “carts” for e-cigarettes or other substance

Electronic Cigarettes (Juul, etc.)

Vapes

“Juice” for Vapes

Charger for e-cigarettes or vape

Battery or Charger for cartridges “carts”

Lighters

Baggies

Canisters

Pill bottles

Syringes

SCHOOL INTEGRATED PEST MANAGEMENT PLAN-IPM

(Policy #7422)

The New Jersey School Integrated Pest Management Act of 2002 requires schools to implement a school integrated pest management policy. The law requires the superintendent of the school district, for each school in the district, the board of trustees of a charter school, and the principal or lead administrator of a private school, as appropriate, to implement Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty, and staff to pesticides. The Bound Brook School District shall therefore develop and maintain an IPM plan as part of the school's policy.

Integrated Pest Management Procedures in Schools

Implementation of IPM procedures will determine when to control pests and whether to use mechanical, physical, cultural, biological or chemical methods. Applying IPM principles prevents unacceptable levels of pest damage by the most economical means and with the least possible hazard to people, property, and the environment.

Each school shall consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all other available options and a determination that these options are not effective or not reasonable. When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.

Development of IPM plans

The school IPM plan is a blueprint of how Bound Brook High School will manage pests through IPM methods. The school IPM plan states the school's goals regarding the management of pests and the use of pesticides. It reflects the school's site-specific needs. The IPM plan shall provide a description of how each component of the school IPM policy will be implemented at the school. For Public schools, the Local School Board, in collaboration with the school building administrator (principal), shall be responsible for the development of the IPM plan for this school. For Charter schools and non-public schools, the development of the IPM plan shall be the responsibility of the Board of Trustees or the Principal or Lead Administrator.

IPM Coordinator

The Lead Administrator shall designate an integrated pest management coordinator, who is responsible for the implementation of the school integrated pest management policy.

Education /Training

The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives.

The IPM Coordinator, other school staff and pesticide applicators involved with implementation of the school IPM policy will be trained in appropriate components of IPM as it pertains to the school environment.

Students, parents/guardians will be provided information on this policy and instructed on how they can contribute to the success of the IPM program.

Record Keeping

Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and the school board.

Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

Notification/Posting

The Principal of the Bound Brook High School is responsible for timely notification to students' parents or guardians and the school staff of pesticide treatments pursuant to the School IPM Act.

Re-entry

Re-entry to a pesticide treated area shall conform to the requirements of the School IPM Act.

Pesticide applicators

The IPM coordinator shall ensure that applicators follow state regulations, including licensing requirements and label precautions, and must comply with all components of the School IPM Policy.

Evaluation

Annually, for public schools, the Principal will report to the local school board on the effectiveness of the IPM plan and make recommendations for improvement as needed. For non-public schools and charter schools, the Lead Administrator or Principal shall report to their respective governing boards on the effectiveness of the school IPM plan and make recommendations for improvement as needed.

The local school board or other respective governing boards directs the Principal or Lead Administrator to develop regulations/procedures for the implementation of this policy.

Authorizing Regulatory References

The School Integrated Pest Management Act of 2002

N.J.A.C. Title 7 Chapter 30 Subchapters 1-12

Pesticide Control Act of 1971

Revised 3/28/13

HARASSMENT, INTIMIDATION AND BULLYING

(Policy # 5512)

Table of Contents

<u>Section</u>	<u>Section Title</u>
A.	Policy Statement
B.	Harassment, Intimidation, and Bullying Definition
C.	Pupil Expectations
D.	Consequences and Appropriate Remedial Actions
E.	Harassment, Intimidation, and Bullying Off School Grounds
F.	Harassment, Intimidation, and Bullying Reporting Procedure
G.	Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)
H.	Harassment, Intimidation, and Bullying Investigation
I.	Range of Responses to an Incident of Harassment, Intimidation, or Bullying
J.	Reprisal or Retaliation Prohibited
K.	Consequences and Appropriate Remedial Action for False Accusation
L.	Harassment, Intimidation, and Bullying Policy Publication and Dissemination
M.	Harassment, Intimidation, and Bullying Training and Prevention Programs
N.	Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review
O.	Reports to Board of Education and New Jersey Department of Education
P.	Reports to Law Enforcement
Q.	Collective Bargaining Agreements and Individual Contracts
R.	Pupils with Disabilities

A. Policy Statement

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

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a pupil. Where parents are separated or divorced, "parent" means the person or agency which

has legal custody of the pupil, as well as the natural or adoptive parent(s) of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

B. Harassment, Intimidation, and Bullying Definition

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

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

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

C. Student Expectations

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

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

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

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

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

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

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

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

D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Pupil Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the

offense(s), consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the Code of Pupil Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences

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

Factors for Determining Remedial Measures

Personal

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

Environmental

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

Consequences and appropriate remedial action for a pupil or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of pupils, as set forth in the Board's

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

Examples of Consequences

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

Examples of Remedial Measures – Personal

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

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

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

The district will also impose appropriate consequences and remedial actions to a person who commits an act of harassment, intimidation, or bullying of a pupil. The consequences may include, but not be limited to,: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to,: in or out-of-school counseling, professional development programs, and work environment modifications.

E. Harassment, Intimidation, and Bullying Off School Grounds

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

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

F. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all pupils involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation. Pupils, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Pupil Conduct may not be taken solely on the basis of an anonymous report.

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

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

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

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

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

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

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils;
- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of pupils in the district;
- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils;
- d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and

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

H. Harassment, Intimidation, and Bullying Investigation

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

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

investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

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

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report also shall include information on any consequences imposed under the Code of Pupil Conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the Superintendent. Parents of the pupils who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents or guardians shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

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

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

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

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

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

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

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

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

1. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report, or other legal action).
2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance,

assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, parent programs, and information disseminated to pupils and parents or guardians, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
4. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations), and disseminating information on the core ethical values adopted by the district Board of Education's Code of Pupil Conduct, per N.J.A.C. 6A:16-7.1(a)2 The district will identify a range of strategies and resources, which could include but not be limited to, the following actions for individual victims: counseling; teacher aides; hallway and playground monitors; schedule changes; before and after school supervision; school transportation supervision; school transfers; and therapy.

J. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with pupils, school volunteer, or pupil from engaging in reprisal, retaliation, or false accusation against a victim, witness, one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

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

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

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

K. Consequences and Appropriate Remedial Action for False Accusation

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

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

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

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

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

The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying

Policy that is prominently displayed on the homepage of the school district's website. The district will notify pupils and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website. The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

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

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

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

The required two hours of suicide prevention instruction for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112. Board members shall be required to complete a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs. A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

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

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, pupils, administrators, volunteers, parents or

guardians, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

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

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

The Superintendent and the Principal(s) shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the schools' Anti-Bullying Specialists, and recommend revisions and additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment and review.

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

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46. The information reported shall be used to grade each school and each district in accordance with the provisions of N.J.S.A. 18A:17-46. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

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

Q. Collective Bargaining Agreements and Individual Contracts

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

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

R. 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 appropriate Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-32
N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School-Sponsored Trips.

INTERNET OR CYBERBULLYING

Definition

According to the advocacy website [Stopcyberbullying.org](http://stopcyberbullying.org)¹ Cyberbullying is defined as any act or gesture where "a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones." Due to the ever-broadening range of technologies readily available to today's youth, cyberbullying can be difficult to track and contain, giving today's bullies more of an opportunity and ability to cause harm to another than before. Cyberbullies also do not necessarily fit the profile of more traditional schoolyard bullies; they can also switch roles from moment to moment, being the bully at first and then the victim in the next.

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

Direct Attacks

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

¹ <http://www.stopcyberbullying.org/>

- Posting another student's picture on a pornographic or sexual deviant's website.
- Sending malicious code.

Cyberbullying by Proxy

Cyberbullying by proxy is when a cyberbully uses someone else, usually unwitting accomplices who are not aware that they are being used, to harass another. The website www.stopcyberbullying.org gives the following situation as a common example of cyberbullying by proxy:

"'Warning' or 'Notify Wars' are an example of cyberbullying by proxy. Kids click on the warning or notify buttons on their IM screen or e-mail/chat screens, and alert the ISP or service provider that the victim has done something that violates their rules. If the victim receives enough warnings or notifications, they can lose their account."

Disciplinary Action Guidelines for Cyberbullying

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

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

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

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

Procedures for Incidents Which Occur On School Grounds

For Students:

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

For Parents:

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

For Teachers and Other School Staff:

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

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

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

1. Loss of computer or internet privileges in school
2. Confiscation of mobile or portable electronic devices
3. Prohibition of student bringing any portable or electronic device to school for a set period of time
4. AM/PM detentions
5. Conferences with the parents/guardians
6. Out-of-School Suspension
7. Behavior contracts/plans

As in other cases of rule violations, expulsion will be considered only if other means of discipline have been exhausted.

The most effective way to prevent further occurrences of cyberbullying is for administration to couple negative punishment with mediation between the students involved with parents where the underlying problems and conflicts can be discussed and agreements can be made.

Prevention and Education

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

<http://www.wiredsafety.org>

<http://www.stopcyberbullying.org>

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

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

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

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

Should any harassment, intimidation, bullying or cyberbullying occur, the school follows as per New Jersey Administrative Code these procedures

HAZING

The Board of Education believes hazing activities of any type are inconsistent with the educational process and the Board of Education prohibits all such hazing behavior at any time on school premises, at any school-sponsored function or on any school vehicle. School Board Policy No. 5512.

"Hazing" means the performance of any act or the coercion of another to perform any act of initiation into any class, team, or organization that causes or creates substantial risk of causing mental or physical harm.

All staff members, students and school volunteers shall be alert to possible behavior, circumstances, or events that might include hazing. All such incidents must be reported to the building principal.

Expected Behavior

The Board of Education expects pupils to conduct themselves in a manner that keeps with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other pupils and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment. The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, school district and community property on the part of pupils, family, staff and community members.

The Board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use disciplinary situations as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their actions. Staff members who interact with pupils shall apply the best practices designed to prevent discipline problems and encourage pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the Superintendent, in conjunction with school staff, and approved by the Board. These guidelines will be developed based on accepted core ethical values from broad community involvement with input from parent(s) or legal guardian(s), any other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the age level of the pupils and the mission and the facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to these rules and guidelines and to submit to such disciplinary measures as are appropriately assigned for infractions of these rules and guidelines.

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

Pupils are required to conform to reasonable standards of socially acceptable behavior, such as respect for the property and rights of others; obey authority; and respond to school district

teaching, support and administrative staff. Each school principal will develop and provide a school based program for appropriate recognition for positive reinforcement for good conduct, self discipline, good citizenship and academic success.

The Superintendent will provide annually to pupils and their parent(s) or legal guardian(s) the rules of the district regarding pupil conduct, pupil's due process and other rights. This Policy will appear in all publications of the school district's comprehensive rules, procedures and standards of conduct for school(s) within the district, including pupil handbooks. Provisions will be made for informing parent(s) or legal guardian(s) whose primary language is other than English.

Concluding whether a particular action or incident is a violation of this Policy requires a determination based on all of the facts and surrounding circumstances.

Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The appropriate consequence will be consistent with case law, Federal and State statutes, and district/school policies and regulations. When a harassment, intimidation or bullying incident occurs all parties involved will have their parent(s)/guardian(s) notified and measures will be taken to properly address the violation.

DATING VIOLENCE AT SCHOOL

The Board of Education believes a safe and civil environment in school is necessary for children to learn. A pupil who is a victim of dating violence suffers academically and the pupil's safety at school is jeopardized. Acts or incidents of dating violence at school whether they are verbal, sexual, physical, or emotional will not be tolerated and will be dealt with in accordance with the school's pupil code of conduct. School Board Policy No. 5519.

All school staff members (administrative staff, instructional staff, support staff, and volunteers) shall take all reasonable measures to prevent acts or incidents of dating violence at school involving a pupil. All acts or incidents of dating violence at school shall be reported to the Principal or designee in accordance with the provisions outlined in ***Policy 5519***. A verbal report shall be made to the Principal or designee as soon as possible, but no later than the end of the pupil's school day when the staff member witnesses or learns of an act or incident of dating violence at school. A written report regarding the act or incident shall be submitted to the Principal or designee by the reporting staff member no later than one day after the act or incident occurred.

School staff members are required to report all acts or incidents of dating violence at school they witness or upon receiving reliable information concerning acts or incidents of dating violence at school. Acts or incidents may include, but are not limited to: those characterized by physical, emotional, verbal, or sexual abuse; digital or electronic acts or incidents of dating violence; and/or patterns of behavior, which are threatening or controlling.

The Board of Education, upon the recommendation of the Superintendent of Schools, shall adopt the guidelines and procedures outlined in ***Policy 5519*** for responding to acts or incidents of dating violence at school. The protocols outlined in ***Policy 5519*** have been established for any school staff member who witnesses or learns of an act or incident of dating violence at school

and for school administrators to work with the victim and the aggressor of an act or incident of dating violence.

Dating violence statements and investigations shall be kept in files separate from pupil academic and discipline records to prevent the inadvertent disclosure of confidential information. Every act or incident of dating violence at school that is reported shall be documented in an appropriate manner. This should include statements, planning actions, and disciplinary measures as well as counseling and other support resources that are offered and prescribed to the victim or aggressor.

School administrators shall implement discipline and remedial procedures to address acts or incidents of dating violence at school consistent with the school's pupil code of conduct. The policies and procedures specific to acts or incidents of dating violence at school shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.

Consequences may include, but are not limited to: admonishment, temporary removal from the classroom, classroom or administrative detention, in-school suspension, out-of-school suspension, reports to law enforcement, and/or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the alleged aggressor based on the severity of the act or incident.

Remediation/intervention may include, but is not limited to: parent conferences, pupil counseling (all pupils involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive pupil interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

A pattern of behaviors may be an important sign a pupil is involved in an unhealthy or abusive dating relationship. The warning signs listed in **Policy 5519** shall educate the school community on the characteristics that a pupil in an unhealthy or abusive relationship may exhibit. Many of these warning signs make a connection to one pupil in the relationship asserting control and power over the other. Recognizing one or more signs of teen dating violence plays an important role in preventing, educating, and intervening in acts or incidents of dating violence. The Board of Education shall make available to pupils and their families information on safe, appropriate school, family, peer, and community resources available to address dating violence.

The Board of Education shall incorporate age-appropriate dating violence education in grades seven through twelve through the health education curriculum in alignment with the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education. The educational program shall include, but is not limited to, a definition of dating violence, recognizing the warning signs of dating violence, and the characteristics of healthy relationships.

Upon a written request to the school Principal, a parent/legal guardian of a pupil less than eighteen years of age shall be permitted, within a reasonable period of time after the request is made, to examine the dating violence education instruction materials developed by the school district.

Notice of **Policy 5519** shall appear in all district publications that set forth the comprehensive rules, procedures, and standards of conduct for pupils within the district and in any handbook.

PUBLIC DISPLAYS OF AFFECTION

It should be understood that the primary purpose students have in coming to school is to learn. With that in mind, hugging, kissing, and intimate touching and other public displays of affection are considered to be inappropriate displays of affection during the school day. Students who are asked by staff members to refrain from public displays of affection should regard such redirection as constructive and an effort to maintain the educational and respectful atmosphere of the school.

Cell Phone/Electronic Policy

Students are **not** permitted to use their personal electronic devices in the school building or on school property while school is in session. Electronic devices that are turned on in violation of this policy (#5516) may be confiscated and the student will be subject to appropriate disciplinary action.

STUDENT USE OF COMMUNICATION / ELECTRONIC DEVICES

The Bound Brook School District recognizes that telecommunications and other new technologies impact the manner in which information is accessed and communicated. The district supports student access to computer networks and other information sources but reserves the right to limit in school use to materials appropriate to educational purposes. The district maintains standards of conduct for the use of computer networks and declares unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action. The district retains the right to restrict or terminate student access to the computer network at any time, for any reason. The district retains the right to have district personnel monitor network activity, in any form necessary, to maintain the integrity of the network and to ensure its proper use. (**Policy #2361**) Parent(s) /guardian(s) will be notified should their child misuse any telecommunications and/or technology resource. Violation of the district's Acceptable Use Policy or any other behavior violating district or New Jersey Law involving the use of a computer, the administration will take measures to properly address the violation.

ANTI-BIG BROTHER ACT CHAPTER 44

AN ACT concerning notification to certain persons using certain electronic devices and supplementing Title 18A of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

C.18A:36-39 Notification by school to certain persons using certain electronic devices; fine.

A school district or charter school that furnishes a student with a laptop computer, cellular

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

A school district or charter school failing to provide the notification required by this section shall be subject to a fine of \$250 per student, per incident. The fine shall be remitted to the Department of Education, and shall be deposited in a fund that shall be used to provide laptop or other portable computer equipment to at-risk pupils, as defined in section 3 of P.L.2007, c.260 (C.18A:7F-45).

ELECTRONIC COMMUNICATIONS BETWEEN TEACHING STAFF MEMBERS AND STUDENTS

(POLICY #3283)

The Board of Education recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and teaching staff members communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between teaching staff members and students. However, the Board of Education recognizes teaching staff members can be vulnerable in electronic communications with students.

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to teaching staff members to prevent improper electronic communications between teaching staff members and students.

The Commissioner of Education and arbitrators, appointed by the Commissioner, have determined inappropriate conduct may determine a teaching staff member unfit to discharge the duties and functions of their position. Improper electronic communications by teaching staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, “professional responsibility” means a teaching staff member’s responsibilities regarding co-curricular, athletic coaching, and any other instructional or non-instructional responsibilities assigned to the teaching staff member by the administration or Board of Education.

1. For the purposes of this Policy, “improper electronic communications” means an electronic communication between a teaching staff member and any student of the school district when:
2. The content of the communication is inappropriate as defined in this Policy; and/or

The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a teaching staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a teaching staff member and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the teaching staff member’s or student’s past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or bullying;
6. Communications requesting or trying to establish a personal relationship with a student beyond the teaching staff member’s professional responsibilities;
7. Communications related to personal or confidential information regarding another school staff member or student; and
8. Communications between the teaching staff member and a student that the Commissioner of Education or an arbitrator would determine to be inappropriate in determining the teaching staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a teaching staff member and a student shall be followed:

1. E-Mail Electronic Communications Between a Teaching Staff Member and a Student
 - a. All e-mails between a teaching staff member and a student must be sent or received through the school district’s e-mail system. The content of all e-mails between a teaching staff member and a student shall be limited to the staff member’s professional responsibilities regarding the student.
 - b. A teaching staff member shall not provide their personal email address to any student. If a student sends an e-mail to a teaching staff member’s personal email address, the staff member shall respond to the email through the school district e-mail system and inform the student his/her personal email address shall not be

used for any electronic communication between the teaching staff member and the student

- c. A teaching staff member's school district email account is subject to review by authorized school district officials. Therefore, a teaching staff member shall have no expectation of privacy on the school district's e-mail system.

2. Cellular Telephone Electronic Communications Between a Teaching Staff Member and a Student

- a. Communications between a teaching staff member and a student via a personal cellular telephone shall be prohibited
 - i. However, a teaching staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the teaching staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee

3. Text Messaging Electronic Communications Between Teaching Staff Members and Students

- a. Text messaging communications between a teaching staff member and an individual student are prohibited.
 - i. However, a teaching staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the teaching staff member's professional responsibilities with a class or co-curricular activity. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the class or activity approved by the Principal or designee.

4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Teaching Staff Members and a Student

- a. A teaching staff member is prohibited from communicating with any student through the teaching staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a teaching staff member and a student.
- b. A teaching staff member shall not accept "friend" requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a teaching staff member's personal social networking website or other Internet-based social media website shall not be responded to by the teaching staff member and shall be reported to the Principal or designee by the teaching staff member.
- c. If a teaching staff member has a student(s) as a "friend" on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts upon Board adoption of this Policy.
- d. Communication between a teaching staff member and a student through social

networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

Reporting Responsibilities

In the event a student sends an improper electronic communication, as defined in this Policy, to a teaching staff member, the teaching staff member shall report the improper communication to the Principal or designee by the next school day. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a teaching staff member or a student may result in appropriate disciplinary action.

[Optional: District may select one of the following exemption options

X A teaching staff member and student may be exempt from the provisions outlined in this Policy if a teaching staff member and student are relatives. The parent of a student and the teaching staff member requesting an exemption from the provisions of this Policy must submit a written request to the Principal of the student's school indicating the family relationship between the student and the teaching staff member. The Principal will provide written approval of the request to the teaching staff member and the student. If the Principal does not approve the request, the teaching staff member and the student must comply with all provisions of this Policy. The Principal's approval of a request for this exemption shall only be for the individual teaching staff member and student included in the request and for the school year in which the request is submitted.

_____ A teaching staff member and student may be exempt from the provisions outlined in this Policy if a teaching staff member and student are relatives. The teaching staff member and the student's parent shall submit notification to the Principal of the student's school of their family relationship and their exemption from the provisions outlined in this Policy.]

The provisions of this Policy shall be applicable at all times while the teaching staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

N.J.S.A. 18A:36-40

ELECTRONIC COMMUNICATIONS BETWEEN SUPPORT STAFF MEMBERS AND STUDENTS

(POLICY #4283)

*******Support Staff shall include all clerical, maintenance, custodial, transportation, school food service, teacher aides and all other nonprofessional employees not required to hold a teaching certificate for the position held.*******

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to support staff members to prevent improper electronic communications between support staff members and students. The Board of Education recognizes support staff members can be vulnerable in electronic communications with students.

The Board prohibits all electronic communications between a support staff member and a student. However, based on a support staff member's professional responsibilities electronic communications between a support staff member and a student may be permitted with written approval of the Superintendent or designee. The approval is only for the school year in which the approval is granted. If the Superintendent or designee approves electronic communications between a support staff member and a student, the support staff member shall be required to comply with all the provisions of this Policy.

The Commissioner of Education has determined inappropriate conduct may determine a school staff member unfit to discharge the duties and functions of their position. Improper electronic communications by school staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, "professional responsibility" means a support staff member's responsibilities assigned to the support staff member by the administration or Board of Education.

For the purposes of this Policy, "improper electronic communications" means an electronic communication between a support staff member and any student of the school district when:

1. The content of the communication is inappropriate as defined in this Policy; and/or
2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a support staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a support staff member, who has been approved by the Superintendent or designee to have electronic communications, and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual

- advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
 3. Communications regarding the support staff member's or student's past or current romantic relationships;
 4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
 5. Communications that are harassing, intimidating, or bullying;
 6. Communications requesting or trying to establish a personal relationship with a student beyond the support staff member's professional responsibilities;
 7. Communications related to personal or confidential information regarding another school staff member or student; and
 8. Communications between the support staff member and a student that the Commissioner of Education would determine to be inappropriate in determining the support staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a support staff member, who has been approved by the Superintendent or designee to have electronic communications, and a student shall be followed:

1. E-Mail Electronic Communications Between a Support Staff Member and a Student
 - a. All e-mails between a support staff member and a student must be sent or received through the school district's e-mail system. The content of all e-mails between a support staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.
 - b. A support staff member shall not provide their personal email address to any student. If a student sends an e-mail to a support staff member's personal email address, the staff member shall respond to the email through the school district email system and inform the student his/her personal email address shall not be used for any electronic communication between the support staff member and the student.
 - c. A support staff member's school district email account is subject to review by authorized school district officials. Therefore, a support staff member shall have no expectation of privacy on the school district's e-mail system.
2. Cellular Telephone Electronic Communications Between a Support Staff Member and a Student
 - a. Communications between a support staff member and a student via a personal cellular telephone shall be prohibited.
 - i. However, a support staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the support staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the

Principal or designee.

3. Text Messaging Electronic Communications Between Support Staff Members and Students
 - a. Text messaging communications between a support staff member and an individual student are prohibited
 - i. However, a support staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the support staff member's professional responsibilities regarding the student. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the activity approved by the Principal or designee
4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Support Staff Members and a Student
 - a. A support staff member is prohibited from communicating with any student through the support staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a support staff member and a student.
 - b. A support staff member shall not accept "friend" requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a support staff member's personal social networking website or other Internet-based social media website shall not be responded to by the support staff member and shall be reported to the Principal or designee by the support staff member.
 - c. If a support staff member has a student(s) as a "friend" on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts upon Board adoption of this Policy.
 - d. Communication between a support staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

Reporting Responsibilities

1. In the event a student sends an electronic communication to a support staff member who has not been approved by the Superintendent or designee to have electronic communications, the support staff member shall report the communication to the Principal or designee. The Principal or designee will take appropriate action to have the student discontinue such electronic communications. Electronic communications by a support staff member or a student where such communications are not approved by the Superintendent or designee may result in appropriate disciplinary action.

2. In the event a student sends an improper electronic communication, as defined in this Policy, to a support staff member who has been approved by the Superintendent or designee to receive electronic communications, the support staff member shall report the improper electronic communication to the Principal or designee. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a support staff member or a student may result in appropriate disciplinary action.

[Optional: District may select one of the following exemption options

X A support staff member and student may be exempt from the provisions outlined in this Policy if a support staff member and student are relatives. The parent of the student and the support staff member requesting an exemption from the provisions of this Policy must submit a written request to the Principal of the student's school indicating the family relationship between the student and the support staff member. The Principal will provide written approval of the request to the support staff member and the student. If the Principal does not approve the request, the support staff member and the student must comply with all provisions of this Policy. The Principal's approval of a request for this exemption shall only be for the individual support staff member and student included in the request and for the school year in which the request is submitted.

_____ A support staff member and student may be exempt from the provisions outlined in this Policy if a support staff member and student are relatives. The support staff member and the student's parent shall submit notification to the Principal of the student's school of their family relationship and their exemption from the provisions outlined in this Policy.]

The provisions of this Policy shall be applicable at all times while the support staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

N.J.S.A. 18A:36-40

CHROMEBOOK PROGRAM

During the 2024-2025 school year, every student in grades 9 through 12 will receive a Chromebook provided by the school district. The focus of the Chromebook program at Bound Brook High School is to provide tools and resources for the 21st century Learner. Excellence in education requires that technology be seamlessly integrated throughout the educational curricula by optimizing the opportunity for a value-added approach to globalization of the curriculum, asynchronous learning opportunities, and the creation, collaboration and publication of digital content. Increasing access to technology is essential to build upon college and career readiness skills. The individual use of Chromebooks is a way to empower students to maximize their full potential and to prepare them for college and the workplace.

Learning results from the continuous dynamic interaction among students, educators, parents and

the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with Chromebooks integrates technology into the curriculum anytime, anyplace.

The policies, procedures, and information within this document apply to all Chromebooks and other technology-able devices used at Bound Brook High School considered by the Administration to come under this policy. Teachers may set additional requirements for use in their classroom.

Acceptable Use

Bound Brook School District has several policies and procedures regarding acceptable use of the technology and equipment provided for and to be used by the students. Parents/Guardians and students should become familiar with all the following policies:

1. Policy No. 2361: Acceptable Use of Computer Networks/Computers and Resources
2. Policy No. 7523: School District Provided Technology Devices to Students
3. Policy No. 5516: Use of Electronic Communication and Recording Devices

All policies can be found on the Bound Brook School District website under the Board of Education tab or by using the following link, <https://tinyurl.com/yxsrt9yr>

The use of the Bound Brook School District's technology resources is a privilege, not a right. The privilege of using the technology resources provided by the Bound Brook School District is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled in the Bound Brook School District. These policies are provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources.

If a student or person violates any of the User Terms and Conditions named in the policies, privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The Bound Brook School District's Student Code of Conduct shall be applied to student infractions. ***Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.***

Receiving the Chromebook and Chromebook Check-in

Chromebooks will be distributed each fall within the first days of school. **Parents & students must sign and return the Student Expectation Manual sign-off (Appendix F) before the Chromebooks can be issued to their child.** The Chromebook Protection plan outlines three options for families to protect the Chromebook investment for the school district. Please review the Chromebook Protection plan included in this handbook.

Chromebook Checkout and Check-in

Students will receive their Chromebooks at the start of each school year and will need to

return them at the end of the school year, on a date to be provided, so they can be checked for serviceability and to be stored for the summer.

Check-in Fines

- Individual school Chromebooks and chargers must be returned at the end of each school year. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment at Bound Brook High School for any other reason must return their individual school Chromebooks on the date of termination.
 - If a student fails to return the Chromebooks at the end of the school year or upon termination of enrollment at Bound Brook High School, that student will be subject to criminal prosecution or civil liability. The student will also pay the full replacement cost of the Chromebook, or, if applicable, any insurance deductible. Failure to return the Chromebooks will result in a theft report being filed with the Bound Brook Police Department.
- Furthermore, the student will be responsible for any damage to the Chromebooks, consistent with the District's Chromebooks Protection plan and must return the Chromebooks and accessories to the Bound Brook High School in satisfactory condition. The student will be charged a fee for any needed repairs, not to exceed the replacement cost of the Chromebooks.
- If at any point during the school year there is damage, loss, or theft of a Chromebook and/or accessories, the student must report the incident to the main office immediately and the school resource officer. All reports will be investigated and addressed on a case-by-case basis.
- Any technical issue with the device must be reported to the technology office or classroom teacher immediately. This includes, but is not limited to: Chrome OS (operating system), battery issues, loss of Internet connectivity, failure of applications to launch, etc.

Taking Care of the Chromebook

Students are responsible for the general care of the Chromebooks they have been issued by the school. Chromebooks that are broken or fail to work properly must be taken to the IT Server Room for an evaluation of the equipment. The administration maintains standards of conduct for the use of the Chromebooks and expects that students will care for the Chromebooks as such.

In addition, the administrative team declares careless treatment of the Chromebooks as just cause for taking disciplinary action. With this objective in mind, administrators reserve the right to restrict or withhold student access to the Chromebooks at any time, for any reason, including issuing detentions and suspensions for carelessness based on administrative discretion. Administration also holds the right to randomly select students to provide their Chromebook for inspection.

General Precautions

The Chromebook is school property and all users will follow this policy and the Bound Brook acceptable use policy for technology (**Policy #2361**).

- Only use a clean, soft cloth to clean the screen, no cleansers of any type,
- Cords and cables must be inserted carefully into the Chromebook to prevent damage,
- Chromebooks must remain free of any writing, drawing, stickers, or labels that are not the property of the Bound Brook School District,
- Chromebooks must never be left in an unlocked locker, unlocked car or any unsupervised area,
- Students are responsible for keeping their Chromebook's battery charged for school each day,
- If students use "skins" to "personalize" their Chromebooks they must not take off any Bound Brook labels,
- Chromebooks are very sensitive to extreme heat and extreme cold therefore leaving devices in cars, direct sunlight, etc. that may expose them to these conditions is potentially harmful to the device and should be avoided, and
- Do not stack any books, heavy materials, etc. on top of the Chromebook as it could cause the device to break.

Chromebook Care

- Students will be held responsible for maintaining their individual Chromebooks and keeping them in good working order.
- Chromebook batteries must be charged and ready for school each day.
- Only labels or stickers approved by the Bound Brook School District may be applied to the Chromebooks.
- Chromebook sleeves furnished by the school district must be returned with only normal wear and no alterations to avoid paying a sleeve replacement fee.
- Students are allowed to purchase their own protective covers or sleeves. Design, size and protective qualities are subject to District approval.
- Chromebooks that malfunction or are damaged must be reported to the IT Department and/or main office. The school district will be responsible for repairing Chromebooks that malfunction. Chromebooks that have been damaged from student misuse, neglect or are accidentally damaged will be repaired with cost being borne by the student. Students will be responsible for the entire cost of repairs to Chromebooks that are damaged intentionally.
- Chromebook damage- Students will be responsible for any and all damage as circumstances warrant.
- *Chromebooks that are stolen must be reported immediately to the Office and the Police Department.*

Screen Care

- The Chromebook screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.
- Do not lean on the top of the Chromebook when it is closed.

- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover.
- Clean the screen with a soft, dry cloth or anti-static cloth.
- Do not “bump” the Chromebook against lockers, walls, car doors, floors, etc as it will eventually break the screen.

Carrying Chromebooks

The Chromebooks should always be carried within a clear bag, which will be purchased at the students expense. Students ***are not to use any other carrying case or bag*** to transport the Chromebook, unless it is clear.

Guidelines for Chromebook Use

Chromebooks are intended for use at school each day. In addition to teacher expectations for Chromebook use, school messages, announcements, calendars and schedules may be accessed using the Chromebook. Students must be responsible to bring their Chromebook to all classes, unless specifically instructed not to do so by their teacher.

Under any circumstances students ***are not allowed*** to plug Chromebooks into any computer ***to manage or synchronize***.

Chromebooks Undergoing Repairs

Loaner Chromebooks may be issued to students when they leave their Chromebooks for repair in the Library. There may be a delay in getting a Chromebook should the school not have enough to loan.

Files and Folders

Students should save all their work to their Google Drive account and not on the storage space available on the Chromebook.

- Storage space will be available on the Chromebook, but since the device has storage limitations it is vital that the storage space be privileged for educational use only.
- It is also important to note that the district, in cases of resetting or re- imaging, will not back up Chromebooks. It is the student’s responsibility to ensure their work is backed up or saved to their Google Account.
- Work that is lost due to mechanical failure or accidental deletion are not acceptable excuses for not submitting work.

Home Internet Access

Students are allowed to set up home wireless networks on their Chromebooks, this will assist them with school notifications and class assignments while at home. However, the *GoGuardian* application installed on the Chromebook has preset filters on the device in accordance with the ***Acceptable Use of Computer Networks/Computers and Resources (Policy No. 2361)*** and ***School District Provided Technology Devices to Students (Policy No. 7523)*** which will apply

regardless of the wireless network used.

Legal Propriety

- Students will comply with trademark and copyright laws as well as all license agreements. Ignorance of the law is not immunity to disciplinary or legal actions.
- Plagiarism is a violation of the Bound Brook Code of Conduct. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and violators will be subject to Bound Brook Student/Parent Handbook. Violation of applicable state or federal law will result in criminal prosecution or disciplinary action by the District.

Leaving the Chromebook at Home

If students leave their Chromebook at home, they are responsible for getting the course work completed as if they had their Chromebook present. If a student repeatedly (3 or more times as determined by any staff member) leaves their Chromebook at home, they will be required to “checkout and check-in” their Chromebook from the help desk for 3 weeks.

Network Connectivity

The Bound Brook School District makes no guarantee that their network will be up and running 100% of the time. In the rare case that the network is down, the District will not be responsible for lost or missing data.

Printing

Students will not be able to print from the Chromebooks. Students may access their work on their Google Drive on a computer from home or in the school library to print. Printing should be completed before or after school, not during instructional time.

Screensavers/Background Photos

Inappropriate media may not be used as a screensaver or background photo. Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols or pictures will result in disciplinary actions.

Storing the Chromebook

When students are not using their Chromebooks, they should be stored in their locked lockers. The Bound Brook School District provides the students with both a locker and lock to be used solely by the assigned individual.

- Nothing should be placed on top of the Chromebook when stored in the locker.
- Students are encouraged to take their Chromebooks home every day after school, regardless of whether or not they are needed.
- Chromebooks should not be stored in a student’s vehicle, whether at school or at home. If a student needs a secure place to store their Chromebook, they may check it in for storage in the Library or main office.

Sound, Music, Games, or Programs

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.

- Music is allowed on the Chromebooks and should only be heard through earbuds and/or headphones. However, earbuds/headphones are only *permitted* to be worn ***in the cafeteria*** and ***in classroom settings with staff approval***. For safety and security reasons, earbuds/headphones ***are not to be worn all other times***, specifically when the students are in the ***hallways***.
- Internet Games and Game Applications are **not allowed** on the Chromebooks. Game applications needed for academic purposes will be previously installed by the technology department.
- **Movies/videos are not allowed to be viewed on Chromebooks during school hours. Consequences will be given to any student who is caught watching movies or sporting events during school hours.**
- All software and applications must be district provided. Data Storage will be through Google Drive.

Uncharged or Limited Charged Chromebooks

Chromebooks must be brought to school each day in a fully charged condition. Students need to charge their Chromebooks each evening. Violations will be treated the same as if students left the Chromebook at home.

In cases where use of the Chromebook has caused batteries to become discharged, students may be able to connect their Chromebooks to a power outlet in class based on the teacher's discretion.

Unsupervised Chromebooks

Under no circumstances should Chromebooks be left in unsupervised areas. Unsupervised areas include the school grounds (not stored in lockers) and campus, the lunchroom, computer lab, locker rooms, library, unlocked classrooms, dressing rooms, hallways, sport fields, etc. Any Chromebooks left in these areas are in danger of being stolen. If a Chromebook is found in an unsupervised area, it will be taken to the Assistant Principal's office.

Software and Configuration of Chromebooks

The software and/or applications originally installed by the Bound Brook School District must remain on the Chromebook in usable condition and be easily accessible at all times. From time to time the school may add software applications for use in a particular course.

Periodic checks and inspection of the Chromebooks will be made to ensure that students have not removed required applications. All Configurations and Setups installed by the District must remain intact on Chromebooks at all times. District personnel will be monitoring Chromebook's compliance with district setups. All violations will result in a disciplinary action.

Identification of Chromebooks

Student Chromebooks will be labeled in the manner specified by the school. For Bound Brook

High School, all Chromebooks will be labeled with the following:

1. ASSET Tags: a barcode and identification number specific to Bound Brook School District to be found on the bottom of the Chromebook, and
2. Bound Brook Computer Name Tag: labeled with “CB-HS-#####” specific for a student to be found on the inside of the Chromebook above the screen.

At no time shall either tag be removed from the Chromebook, disciplinary actions will occur if this should happen.

Additional Software

- Students are allowed to load extra extensions and/or applications that are acceptable for school use on their Chromebooks. However, any applications that are not provided by the school are subject to question and are subject to immediate removal by any staff member; disciplinary actions may follow.
- Any software that breaks the Acceptable Use Policy or that is deemed inappropriate for use in school is not to be downloaded or installed on the Chromebooks. This includes, but is not limited to music, games, videos, images, e-Books, and any applications deemed not necessary for successful completion of the course and school. Immediate removal of material (or full reset of the device), contact with parents, and disciplinary action will take place.

Procedures for Reloading Software

Each time the Chromebook is turned on, the system automatically checks for updates and applies any and all that it finds. It is highly recommended students completely turn off their Chromebooks at night; allowing for the device to update on its own when powered on the following day.

- Students are encouraged to periodically upgrade the applications on the Chromebook if prompted.
- Chromebooks run *Chrome OS* (operating system) *Web Browser*; updates are conducted automatically

Responsibilities

Parent/Guardian Responsibilities

- Speak with their child(ren) about values and the standards that they should follow on the use of the Internet and the Chromebook as it pertains to Bound Brook School District’s policies and procedures
 - Should parents/guardians want to opt their student out of having a Chromebook, they will need to sign a form indicating this. Before making this decision, understand that your student is still responsible for meeting all course(s) requirements.

School Responsibilities

It is the school’s responsibility to provide the following:

- Internet and Email access to all students.
- Internet Blocking of inappropriate materials as possible.
- Network Data Storage areas.

- The Network Data Storage areas will be treated similar to school lockers; Bound Brook School District reserves the right to review, monitor, and restrict information stored on or transmitted via Bound Brook School District owned equipment and to investigate inappropriate use of resources.
- Staff guidance to aid students in doing research and help assure student compliance of the acceptable use policy.
- User Accounts for free information storage in *Google Drive*.

Student Responsibilities

It is all students' responsibilities to:

- Use all school issued computers and devices in a responsible and ethical manner while following and obeying all policies for technology and school rules concerning behavior and communication that applies to Chromebook/computer use.
- Use all technology resources in an appropriate manner so as to not damage school equipment.
 - This “damage” includes, but is not limited to the loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by the student’s own negligence, errors or omissions.
 - Use of any information obtained via Bound Brook School District’s designated Internet System is at your own risk. Bound Brook School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
- Help Bound Brook School District protect the computer system/device by contacting an administrator about any security problems they may encounter.
- Monitor all activity on their account(s).
- Turn off and secure the Chromebooks after they are done working to protect their work and information.
- If a student should receive any email containing inappropriate or abusive language or if the subject matter is questionable, he/she is asked to show the email to the appropriate administrator so they can print a copy and follow procedure from there.
- Return their Chromebook and chargers at the end of each school year.
 - Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment at Bound Brook for any other reason must return their individual school Chromebook on the date of termination.

Activities Strictly Prohibited

Students are strictly prohibited from the following actions while using their Chromebook:

- Illegal installation or transmission of copyrighted materials,
- Any action that violates existing Board policy or public law,
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials,

- Pictures, video, and audio recordings of any student or staff member without written consent,
- Pictures, video, and audio recordings of any student or staff member at any time in locker rooms or restrooms,
- Use of Social Media, chat rooms, sites selling term papers, book reports and other forms of student work,
- Messaging services. For example: MSN Messenger, ICQ, etc,
- Internet and/or Computer Games,
- External attachments without prior approval from the administration,
- Changing of Chromebook settings (exceptions include personal settings such as font size, brightness, etc),
- Spamming, in regards to sending mass or inappropriate emails,
- Using other student's accounts or gaining access to other student's accounts, files, and/or data,
- Use of the school's internet/E-mail accounts for financial or commercial gain or for any illegal activity,
- Use of anonymous and/or false communications such as MSN Messenger, Yahoo Messenger,
- Students are not allowed to give out personal information, for any reason, over the Internet. This includes, but is not limited to, setting up internet accounts including those necessary for chat rooms, Ebay, email, etc,
- Participation in credit card fraud, electronic forgery or other forms of illegal behavior,
- Vandalism (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment will not be allowed,
- Transmission or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients, and
- Bypassing the Bound Brook web or Chromebook filter through a web proxy.

Bound Brook School District reserves the right to modify the above list at any time. ***Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.***

Repairing and/or Replacing Chromebook

Students will be held responsible for ***all*** damages caused to the Chromebook including but not limited to broken screens, cracked plastic pieces, missing/damaged keys, water damage, inoperability, etc. Students will be assessed a “fine” which will include the price of the part and shipping/handling costs. Should the cost to repair exceed the cost of purchasing a new device,

the student will pay for the full replacement value.

The fines for the repair/replacement are the following:

PART	FINE
Complete Replacement of Chromebook	\$335
Touch Screen Assembly (Digitizer Glass, LCD Display, Bezel)	\$55
Top Case (Metal)	\$15
Bottom Case (Military Grade-Plastic)	\$10
Keyboard	\$30
Touch Pad	\$10
Touch Pad Cable	\$10
Hinge Set	\$15
3-Cell Battery	\$25
USB/Headphone Jack	\$28
Charger (45W Power Supply)	\$35
Speakers	\$20
MAINBOARD/Motherboard	\$160



BOUND BROOK HIGH SCHOOL'S EMERGENCY EVACUATION PROCEDURES

1. Walk **QUICKLY, QUIETLY AND ORDERLY** to your **DESIGNATED AREA**
2. **BE ALERT** for Announcements / Instructions
3. **REMAIN** with your class so that proper attendance can be taken



Designated Area A: West Union Avenue and Livingston Street- ***Administrator in Charge: Mr. Smith*** The following rooms are to use the specific stairwell/doorway to exit the High School, go to the front of the school then proceed west on West Union Avenue and continue until Livingston Street:

Stairwell 1 | 101 | 102 | 104 | 2

Stairwell 2 | 106 | 205 | 206 | 207 | 208 | 210 | 307 | 308 | 309 | 310 | Guidance Suite

Designated Area B: West Union Avenue and Winsor Street- ***Administrator in Charge: Mrs. Larson*** The following rooms are to use the specific stairwell/doorway to exit the High School, go to the front of the school then proceed west on West Union Avenue and continue until Winsor Street:

Stairwell 3 | 112 | 113 | 107 | 311 | 312 | 313

Stairwell 4 | 114 | 212 | 213 | 214

Stairwell 5 | 18 | 20 | 116 | 118 | 216 | 218 | Library | Theater

Designated Area C: West Maple Avenue and Winsor Street- ***Administrator in Charge: Mr. Steele*** The following rooms are to use the specific stairwell/doorway to exit the High School, go to the back of the school then proceed east on Maple Avenue and continue until Winsor Street:

Gym Door Exits | Gymnasium

Stairwell 6 | 120 | 122

Stairwell 8 | 24 | 26 | Aux Gym

Stairwell 11 | 32 | Weight Room

Designated Area D: West Maple Avenue and Livingston Street- ***Administrator in Charge: Mr. Cleary*** The following rooms are to use the specific stairwell/doorway to exit the High School, go to the back of the school then proceed west on Maple Avenue and continue until Livingston Street:

Stairwell 1 | 1 | 201 | 202 | 203 | 204

Room 5 Exits | 3 | 5

ADMINISTRATIVE PROCEDURES FOR SUSPENSIONS

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

Students who demonstrate conduct grossly inappropriate to the educational setting and have a history of consistently breaking the rules in the Student Expectations Manual, may be removed from the school setting and placed on a Superintendent's Suspension for no more than 30 days or until an expulsion hearing with the Board of Education is completed.

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

GENERAL REGULATIONS

1. Violations referred to the administrator for disciplinary action must be accompanied by a written statement from the teacher or the staff member. All prior actions taken by the teacher must be indicated and documented.
2. Students will be assigned after school-supervised detention for infractions of the school rules. Silent constructive school work is a necessity for this period of time.
3. Violators of any rules that accumulate 20 offenses (and their parents/guardians) may be referred to outside supportive agencies, an interim alternative educational setting, the Intervention and Referral Services Team, and must have a parent hearing with the superintendent and Board of Education to explain their child's actions
4. Students on out-of-school suspension are prohibited from entering any district property while on suspension. Students who violate this regulation will be charged with trespassing.
5. Students on out-of-school suspension may not participate in any school activities such as prom, field trips, clubs, plays, concerts, athletic events, etc.
6. Students assigned to the PACE (Positive Alternative Classroom Experience) Program, as an alternative to an out of school suspension, must complete all assignments and work as required to be released back to the regular educational program. **Students who serve PACE will not be permitted to participate in after school activities that day, including clubs, sports, etc.)**

DISCIPLINARY ACTION GUIDELINES FOR STUDENTS WITH EDUCATIONAL DISABILITIES

Short Term Suspensions

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

Short term suspensions mean a period of 10 consecutive or cumulative school days in a given school year. The disabled students can also be placed in an **Interim Alternative Educational Setting (IAES)** following the same procedures used for non-disabled students for a period of no more than 10 consecutive or cumulative school days in a given school year. At the time of removal the principal or his/her designee must forward written notification and the reasons for the action taken to the disabled child's case manager. The disabled student is afforded the same due process procedures as the non-disabled student. These due process procedures consist of the following:

The student must receive:

- a. oral or written notice of charges
- b. an explanation of the charges and the evidence that supports the charges
- c. an opportunity to present his/her side of story

Generally the notice and hearing requirements should precede removal from school, however in emergency situations; the student may be removed from school immediately. The notice and hearing requirements should follow as soon as possible.

Long Term Suspensions

Removal To An Interim Alternative Educational Setting For Weapons, Drug Offenses or Expulsion:

Long-term suspension can constitute a change in placement without benefit of the IEP process. A long term suspension may be suspension from the student's educational program for a period of 10 or more consecutive school days in a given school year, a series of lesser suspensions that result in 10 or more cumulative school days during a given school year, or placing a student in an IAES for a weapons or drug offense.

Disabled students can be removed to an IAES for a period of not greater than 45 school days when:

- a. The child carries a weapon to school or to a school function
- b. The child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function (IDEA, 1997)

Any disciplinary action that removes the student from his/her educational program for more than 10 days is considered to be a change in placement and cannot proceed until the following three events are conducted:

- a. A Manifestation Determination hearing is convened by the IEP team
- b. A Functional Behavioral *Assessment* (FBA) is conducted
- c. A Behavioral Intervention Plan (BIP) is developed

Therefore, whenever any such action that constitutes a long term suspension (and possible change in placement) is being considered, the case manager of the disabled student must be provided with written notification immediately so that the parents can receive the mandated written notification to convene a Manifestation Determination hearing as required under N.J.A.C. 6A:14.

ADMINISTRATIVE PROCEDURES FOR EXPULSIONS

The Board of Education recognizes that expulsion from this district is the most severe sanction that can be imposed upon a student. No student will be expelled from this district before other reasonable and appropriate means of discipline have been exhausted. No student below the age of sixteen years will be expelled from school without provision for an alternate educational program.

For the purposes of this policy, "expulsion" means the permanent exclusion of a student from the schools of this district. A student may be expelled from this district only on formal action of the Board of Education.

The Board of Education shall not act to expel any student, previously determined to be disabled or who has exhibited behavior that may be considered to be classifiable, before the report of the Child Study Team has been issued to the Board of Education.

The parent/guardian will be notified in writing and in conference of the recommendation for expulsion. A student and parent/guardian for whom expulsion is recommended shall be offered the opportunity for a formal hearing before the Board of Education, which shall include written notice of the date, place, and time of the hearing and of the specific charges against the student; an opportunity for the student to be heard in his/her own behalf and to cross-examine adverse witnesses; representation by the student's counsel; a written record of the hearing; and, a copy of the transcript of the proceedings. Hearings will be held in private, except that a student and parent/guardian may request and the Board may, in its discretion, grant a public hearing. The student and parent/guardian shall be informed of the right to appeal the decision of the Board of Education to the Commissioner of Education.

WEAPONS OFFENSES

Any student convicted of possession of a weapon or committing a crime while in possession of a weapon or found knowingly in possession of a weapon on any school property, on a school vehicle, or at a school-sponsored function shall be immediately removed from the school's regular educational program for a period of not less than one calendar year, pending a hearing before the Board of Education. The parent/guardian and the local law enforcement agency will be notified immediately.



BOUND BROOK PUBLIC SCHOOL EXPECTATIONS VIOLATION CHART

GRADES 9-12

In the Bound Brook Public Schools, we believe that effective learning begins with classroom management. Effective teaching with proper procedures and routines will ensure a high-quality education for all students. Classroom expectations will be written and permanently posted in the classroom, each student will be given a copy of these rules. It is the teacher's responsibility to set up an effective plan that allows for rewards and consequences for appropriate or inappropriate behaviors. The following Expectations Violation Chart is a tool for students, parents, teachers, and administrators.

A parent/guardian will be contacted at the discretion of the Administration when their child has violated an expectation. They will be contacted in one of the following ways: a phone call, written note, or some other means of communication i.e. email etc. Please make sure that the school district has an updated personal contact sheet from you, the district can not be responsible for being unable to contact a parent or guardian because of outdated personal information in our system.

The Following violations chart provides examples of most discipline offenses that could occur in the school. Upon violation of an offense, the student will be referred to an administrator for disciplinary action. You will find that the first offense will be listed for each violation. Progression of consequences for varying offenses will be determined by the administrator on a case-by-case basis. Refer to the disciplinary progression chart for a complete listing of consequences.

PROGRESSIVE DISCIPLINE

CLASSROOM LEVEL:

- **LEVEL 1:** *Warning, Conference, and/or Teacher Detention; Parent notification by teacher.*

ADMINISTRATIVE LEVEL:

- **LEVEL 2:** *1-Hour detention*
- **LEVEL 3:** *2-Hour Detention*
- **LEVEL 4:** *3-Hour Detention*
- **LEVEL 5:** **PACE** (**P**ositive **A**lternative **C**lassroom **E**xperience) Program
- **LEVEL 6:** *OSS (See Re-Entry Plan)*
- **LEVEL 7:** *Superintendent Hearing or Expulsion Hearing*

RE-ENTRY PLAN: When a student re-enters the building after a suspension, a meeting will take place with the stakeholders involved where the incident is discussed and a contract is set between the student and the school moving forward.

PLEASE NOTE: For egregious instances of the listed offenses, or for any unlisted offenses, consequences may be issued at the discretion of the school administration. In addition, depending upon the severity and nature of the offenses, school officials may have to report the offenses to the appropriate civil authorities such as local or state law enforcement agencies or the New Jersey Department of Child Protection & Permanency.. Conduct that appears to violate principles of equal educational opportunity or implicate status-based discrimination, including bullying and harassment, will be referred to an AA/EEO officer for investigation and possible intervention.

Discipline Chart 2024-2025

	Infraction	Description	1st Offense	2nd Offense	3rd Offense	4th Offense
A T T E N D A N C E	Tardy to School	Students who are not in school at the prescribed time.	30-Minute Detention	30-Minute Detention	30-Minute Detention + Truancy + Parent contact	30-Minute Detention + truancy every 3 rd tardy
	Tardy to Class (not first period)	Students who are not in class prior to the bell ringing to start the class.	(1 st /2 nd time) Level 1	(3 rd time) Level 2 + truancy	(6 th time) Level 3 + 2 nd truancy	(9 th time) Level 4 + 3 rd truancy/loss of credit for the class
	Class Truancy	Students who miss +10 minutes of class without permission.	Level 4	Level 5 (PACE) + Parent Contact	Level 6 (2 days) + Possible loss of credit as per attendance policy.	Level 6 (2 days) + Possible loss of credit as per attendance policy.

	School Truancy	Students who are not in school without parental permission and/or legitimately ill on a school day.	Level 4	Level 5 (PACE) + Parent Contact	Level 6 (PACE) + Possible loss of credit as per attendance policy.	Level 6 (PACE) + Possible loss of credit as per attendance policy.
	Missed/Cut Detentions	Not reporting to an assigned detention at the assigned time.	Progression to the next level on the violations consequence chart.	Progression to the next level on the violations consequence chart.	Progression to the next level on the violations consequence chart.	Progression to the next level on the violations consequence chart.

	Infraction	Description	1st Offense	2nd Offense	3rd Offense	4th Offense
DISHONESTY	Cheating & Plagiarism	Any act of dishonesty that gives the student an undue academic advantage.	Level 1 + “0” on assignment	Level 2 + “0” on assignment	Level 3 + “0” on assignment & Parent Contact	Level 4 + “0” on assignment & Parent Contact
	Dishonesty	Acts of lying, giving false identification, or using trickery to obtain an undue advantage, other than cheating and forgery.	Level 1	Level 2	Level 3 + Parent Contact	Level 4 + Parent Contact

	Forgery and False Identity	Signing the name of or impersonating another person, including a parent, in connection with any school related document or activity.	Level 4	Level 4 (PACE)	Level 6 (2 days) + Parent Contact	Level 6 (2 days) + Parent Contact
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	Infraction	Description	1st Offense	2nd Offense	3rd Offense	4th Offense
E L E C T R O N I C	Cell Phone or other prohibited electronic devices	Use of a cell phone, or other one- way or two-way remote communication device without advance written permission.	Level 2- collected by administration until end of the day	Level 3- collected by administration until end of the day	Level 4- parent needs to come collect the cell phone	Level 5 (PACE) + Parent Contact
D E V I C E S	ChromeBook - Related Misconduct	Violation of District Acceptable Use Policy or any other behavior violating district or building code involving the use of a district issued ChromeBook.	Level 2	Level 3	Level 4 + Parent Contact	Level 5 (1 day) + Parent Contact
	School Computer- Related Misconduct	Violation of District Acceptable Use Policy or any other behavior violating district or building code involving the use of a district computer.	Level 2	Level 3	Level 4 + Parent Contact	Level 5 (1 day) + Parent Contact

	Infraction	Description	1st Offense	2nd Offense	3rd Offense	4th Offense
F O R C E	Fighting	An act of physical aggression against a person, intending to or causing physical injury regardless of the person's aggression or resistance. Claims of self-defense will not be recognized unless it is clearly shown that it was.	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Restorative Conference + Parent Contact + Counseling	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Restorative Conference + Parent Contact + Counseling	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Restorative Conference + Parent Contact + Counseling	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Restorative Conference + Parent Contact + Counseling
	Improper Assault	An act of physical aggression, against a person, who is not expecting or resisting.	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Restorative Conference + Parent Contact + Counseling	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Restorative Conference + Parent Contact + Counseling	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Restorative Conference + Parent Contact + Counseling	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Restorative Conference + Parent Contact + Counseling

	Infraction	Description	1st Offense	2nd Offense	3rd Offense	4th Offense
H A R A S S M E	Verbal/ Written Simple	An act of verbal harassment, not aggressive, that discomfords the victim or a reasonable observer, or includes use of profanity or obscenity in words or	Level 2	Level 3	Level 4 + Parent Contact	Level 5
			May result in an HIB Investigation.	May result in an HIB Investigation.	May result in an HIB Investigation.	(1 day) + Parent Contact May result in an HIB Investigation.

N T		gestures or is based upon a protected status such as race, gender, or creed.				
	Verbal/ Written Threatening	An act of verbal harassment, aggressive in character that discomforts the victim or a reasonable observer, or threatens harm, or is based upon a protected status such as race, gender or creed.	Level 4 + Parent Contact May result in an HIB Investigation.	Level 5 (1 day) + Parent Contact May result in an HIB Investigation.	Level 6 (2 days) + Parent Contact May result in an HIB Investigation.	Level 7 (Superintendent Hearing or Expulsion Hearing) May result in an HIB Investigation.
	Bullying	Any gesture, words or act motivated by an actual or perceived characteristic or handicap that will have the effect of harming or causing fear of harm to the student or student's property, or that insults or demeans a student in such a way as to cause substantial disruption to or interference with the orderly operation of the school.	Discipline issued as a result of the HIB Investigation.	Discipline issued as a result of the HIB Investigation.	Discipline issued as a result of the HIB Investigation.	Discipline issued as a result of the HIB Investigation.

	Infraction	Description	1st Offense	2nd Offense	3rd Offense	4th Offense
I N A P P R O R	Inappropriate/ Disruptive Conduct – Simple	Act(s) of misbehavior or disobedience that violate written school rules or accepted age-related norms of	Level 1	Level 2	Level 3	Level 4 + Parent Contact

P I A T E		behavior, and/or that disrupt the classroom or other school functions for a brief time.				
D I S R U P T I V E	Inappropriate/ Disruptive/ Disorderly Conduct – Severe	Act(s) of disobedient and disorderly conduct that substantially disrupt the classroom or other school functions, except false alarms.	As determined by School Administration + Parent Contact + Counseling	As determined by School Administration + Parent Contact + Counseling	As determined by School Administration + Parent Contact + Counseling	As determined by School Administration + Parent Contact + Counseling
	Insubordination/ Defiance/ Disrespect	Acts of disobedient behavior in which a student shows disrespect and blatant disregard for a directive from a teacher or staff member.	Level 4	Level 5 (PACE) + Parent Contact	Level 6 (Administrator’s Discretion)	Level 6 (Administrator’s Discretion)
	Vulgar/ Obscene Language	Use of language that is vulgar or obscene, such as profanity, not directed at a person.	Level 1	Level 2	Level 3	Level 4 + Parent Contact
	Vulgar/ Obscene Language	Use of language that is vulgar or obscene, such as profanity, directed at a person.	Level 5 (3 days of PACE)	Level 6 (5 days) + Parent Contact	Up to 10-Day Suspension + Superintendent Hearing + Counseling + Restorative Conference	Up to 10-Day Suspension + Superintendent Hearing + Counseling + Restorative Conference
	Vulgar/Obscene/Pornographic Material	Possession or display of obscene, vulgar, or pornographic materials while on	Level 5 (3 days PACE)+ Parent Contact	Level 6 (4 Days OSS) + Parent Contact	Up to 10-Day Suspension + Superintendent Hearing + Counseling	Up to 10-Day Suspension + Superintendent Hearing +

		school premises.				Counseling
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	Infraction	Description	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
M I S C E L L A N E O U S	Wrongful Entry	Entering the building through any other entrance other than the designated entry doors.	Level 4	Level 5 (2 days PACE) + Parent Contact	Level 5 + Parent Contact	Level 5 + Parent Contact
	Enabling Unauthorized Entry	Opening exterior access doors to enable someone to enter the building.	Level 4	Level 5 + Parent Contact	Level 6	Level 6
	Leaving the Building Without Permission	Walking out of any school door to the outside during the school day without permission.	Level 5 (2 days) + Parent Contact	Level 5 (3 days) + Parent Contact	Level 6	Level 6
	Dress Code	Violation of district dress code Expectations *Parent/guardian bringing change of clothes to school on all offenses*	Level 1	Level 2	Level 3	Level 4 + Parent Contact

	False Alarms	Giving a false alarm, verbally or by mechanical means, or tampering with alarm equipment.	Up to 10-Day Suspension + Superintendent Hearing + Parent Contact	Up to 10-Day Suspension + Superintendent Hearing + Parent Contact	Up to 10-Day Suspension + Superintendent Hearing + Parent Contact	Up to 10-Day Suspension + Superintendent Hearing + Parent Contact
	Student ID	Failure to display one's own student ID card.	Level 1 + Temp ID	Level 1 + Temp ID	Level 2 + Temp ID	4 X and beyond Level 2
	Gambling	Betting money or possessions in violation of the laws of NJ	Up to 10-Day suspension + Superintendent's Hearing + Counseling + Parent Contact	Up to 10-Day suspension + Superintendent's Hearing + Counseling + Parent Contact	Up to 10-Day suspension + Superintendent's Hearing + Counseling + Parent Contact	Up to 10-Day suspension + Superintendent's Hearing + Counseling + Parent Contact
	Criminal Gang-Related Activity	Commission of any offense on this chart while the student was involved in criminal gang related activity as defined by law.	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Parent Contact + Counseling	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Parent Contact + Counseling	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Parent Contact + Counseling	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Parent Contact + Counseling
	Conspiracy to Commit Criminal Gang-Related Activity	Making an agreement or plan with another person that one or more of them will commit an act of criminal gang related activity.	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Parent Contact + Counseling	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Parent Contact + Counseling	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Parent Contact + Counseling	Up to 10-Day Suspension + Superintendent Hearing + Police Notification + Parent Contact + Counseling

	Infraction	Description	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
P R O H I B I T E D S U B S T A N C E S	Tobacco – Possession	Possession of any tobacco or nicotine product containing the same while on school premises, including but not limited to any electronic or non-electronic delivery systems, such as e-cigarettes, “vapes,” Juuls, etc.	<u>First Offense:</u> Level 5-PACE, parent/guardian notification, referral to substance abuse prevention program (SAC), drug screen	<u>Second Offense:</u> Level 5-PACE, referral to substance abuse prevention program (SAC), parent/guardian notification, drug screen	<u>Subsequent Offense:</u> Level 6-As determined by school administration	<u>Subsequent Offense:</u> Level 6-As determined by school administration
	Paraphernalia (refer to Paraphernalia List on Page 27).	Possession of any product associated with tobacco, alcohol, or drugs that do not contain any tobacco, alcohol, or drugs. Products such as lighters, rolling papers, baggies, canisters, etc.	<u>First Infraction:</u> Level 6-out of school suspension, parent/guardian notification, possible police notification, referral substance abuse prevention program (SAC), suspension from school activities, drug screen	<u>Second Infraction:</u> Level 6-out of school suspension, parent/guardian notification, possible police notification, referral to substance abuse prevention program (SAC), suspension from school activities, drug screen, periodic drug screens at the discretion of administration.	<u>Subsequent Infractions:</u> As determined by school administration	<u>Subsequent Infractions:</u> As determined by school administration

	Tobacco – Use	Use of any tobacco or nicotine product containing the same while on school premises, including but not limited to any electronic or non-electronic delivery systems, such as e-cigarettes, “vapes,” etc.	<u>First Offense:</u> Level 5-PACE, parent/guardian notification, referral to substance use prevention program (SAC), drug screen \$250 fine (Boro Ordinance 2013-04)	<u>Second Offense:</u> Level 5-PACE, parent/guardian notification, referral to substance use prevention program (SAC), drug screen \$250 fine (Boro Ordinance 2013-04) 2nd offense	<u>Subsequent Offense:</u> Level 6-As determined by school administration \$1000 (Boro Ordinance 2013-04) 3rd offense	<u>Subsequent Offense:</u> Level 6-As determined by school administration
	Drugs and Alcohol – Possession or Use	Possession or use of any non- prescribed drug while on school premises. (Any electronic or non-electronic delivery systems, such as e-cigarettes, “vapes,” etc. are included)	<u>First Infraction:</u> Level 6-out of school suspension, PACE parent/guardian notification, police notification, referral to, substance abuse prevention program (SAC), suspension from school activities, drug screen	<u>Second Infraction:</u> Level 6-out of school suspension, PACE parent/guardian notification, police notification, referral to substance abuse prevention program (SAC), suspension from school activities, drug screen, periodic drug screens at the discretion of administration.	<u>Subsequent Infractions:</u> As determined by school administration	<u>Subsequent Infractions:</u> As determined by school administration
	Drugs-Intent to Distribute	Distributing or transmitting controlled substances or possesses with the intent to distribute, deliver or transmit.	<u>First Infraction:</u> Level 6-out of school suspension, parent/guardian notification, police notification, referral to SAC, substance abuse prevention program, suspension from school activities,	<u>Second Infraction:</u> Level 6- Level 6-out of school suspension, parent/guardian notification, police notification, referral to SAC, substance abuse prevention program, suspension from	<u>Subsequent Infractions:</u> As determined by school administrationStudents found to be involved in distribution or intent to distribute will be subject to the same consequences as	<u>Subsequent Infractions:</u> As determined by school administrationStudents found to be involved in distribution or intent to distribute will be subject to the

			drug screen Superintendent's Hearing	school activities, drug screen, periodic drug screens at the discretion of administration. Superintendent's Hearing	outlined above for first and second offenses, except for serving a ten (10) day suspension out of school, and may be compelled to attend a hearing before the Board of Education to determine the necessity of any further disciplinary action, including long term suspension or change of placement.	same consequences
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	Infraction	Description	1st Offense	2nd Offense	3rd Offense	4th Offense
P R O P E R T Y	Trespass	Entering any area of school property prohibited to students.	As determined by School Administration + Parent Contact + Counseling	As determined by School Administration + Parent Contact + Counseling	As determined by School Administration + Parent Contact + Counseling	As determined by School Administration + Parent Contact + Counseling
	Robbery	Using verbal intimidation or physical force to take something belonging to another.	Up to 10-Day Suspension + Police Notification + Restitution + Parent Contact + Counseling + Restorative Practices	Up to 10-Day Suspension + Police Notification + Restitution + Parent Contact + Counseling + Restorative Practices	Up to 10-Day Suspension + Police Notification + Restitution + Parent Contact + Counseling + Restorative Practices	Up to 10-Day Suspension + Police Notification + Restitution + Parent Contact + Counseling + Restorative Practices
	Theft	Taking something that belongs to another without the owner's consent.	Up to 10 Day Suspension + Superintendent Hearing +	Up to 10 Day Suspension + Superintendent	Up to 10 Day Suspension + Superintende	Up to 10 Day Suspension + Superintende

			Police Notification + Restitution + Parent Contact + Counseling + Restorative Practices	Hearing + Police Notification + Restitution + Parent Contact + Counseling + Restorative Practices	nt Hearing + Police Notification + Restitution + Parent Contact + Counseling + Restorative Practices	nt Hearing + Police Notification + Restitution + Parent Contact + Counseling + Restorative Practices
	Vandalism	Damaging, breaking, destroying or marking up school property or property belonging to another person.	Up to 10-Day Suspension + Police Notification + Restorative Practices + Parent Contact	Up to 10-Day Suspension + Police Notification + Restorative Practices + Parent Contact	Up to 10-Day Suspension + Police Notification + Restorative Practices + Parent Contact	Up to 10-Day Suspension + Police Notification + Restorative Practices + Parent Contact

	Infraction	Description	1st Offense	2nd Offense	3rd Offense	4th Offense
U N L I S T E D	Building– Specific Offenses	Any substantive violation of a building code not otherwise covered above.	As determined by School Administration + Parental Contact	As determined by School Administration + Parental Contact	As determined by School Administration + Parental Contact	As determined by School Administration + Parental Contact

	Infraction	Description	1st Offense	2nd Offense	3rd Offense	4th Offense
W E	Firearms,	Possession or use of any firearm including starter	Up to 10-Day Suspension + Superintendent	Up to 10-Day Suspension +	Up to 10-Day Suspension +	Up to 10-Day Suspension +

A P O N S	Destructive Devices & Knives	pistols, any explosive or other destructive device as defined by law, and any knife. This includes weapon-like items, or objects emulating weapons as well.	Hearing + Police Notification + Restorative Practices + Counseling	Superintendent Hearing + Police Notification + Restorative Practices + Counseling	Superintendent Hearing + Police Notification + Restorative Practices + Counseling	Superintendent Hearing + Police Notification + Restorative Practices + Counseling

Please Note: Depending upon the severity and nature of the offenses, school officials may have to report the offenses to the appropriate civil authorities such as local or state law enforcement agencies or the New Jersey State Division of Youth and Family Services. Conduct that appears to violate principles of equal educational opportunity or implicate status-based discrimination, including bullying and harassment, will be referred to an AA/EEO officer for investigation and possible intervention.

**** With the signed permission form in Appendix F students will have the opportunity to serve community service hours in lieu of suspension ****

Re-entry Plan:

- Completion of restorative re-entry form prior to returning to school
- At the re-entry meeting the stakeholders will review the answers to the questions
- The re-entry meeting will include a restorative conference that includes
 - principal
 - assistant principals
 - guidance counselor
 - parent
 - student
 - case manager (if necessary)
 - teacher (if necessary)
 - student support representative (student’s choice)
- Counseling sessions will be set up as needed:
 - Counselor
 - LCSW
 - SAC
- Behavior contract agreed and signed by the student, parent and school officials

Disciplinary Points

Once a student accumulates 3 days of out of school suspension, a conference with the building administration to determine eligibility for school functions (including all dances/proms/class trips, etc..) for the duration of the school year. After accumulating 6 days of out of school suspension, the student will be ineligible to participate in any school functions for the remainder of the school year, including prom, field trips, sporting events, etc.

Additionally, each disciplinary infraction is issued a numeric value. For example:

- 1 hour - 1 point
- 2 hours - 2 points
- 3 hour - 3 points
- PACE - 4 points
- OSS - 5 points

That said, once a student accumulates 20 points of disciplinary infractions, the administration reserves the right to place a student in the Alternative Night School program. Additionally, if a student reaches 20 points of discipline, they will be ineligible to participate in **any** school functions for the remainder of the school year as well.

* If detentions are not made up by the end of each marking period, students will not be allowed to participate in any extracurricular or co curricular activities until the detentions are completed.

Alternative School Program

Student Expectations

One of our school goals is to have students think through their decisions prior to taking action. The purpose of listing student responsibilities is to make each student and their families aware of the district's expectations for each student. Administrative discretion will be used when assigning consequences for violations of the district's expectations, policies, and State laws. We hope this manual will help our young people make educated decisions in regards to their behavior. Please review this manual with your child.

Our students have the following responsibilities regarding their education and behavior:

- To attend school and all classes
- To adhere to all school rules, and directions from teachers and others in authority.
- To respect the rights of others to reach their educational goals.
- To demonstrate mutual respect and tolerance for personal differences.
- To participate to the fullest extent in the educational process.
- To express themselves in a manner, which does not disrupt the orderly operation of the school or the management of classrooms.

- To pursue the prescribed course of study.
- To respect and care for school property

Student Attendance in Alternative School

The Bound Brook School district requires that its students attend school regularly in accordance with the laws of the State of New Jersey. A high value is placed on student attendance because regular school attendance is a primary factor in a student's academic and social development.

Frequent absences of students from classroom learning experiences disrupt the continuity of the instructional process.

N.J.S.A 18A:38-25 requires children between the ages of six and sixteen to attend school regularly. Bound Brook School policy provides for the loss of course credit following three class cuts and/or eighteen absences from the program.

- A) Students shall attend school each evening
 - a. Alternative School will be held from 12:00 PM-4:00 PM Monday through Thursday.
 - b. Parents **MUST** notify the Alternative School teacher by 10:00AM whether or not their child will be attending school that night.
 - c. Parents must call **NO LATER** than 11:30 PM to notify the Alternative School teachers that their child will be late. With a phone call by a parent/guardian, students will be permitted to enter the program no later than 12:15 PM. After 12:15 PM without a phone call will result in a late to school, and count against the child's attendance.
- B) Parents of Alternative school students must call: (732) 652-7966 to inform the Alternative School teachers of the student's status. If such notice is not received, the school will make every attempt to contact the parents/guardians on the day of the absence.

**BOUND BROOK PUBLIC SCHOOLS
TELEPHONE DIRECTORY**

District Numbers

Main Telephone Number.	..	.	.	.	.	(732) 356-2500
Superintendent's Office	.	.	.	.	.	(732) 652-7920
Special Services	.	.	.	.	.	(732) 652-7980
Supervisor of Technology	.	.	.	.	.	(732) 652-7924
School Resource Officer	.	.	.	.	.	(732) 652-7972

Bound Brook High School (Grades 9-12)

Main Number	.	.	.	.	.	(732) 652-7950
Principal	.	.	.	.	.	(732) 652-7959
Assistant Principal (Class of 2025, 2028).	.	.	.	.	.	(732) 652-7951
Assistant Principal (Class of 2026, 2027)	.	.	.	.	.	(732) 652-2993
Athletic Director	.	.	.	.	.	(732) 652-7977
Attendance Office	.	.	.	.	.	(732) 652-7964
Guidance Office	.	.	.	.	.	(732) 652-7956
Nurse's Office.	.	.	.	.	.	(732) 652-7961

Community Middle School (Grades 7-8)

Main Number	.	.	.	.	.	(732) 852-1131
Nurse's Office.	.	.	.	.	.	(732) 852-1132

Smalley School (Grades 4-6)

Main Number	.	.	.	.	.	(732) 652-7940
Nurse's Office.	.	.	.	.	.	(732) 652-7941

Lafayette School (Grades 2-3)

Main Number	.	.	.	.	.	(732) 652-7930
Nurse's Office.	.	.	.	.	.	(732) 652-7932

La Monte/La Monte Annex Schools (Grades preK-1)

Main Number	.	.	.	.	.	(732) 652-7934
Nurse's Office.	.	.	.	.	.	(732) 652-7991

Classes of 2023–2025 High School Graduation Assessment Requirements

Class of 2024 and 2025 (Updated May 2023)

On May 3, 2023, the State Board of Education approved the graduation ready cut score for the ELA and mathematics components of the NJGPA, as well as the menu of alternative assessments and aligned cut scores.

The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2023–2025.

English Language Arts and Literacy (ELA)

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

- Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- Third Pathway: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Mathematics

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

- Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- Third Pathway: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Information for Students with Disabilities

Under the Individuals with Disability Education Act (IDEA), all students with disabilities must be included in all general state and district-wide assessments. IEPs of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway. Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs. It is the responsibility of the student’s IEP team to ensure that the IEP is implemented as written, including components addressing state graduation assessment requirements.

IEP teams should reserve the exemption of the statewide assessment graduation requirement for students with significant intellectual disabilities and for students with disabilities who have made repeated unsuccessful attempts to meet statewide assessment requirements through New Jersey Graduation Proficiency Assessment, a substitute competency test, or a student portfolio appeal. Districts are encouraged to begin convening meetings of the student’s IEP team when the student is in grade 9, or as early as possible. The IEP team includes the student, and the student’s parent(s)/guardian(s) to discuss the student’s specific graduation requirements.

First Pathway

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.

A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

First Pathway—NJGPA

Note: Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023

ELA	Mathematics
New Jersey Graduation Proficiency Assessment—ELA \geq 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment—Mathematics \geq 725 (Graduation Ready)

Second Pathway

Note: This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by

meeting the designated cut score on one of the assessments on the menu of substitute competency tests in the table for the second pathway (below).

Second Pathway—Menu of Substitute Competency Tests

Note: Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023

ELA	Mathematics
<p>One of the following:</p> <ul style="list-style-type: none"> ● ACT Reading ≥ 17 ● Accuplacer WritePlacer ≥ 5 ● Accuplacer WritePlacer English Second Language ≥ 4 ● PSAT10 Evidence Based Reading and Writing (EBRW) ≥ 420 ● PSAT10 Reading ≥ 21 ● PSAT/NMSQT EBRW ≥ 420 ● PSAT/NMSQT Reading ≥ 21 ● SAT EBRW ≥ 450 ● SAT Reading ≥ 23 	<p>One of the following:</p> <ul style="list-style-type: none"> ● ACT Math ≥ 17 ● Accuplacer Elementary Algebra ≥ 49 ● Accuplacer Next-Generation QAS ≥ 250 ● PSAT10 Math Section or PSAT/NMSQT Math Section ≥ 420 ● PSAT10 Math or PSAT/NMSQT Math ≥ 21 ● SAT Math Section ≥ 440 ● SAT Math Test ≥ 22

Third Pathway

Note: This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.

Third Pathway—Portfolio Appeals

ELA	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

Appendix A

ABSENCE NOTE FROM PARENT/GUARDIAN

IMPORTANT: Bring this form back to the Attendance Office IMMEDIATELY upon your return to school. Notes will ONLY be accepted for 48 hours after the students return to school.

Students are only permitted 9 absences for a full year course and 4 absences for a half-year course. Absences exceeding those limits will result in loss of credit.

STUDENT NAME (please print):

DATE (S) OF ABSENCE (S):

REASON FOR ABSENCE (S):

PARENT/GUARDIAN NAME:

PARENT/GUARDIAN CONTACT PHONE NUMBER:

PARENT SIGNATURE:

TODAY'S DATE:

Absences are expected to be reported the day of to the attendance office. Please call 732-652-7964 to leave a message that must include the student's name, grade level, reason for absence and a contact number for the parent/guardian.

*With this completed form the absence will be excused, it is still, however, a chargeable absence and will count toward the student absence limit.

Appendix B

**PERMISSION FOR EXCUSED ABSENCE FROM SCHOOL
FOR COLLEGE/UNIVERSITY CAMPUS VISIT**

IMPORTANT: Bring this form back to the Attendance office when you return to school.

The purpose of the college visit is that it is to be a learning experience for the student in his/her planning toward higher education. This form is to be completed by the student who is visiting a college or university campus.

Please complete the below required information and return this

form to the Attendance office. STUDENT NAME (please print):

DATE(S) OF VISIT:

STUDENT SIGNATURE:

PARENT SIGNATURE:

VERIFICATION

College/University Official: Please verify with your signature that this student has participated in a campus visit at your institution.

Signature

Date

Print Name or Attach Business Card

Office Phone Number

*With this completed form the absence will be excused, it is still, however, a chargeable absence and will count toward the student absence limit.

Appendix C

***PERMISSION FOR EXCUSED ABSENCE FROM SCHOOL FOR
TAKE YOUR CHILD TO WORK DAY***

IMPORTANT: Bring this form back to the Attendance office when you return to school.

The purpose of Take Your Child to Work Day is for the student to shadow his or her parent/guardian for a day while observing their work site, which will show the student the relevance and need for school skills in the real world. In addition, the student will, hopefully, gain empathy for the challenges and responsibilities his or her parent/guardian has on the job.

STUDENT NAME (please print): _____ has my permission to participate in Take Your Child to Work Day. I will make all of the necessary arrangements for my child's activities on this day and will be responsible for the safety and well-being of my child.

PARENT/GUARDIAN SIGNATURE:

BUSINESS NAME:

OCCUPATION:

VERIFICATION

Employer: Please verify with your signature that the above-mentioned student has participated in Take Your Child to Work Day.

Signature

Position

Print Name or Attach Business Card

Office Phone Number

*With this completed form the absence will be excused, it is still, however, a chargeable absence and will count toward the student absence limit.

Appendix D

ATTENDANCE APPEAL FORM

IMPORTANT: Bring this form to the Guidance Office IMMEDIATELY upon receiving loss of credit letter. This form will ONLY be accepted 10 school days from the date of credit loss letter.

You are in violation of the Bound Brook High School Attendance Policy and have lost credit in one or more courses.

In an attempt to give you the opportunity to explain extenuating circumstances you may fill out this form and attach it to a letter addressed to the principal, Mr. Smith, and appeal your loss of credit.

Please make your appeal letter as specific as possible. It will be reviewed by the Attendance Appeal Committee and you will be informed of their decision.

STUDENT NAME: _____

GRADE: _____ TODAY'S DATE: _____

TO BE COMPLETED BY COUNSELOR

Reason for loss of credit:

Course	Number of Tardies	Number of Absences	Number of Truancies

Loss of credit letter date: _____ Date of last infraction: _____

Additional information if necessary:

Appendix E
Bound Brook High School Schedule
Change Request Form

Name of the Course you wish to Drop:	Name of the Course you would like to Add:
Reason for Dropping this Course:	Reason for Adding this Course:
Teacher Signature of Course Dropped	Teacher Signature of Course Added

Student Name: _____ **Grade:** _____ **Date:** _____

Counselor: Mr. Rijos Mr. Moran Ms. Dominguez Ms. Quezada

Please complete the following schedule change form, sign it, have your parent/guardian sign it and return this form to Mrs. Colon (Guidance Secretary). Your Guidance Counselor will review your request and schedule a time to meet with you. Until you are called down to meet with your counselor, you are expected to follow the schedule you were given and go to every class on your schedule.

Student Signature: _____

Parent Signature: _____

Principal's Signature: _____

Director of Guidance Signature: _____

APPENDIX F

PARENT CONSENT FOR COMMUNITY SERVICE IN LIEU OF DETENTION

Student Name _____

Grade _____

I give my child permission to serve _____ hours of community service in lieu of serving _____ days of suspension. I understand service hours may include helping the custodians clean around the building and help improve the school grounds/environment. I also understand the student will be responsible for writing a reflection on their experience as part of the process to return to class.

Parent Signature _____

Student Signature _____

Principal/Assistant Principal Signature _____

