

TEACHING STAFF MEMBERS

3144.3/page 1 of 1

Suspension Upon Certification of Tenure Charge

Aug 13

3144.3 SUSPENSION UPON CERTIFICATION OF TENURE CHARGE

Upon certification of any tenure charge to the Commissioner of Education, the Board of Education may suspend the person against whom such charge is made, with or without pay. However, if the determination of the tenure charge by the arbitrator is not made within one hundred twenty calendar days after certification of the tenure charges, excluding all delays which are granted at the request of such person, then the full salary (except for said one hundred and twenty days) of such person shall be paid beginning on the one hundred twenty-first day until such determination is made.

Should the tenure charge be dismissed at any stage of the process, the person shall be reinstated immediately with full pay from the first day of such suspension. Should the tenure charge be dismissed at any stage of the process and the suspension be continued during an appeal, then the full pay or salary of such person shall continue until the determination of the appeal. However, the Board of Education shall deduct from said full pay or salary any sums received by such employee or officers by way of pay or salary from any substituted employment assumed during such period of suspension.

Should the charge be sustained on the original hearing or an appeal, and should such person appeal from the same, then the suspension may be continued unless and until such determination is reversed, in which event the employee or officer shall be reinstated immediately with full pay from the date of such suspension.

N.J.S.A. 18A:6-14

Adopted:



3232 TUTORING SERVICES

School staff members routinely provide time beyond their assigned responsibilities to pupils who need additional help in their academic programs. This additional help is provided by a staff member on school grounds during their free time during their workday or immediately before or after school hours. The time a staff member provides additional help to a pupil is an extension of their assigned school district responsibilities and a staff member may not charge a fee for providing this additional help to pupils.

However, ~~the~~ Board of Education recognizes a school staff member may be privately contracted to provide tutoring services to a pupil in addition to any additional help a pupil receives before, during, and/or after the school day. These tutoring services shall be provided to a pupil under a private agreement between the staff member and the parent and/or pupil. Private tutoring shall not take place on school grounds. ~~that its responsibility is to provide a thorough and efficient system of education for each child in the district who may require special help for some students beyond the regular classroom program. Tutorial instruction shall be interpreted to mean individualized instruction additional to, and in support of, regular classroom instruction, for pay.~~

~~Wherever possible within the working day, each teaching staff member shall assist assigned students in the remediation of individual learning difficulties.~~

~~In certain cases where extra help is desirable and the parents/guardians request such assistance, a teacher or administrator may recommend that the parents/guardians secure tutorial services for the student.~~

~~To avoid placing a teacher in a position where he/she may have a conflict of interest, teachers shall not tutor for a fee students enrolled in their classes or whose evaluation or assignment they may be called upon to pass. Nor shall any employee of the Board of Education make a commitment to perform services for extra pay when he/she has been instrumental in recommending the need for those services.~~

~~Teachers shall not tutor any student for pay during regular working hours or on school premises. Programs offered through the Randolph Community School in the evening or during the summer shall not be considered to be tutoring. This policy shall not govern private instruction conducted off school premises during the summer months when school is not in session.~~

The Board of Education assumes no responsibility, liability, or obligations for the selection of the private tutor or the quality of the private tutoring services. School staff



members shall not provide private tutoring services for a fee or any compensation to any pupil that is currently enrolled in their classes.

DRAFT

Adopted: 17 July 2012

Revised:



3372 TEACHING STAFF MEMBER TENURE ACQUISITION

In accordance with the provisions of N.J.S.A. 18A:28-5.a, teaching staff members employed prior to August 6, 2012 (the effective date of P.L.2012, c.26 – N.J.S.A. 18A:6-117 et seq.) in the positions of teacher, Principal, other than Administrative Principal, Assistant Principal, Vice Principal, Assistant Superintendent, and all school nurses including school nurse supervisors, head school nurses, chief school nurses, school nurse coordinators, and any other nurse performing school nursing services, school athletic trainer and such other employees as are in positions which require them to hold appropriate certificates issued by the Board of Examiners, serving in any school district or under any Board of Education, except those who are not the holders of proper certificates in full force and effect and School Business Administrators shared by two or more school districts, shall be under tenure during good behavior and efficiency and they shall not be dismissed or reduced in compensation except for inefficiency, incapacity, or conduct unbecoming such a teaching staff member or other just cause and then only in the manner prescribed by Subarticle B of Article 2 of Chapter 6 of N.J.S.A. 18A, after employment in the district or by the Board of Education for:

1. Three consecutive calendar years, or any shorter period which may be fixed by the employing Board for such purpose; or
2. Three consecutive academic years, together with employment at the beginning of the next succeeding academic year; or
3. The equivalent of more than three academic years within a period of any four consecutive academic years.

In accordance with the provisions of N.J.S.A. 18A:28-5.b, teaching staff members employed on or after August 6, 2012 (the effective date of P.L.2012, c.26 – N.J.S.A. 18A:6-117 et seq.) in the position of teacher, Principal, other than Administrative Principal, Assistant Principal, Vice Principal, Assistant Superintendent, and all school nurses, including school nurse supervisors, head school nurses, chief school nurses, school nurse coordinators, and any other nurse performing school nursing services, school athletic trainer and such other employees as are in positions which require them to hold appropriate certificates issued by the Board of Examiners, serving in any school district or under any Board of Education, excepting those who are not the holders of proper certificates in full force and effect, and School Business Administrators shared by two or more school districts, shall be under tenure during good behavior and efficiency and they shall not be dismissed or reduced in compensation except for inefficiency, incapacity, or conduct unbecoming such a teaching staff member or other just cause and then only in the



manner prescribed by Subarticle B of Article 2 of Chapter 6 of N.J.S.A. 18A, after employment in the district or by the Board of Education for:

1. Four consecutive calendar years; or
2. Four consecutive academic years, together with employment at the beginning of the next succeeding academic year; or
3. The equivalent of more than four academic years within a period of any five consecutive academic years.

In order to achieve tenure pursuant to N.J.S.A. 18A:28-5.b, a teacher shall also complete a district mentorship program during the initial year of employment and receive a rating of effective or highly effective in two annual summative evaluations within the first three years of employment after the initial year of employment in which the teacher completes the district mentorship program.

In order to achieve tenure pursuant to N.J.S.A. 18A:28-5.b, a Principal, Assistant Principal, and Vice Principal shall also receive a rating of effective or highly effective in two annual summative evaluations within the first three years of employment with the first effective rating being received on or after the completion of the second year of employment.

"Effective" or "highly effective" means the employee has received an annual summative evaluation rating of "effective" or "highly effective" based on the performance standards for his/her position established through the evaluation rubric adopted by the Board of Education and approved by the Commissioner of Education.

Tenure in any of the administrative or supervisory positions enumerated in N.J.S.A. 18A:28-5 et seq. shall accrue only by employment in that administrative or supervisory position. Tenure so accrued shall not extend to any other administrative or supervisory position and nothing in N.J.S.A. 18A:28-5 shall limit or restrict tenure rights which were or may be acquired, pursuant to N.J.S.A. 18A:28-6 – Tenure Upon Transfer or Promotion, in a position in which the individual actually served.

N.J.S.A. 18A:28-5

Adopted:



3373 TENURE UPON TRANSFER OR PROMOTION

In accordance with the provisions of N.J.S.A. 18A:28-6.a, any such teaching staff member under tenure or eligible to obtain tenure under N.J.S.A. 18A:28-1 et seq. who is transferred or promoted with his/her consent to another position covered by N.J.S.A. 18A:28-1 et seq. on or after July 1, 1962, shall not obtain tenure in the new position until after:

1. The expiration of a period of employment of two consecutive calendar years in the new position unless a shorter period is fixed by the employing Board of Education for such purpose; or
2. Employment for two academic years in the new position together with employment in the new position at the beginning of the next succeeding academic year; or
3. Employment in the new position within a period of any three consecutive academic years, for the equivalent of more than two academic years;

provided that the period of employment in such new position shall be included in determining the tenure and seniority rights in the former position held by such teaching staff member, and in the event the employment in such new position is terminated before tenure is obtained therein, if he/she then has tenure in the district or under the Board of Education, such teaching staff member shall be returned to his/her former position at the salary which he/she would have received had the transfer or promotion not occurred together with any increase to which he/she would have been entitled during the period of such transfer or promotion.

In accordance with the provisions of N.J.S.A. 18A:28-6.b, any such teaching staff member under tenure or eligible to obtain tenure under N.J.S.A. 18A:28-1 et seq., who is transferred or promoted with his/her consent to another position covered by N.J.S.A. 18A:28-1 et seq. on or after August 6, 2012 (the effective date of P.L.2012, c.26 – N.J.S.A. 18A:6-117 et seq.), shall not obtain tenure in the new position until after:

1. The expiration of a period of employment of two consecutive calendar years in the new position; or
2. Employment for two academic years in the new position together with employment in the new position at the beginning of the next succeeding academic year; or



3. Employment in the new position within a period of any three consecutive academic years, for the equivalent of more than two academic years;

provided that the period of employment in such new position shall be included in determining the tenure and seniority rights in the former position held by such teaching staff member, and in the event the employment in such new position is terminated before tenure is obtained therein, if he/she then has tenure in the district or under the Board of Education, such teaching staff member shall be returned to his/her former position at the salary which he/she would have received had the transfer or promotion not occurred together with any increase to which he/she would have been entitled during the period of such transfer or promotion. In order to receive tenure pursuant to N.J.S.A. 18A:28-6.b, a teacher, Principal, Assistant Principal, and Vice Principal shall be evaluated as effective or highly effective in two annual summative evaluations within the first three years of employment in the new position. For purposes of N.J.S.A. 18A:28-6.b, "effective" or "highly effective" means the employee has received an annual summative evaluation rating of "effective" or "highly effective" based on the performance standards for his/her position established through the evaluation rubric adopted by the Board of Education and approved by the New Jersey Commissioner of Education.

N.J.S.A. 18A:28-6

Adopted:



4124 EMPLOYMENT CONTRACT

The Board of Education requires ~~that~~ every nontenured **support staff member** employee annually sign an employment contract for a term of not more than one year.

The employment contract shall include the date; name of the employee; the beginning and ending dates of service (**fixed term appointment**); the salary to be paid and the manner of payment; an authorization for salary deductions as applicable; and such other terms and conditions as may be necessary to a complete statement of the employment relationship.

The contract may include a provision for a probationary employment period with a provision providing the Board the right to terminate the employment of the nontenured support staff member at the completion of the probationary employment period. The contract will include a provision for the termination of the nontenured support staff member's contract on thirty (30) days notice duly given by either party.

In the event ~~that~~ the salary entered on the written contract differs from that formally approved by the Board, the salary approved by the Board shall be the salary paid.

Adopted: 17 July 2012

Revised:



5120 ASSIGNMENT OF PUPILS

The Board of Education directs the assignment of pupils to the schools, programs, and classes of this district consistent with the best interests of pupils and the best uses of the resources of this district.

Pupils shall generally attend the school located in the attendance area of their residence. The Superintendent may assign a pupil to a school other than that designated by the attendance area when such an exception is justified by circumstances and/or is in the best interests of the pupil. Every effort will be made to continue a pupil in the same elementary school **once the pupil has been enrolled in that elementary school.**

The Superintendent shall assign an incoming transfer pupils to the school **in their attendance area of their residence provided the district's school or class size requirements can accommodate the pupil's enrollment** that will afford the pupil the most appropriate educational opportunity. The Building Principal may assign pupils in his/her school to grades, classes, and groups on the basis of the needs of the pupil as well as the sound administration of the school.

In accordance with the provisions of N.J.S.A. 18A:36-38.a.(1), a parent of twins or higher order multiples enrolled in the same Kindergarten through eighth grade level at the same public school may request, in writing, the children be placed in the same classroom or in separate classrooms. The Principal shall make the classroom placement requested in accordance with the provisions of N.J.S.A. 18A:36-38.a.(1).

In accordance with the provisions of N.J.S.A. 18A:36-38a.(2), a parent of twins or higher order multiples enrolled in the same ninth through twelfth grade level at the same public school may request, in writing, the children be placed in the same classroom or in separate classrooms. The placement of such children shall be made at the discretion of the Principal in the best interest of the school and its pupils. The parent may appeal the Principal's classroom placement decision to the Board of Education, which shall make a final determination on the placement.

The written request must be submitted to the Principal no later than fourteen days after the first day of each school year. Parents of twins or higher order multiples enrolling after the school year commences shall request the classroom placement in writing no later than fourteen days after the first day of attendance.

In accordance with the provisions of N.J.S.A. 18A:36-38.(2)(b), a Principal may, after consultation with the pupils' parent and teachers at the end of the initial grading period, request the Board make a different classroom placement determination for the twins or



higher order multiples if the initial classroom placement is determined to be disruptive to any of the pupils in the class or classes, or if the Principal concludes the initial placement does not sufficiently support the pupils' academic or social development. Upon receiving such request, the Board shall make a final classroom placement determination.

“Higher order multiples” means triplets, quadruplets, quintuplets, or larger group siblings born at one birth. Provisions of N.J.S.A. 18A:36-38 do not apply to a school district which maintains only a single classroom for the grade level in which twins or higher order multiples are enrolled. The parent shall be responsible for any additional pupil transportation costs that are incurred by the district as a result of providing the requested classroom placement, unless the district is in agreement with the placement. In the event one of the twins or higher order multiples receives special education services, the requested placement shall not be accommodated if the placement is inconsistent with a pupil's Individualized Education Plan.

N.J.S.A. 18A:36-38

Adopted: 17 July 2012
Revised:



5512 HARASSMENT, INTIMIDATION, AND BULLYING

Table of Contents

<u>Section</u>	<u>Section Title</u>
A.	Policy Statement
B.	Harassment, Intimidation, and Bullying Definition
C.	Student Pupil Expectations
D.	Consequences and Appropriate Remedial Actions
E.	Harassment, Intimidation, and Bullying Off School Grounds
EF.	Harassment, Intimidation, and Bullying Reporting Procedure
FG.	Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety Team(s)
GH.	Harassment, Intimidation, and Bullying Investigation
HI.	Range of Responses to an Incident of Harassment, Intimidation, and or Bullying
IJ.	Reprisal or Retaliation Prohibited
JK.	Consequences and Appropriate Remedial Action for False Accusation
KL.	Harassment, Intimidation, and Bullying Policy Publication and Dissemination
LM.	Harassment, Intimidation, and Bullying Training and Prevention Programs
MN.	Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review
NO.	Reports to Board of Education and New Jersey Department of Education
O.	School and District Grading Requirements
P.	Reports to Law Enforcement



Q. Collective Bargaining Agreements and Individual Contracts

R. **Students Pupils** with Disabilities

A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a **student pupil**. A safe and civil environment in school is necessary for **students pupils** to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a **student's pupil's** ability to learn and a school's ability to educate its **students pupils** in a safe and disciplined environment. Since **students 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 **student pupil**. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the **student pupil**, as well as the natural or adoptive parent(s) of the **student 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 **by any other distinguishing characteristic;**
2. ~~By any other distinguishing characteristic; and that~~
23. 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~~



3. **S**ubstantially disrupts or interferes with the orderly operation of the school or the rights of other **students pupils**; and that
 - a4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a **student pupil** or damaging the **student's pupil's** property, or placing a **student pupil** in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
 - b5. Has the effect of insulting or demeaning any **student pupil** or group of **students pupils**; or
 - c6. Creates a hostile educational environment for the **student pupil** by interfering with a **student's pupil's** education or by severely or pervasively causing physical or emotional harm to the **student pupil**.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

“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 Pupil** Expectations

The Board expects **students 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 **students pupils** and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of **Student Pupil** Conduct.

The Board believes that standards for **student pupil** behavior must be set cooperatively through interaction among the **students pupils**, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages **students 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 **students pupils**, staff, and community members.



Students 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 **Student Pupil** Conduct as opportunities to help **students pupil**s learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with **students pupil**s shall apply best practices designed to prevent **student pupil** conduct problems and foster **students' pupil**s' abilities to grow in self-discipline.

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

1. **Student Pupil** responsibilities (e.g., requirements for **students pupil**s 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. **Student Pupil** rights; and
4. Sanctions and due process for violations of the Code of **Student 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, **students pupil**s, instructional staff, **student 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 **student pupil** conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for **student pupil** conduct will take into consideration the developmental ages of **students pupil**s, the severity of the offenses and **students' pupil**s' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all **students pupil**s 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 **students pupil**s and their parents or guardians the rules of the district regarding **student 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. ~~Students~~ ~~Pupils~~ are encouraged to support other ~~students~~ ~~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 ~~students~~ ~~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

Consequences and Appropriate Remedial Actions – Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for ~~students~~ ~~pupils~~ who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of ~~Student 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 ~~students~~ ~~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 ~~student pupil~~ offenders and ~~students'~~ ~~pupils'~~ histories of inappropriate behaviors, per the Code of ~~Student Pupil~~ Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences – Student Considerations

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;



3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Consequences – School Considerations

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

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
56. Interests;
67. Hobbies;
78. Extra-curricular activities;
89. Classroom participation;
910. Academic performance; and
1011. Relationship to **students pupils** and the school district.

Environmental

1. School culture;
2. School climate;
3. **Student- Pupil** staff relationships and staff behavior toward the **student 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 ~~student 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 ~~students pupils~~, as set forth in the Board's approved Code of ~~Student Pupil~~ Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a ~~student pupil~~ who commits an act of harassment, intimidation, or bullying ~~are those that are shall be varied and~~ graded according to the ~~severity of the offenses nature of the behavior~~, ~~consider~~ the developmental age of the ~~student offenders pupil~~ and the ~~students' histories pupil's history of inappropriate problem behaviors and performance, and must be consistent~~ with the Board's approved Code of ~~Student Pupil~~ Conduct and N.J.A.C. 6A:16-7, Student Conduct. **The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.**

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of 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;~~
78. Out-of-school suspension (short-term or long-term);
89. Reports to law enforcement or other legal action; **or**
910. 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~~

Personal – Student Exhibiting Bullying Behavior



- ~~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.~~

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



13. **Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and**
14. **Schedule a follow-up conference with the student.**

Personal – Target/Victim

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

Parents, Family, and Community

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

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

1. ~~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.~~

- 1. Analysis of existing data to identify bullying issues and concerns;**
- 2. Use of findings from school surveys (e.g., school climate surveys);**
- 3. Focus groups;**
- 4. Mailings – postal and email;**
- 5. Cable access television;**
- 6. School culture change;**
- 7. School climate improvement;**
- 8. Increased supervision in “hot spots” (e.g. locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);**
- 9. Adoption of evidence-based systemic bullying prevention practices and programs;**
- 10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;**
- 11. Professional development plans for involved staff;**
- 12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;**
- 13. Formation of professional learning communities to address bullying problems;**



14. **Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;**
15. **School policy and procedure revisions;**
16. **Modifications of schedules;**
17. **Adjustments in hallway traffic;**
18. **Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;**
19. **Modifications in student routes or patterns traveling to and from school;**
20. **Supervision of student victims before and after school, including school transportation;**
21. **Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);**
22. **Targeted use of teacher aides;**
23. **Disciplinary action, including dismissal, for school staff who contributed to the problem;**
24. **Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;**
25. **Parent conferences;**
26. **Family counseling;**
27. **Development of a general harassment, intimidation, and bullying response plan;**
28. **Behavioral expectations communicated to students and parents;**
29. **Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;**
30. **Recommendations of a student behavior or ethics council;**
31. **Participation in peer support groups;**
32. **School transfers; and**
33. **Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.**

Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an **adult person** who commits an act of harassment, intimidation, or bullying of a **student 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.

Target/Victim Support

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

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

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

1. **Teacher aides;**
2. **Hallway and playground monitors;**
3. **Partnering with a school leader;**
4. **Provision of an adult mentor;**
5. **Assignment of an adult "shadow" to help protect the student;**
6. **Seating changes;**
7. **Schedule changes;**
8. **School transfers;**
9. **Before- and after-school supervision;**
10. **School transportation supervision;**
11. **Counseling; and**
12. **Treatment or therapy.**

~~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.~~

EF. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with **students** ~~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 **students** ~~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 **students** ~~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.

Students ~~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. **Students** ~~Pupils~~, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of **Student** ~~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.

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

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

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of **students** ~~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 **students** ~~pupils~~ in the district;
- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of **students** ~~pupils~~;
- d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
- e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.



2. The Principal in each school shall appoint a school Anti-Bullying Specialist. ~~When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal shall appoint that individual to be the school Anti-Bullying Specialist. If no individual meeting this criteria is currently employed in the school, the Principal shall appoint a school Anti-Bullying Specialist from currently employed school personnel.~~ **The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.**

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
- b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
- c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic **operational procedures** ~~process~~ and **educational** practices in the school, and to address ~~school climate~~ issues such as harassment, intimidation, or bullying **that affect school climate and culture**. Each School Safety Team shall meet, **at a minimum**, ~~at least~~ two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a **student** ~~pupil~~ in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

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



- c. Identify and address patterns of harassment, intimidation, or bullying of ~~students~~ pupils in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of ~~students~~ pupils;
- e. Educate the community, including ~~students~~ pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of ~~students~~ pupils;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. **The School Safety Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and**
- ~~g. Collaborate with the district Anti-Bullying Coordinator in the collection of district wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and~~
- gh. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

~~The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches.~~ Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a ~~student~~ pupil, **consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.**

~~GH.~~ Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of **violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate 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 **in coordination with the Principal**. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist ~~the school Anti-Bullying Specialist in~~ **with** the investigation.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the ~~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 **Student 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 **Student Pupil** Conduct has been implemented and **may decide to** provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, **impose discipline**, or take or recommend other appropriate action, as necessary.

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

Parents of **involved student offenders and targets/victims** ~~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, **and** ~~or~~ whether consequences were imposed or services provided to address the incident of harassment, intimidation, or



bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent ~~or guardian~~ may request a hearing before the Board of Education after receiving the information **about the investigation**. ~~When a request for a hearing is granted, the~~ hearing shall be held within ten school days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the ~~students~~ **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 **Superintendent's report on the results of the investigations to the Board** or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, ~~student 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.).

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

The Board **shall establish a range of responses to harassment, intimidation, and bullying incidents and** ~~authorizes the Principal of each school, in conjunction with and the Anti-Bullying Specialist~~ **shall appropriately apply these responses,** ~~to define the range of ways in which school staff will respond~~ once an incident of harassment, intimidation, or bullying is confirmed, ~~and the~~ **The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy.** The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger



pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

~~Consequences and appropriate remedial actions for a 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 **consistent and appropriate** 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)~~ **intended to remediate the problem behaviors.**
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays **(when implemented with sensitivity to a student's situation or involvement with harassment,**



intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, ~~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~~ **“acts of kindness” programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, “natural helper” or peer leadership programs, “upstander” programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.**
4. District-wide responses can ~~comprise of adoption of school-wide programs, including enhancing the school climate, involving the include~~ **comprise of adoption of school-wide programs, including enhancing the school climate, involving the include** community involvement in policy review and development, ~~providing professional development programs, adoption of curricula and school-wide programs, coordination~~ **providing professional development programs, adoption of curricula and school-wide programs, coordinating** 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~~ **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** **launching harassment, intimidation, and bullying prevention campaigns.**

~~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.~~

IJ. Reprisal or Retaliation Prohibited

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



State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for ~~students~~ **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 ~~students~~ **pupils** who 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.

JK. Consequences and Appropriate Remedial Action for False Accusation

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

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

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

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with **students pupils**, school volunteers, **students 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 **student 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 **students 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.



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

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; **including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance;** contracted service providers; and volunteers who have significant contact with ~~students~~ **pupils; and persons contracted by the district to provide services to students.** The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. ~~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 **and educational services professional** shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention ~~in~~ **within** each **five year** professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction ~~for teaching staff members~~ shall include information on the ~~relationship between the risk of suicide~~ and incidents of harassment, intimidation, or bullying **and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide** in accordance with the provisions of N.J.S.A. 18A:6-112.

Each newly elected or appointed Board members ~~must~~ **shall be required to** complete, **during the first year of the member's first term,** a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

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

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

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing



on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, ~~students~~ ~~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.

~~MN.~~ Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

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

~~NO.~~ Reports to Board of Education and New Jersey Department of Education

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

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. ~~The 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** Pupils with Disabilities

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

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

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

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



Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

DRAFT

Adopted: 17 July 2012
Revised:



PUPILS

R 5512/page 1 of 3

Harassment, Intimidation, or Bullying
Investigation Procedure

Aug 13

M

R 5512 HARASSMENT, INTIMIDATION, OR BULLYING
INVESTIGATION PROCEDURE

The Board of Education authorizes a prompt investigation of reports and violations and complaints of harassment, intimidation, ~~or and~~ bullying in accordance with the provisions of N.J.S.A. 18A:37-15(b)6.

The following investigation procedure shall be used for all allegations of harassment, intimidation, or bullying:

1. An investigation shall be initiated by the Principal or the Principal's designee within one school day of the **verbal** report of the incident and shall be conducted by a school's Anti-Bullying Specialist, **in coordination with the Principal**.
 - a. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist in the investigation.
2. The investigation shall be completed as soon as possible, but not later than ten school days from the date of the written report of the incident of harassment, intimidation, or bullying.
 - a. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the ten-day period, the school Anti-Bullying Specialist may amend the original report of the results of the investigation to reflect the information.
3. The results of the investigation shall be reported to the Superintendent of Schools within two school days of the completion of the investigation, and in accordance with regulations promulgated by the State Board of Education pursuant to the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B-1 et seq.).
4. The Superintendent of Schools may decide to provide intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
5. The results of each investigation shall be reported to the Board of Education no later than the date of the next Board of Education Meeting following the



REGULATION

RANDOLPH BOARD OF EDUCATION

PUPILS

R 5512/page 2 of 3

Harassment, Intimidation, or Bullying
Investigation Procedure

completion of the investigation, along with information on any services provided, training established, discipline imposed, or other action taken or recommended by the Superintendent.

6. Parents ~~or legal guardians~~ of **individual student offenders and targets/victims** ~~the pupils who are parties to the investigation~~ shall be entitled to receive information about the investigation, in accordance with Federal and State law and regulation, including the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether discipline was 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.
7. A parent ~~or legal guardian~~ may request a hearing before the Board of Education after receiving the information.
 - a. This hearing shall be held within ten **school** days of the request;
 - b. The Board shall meet in executive session for the hearing to protect the confidentiality of the **students** ~~pupils~~; and
 - c. At the hearing the Board may hear from the school Anti-Bullying Specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.
8. At the next **regularly scheduled** Board of Education meeting following its receipt of the **Superintendent's report on the results of each investigation to the Board or following a hearing in executive session**, the Board ~~of Education~~ 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 the procedures set forth in law and regulation, no later than ninety days after the issuance of the Board's decision.
9. A parent, **student 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.).



REGULATION

RANDOLPH BOARD OF EDUCATION

PUPILS
R 5512/page 3 of 3
Harassment, Intimidation, or Bullying
Investigation Procedure

Approved: 15 January 2013
Revised:

DRAFT



5533 PUPIL SMOKING

The Board of Education recognizes the use of tobacco presents a health hazard that can have serious implications both for the smoker and the nonsmoker and that smoking habits developed by the young may have lifelong ~~deleterious~~ **harmful** consequences.

For **the** purposes of this ~~P~~policy, "smoking" means the burning of, inhaling ~~the smoke from,~~ **exhaling the smoke from,** or the possession of a lighted cigar, cigarette, pipe, or any other matter or substance which contains tobacco or any other matter that can be smoked, **including** ~~and~~ the use of smokeless tobacco and snuff, **or the inhaling or exhaling of smoke or vapor from an electronic smoking device.**

For the purpose of this Policy, **"electronic smoking device"** means an electronic device that can be used to deliver nicotine or other substances to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, cigarillo, or pipe.

For the purposes of this ~~P~~policy, **"school buildings" and "school grounds"** means and includes land, portions of land, structures, buildings, and vehicles, owned, operated, or used for the provision of academic or extracurricular programs sponsored by the district or community provider and structures that support these buildings, **such as school wastewater treatment facilities, generating facilities, and any other central facilities** including, but not limited to, ~~administrative buildings, kitchens, and maintenance shops, and garages.~~ **"School buildings" and "school grounds" also include athletic stadiums; swimming pools; any associated structures or related equipment tied to such facilities including, but not limited to, grandstands; greenhouses; garages; facilities used for non-instructional or non-educational purposes; and any structure, building, or facility used solely for school administration.** **"School buildings" and "s**School grounds" also includes other facilities as defined in N.J.A.C. 6A:26-1.2;; playgrounds;; and other recreational places owned by ~~the~~ local municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land.

The Board prohibits smoking by pupils at any time **in school buildings and** on any school grounds ~~as defined above~~, at events sponsored by the Board away from school, and on any transportation vehicle supplied by the Board.

A sign indicating smoking is prohibited **in school buildings and** on school grounds ~~as defined above~~ will be posted at each public entrance **of a school building** in accordance with law. The sign shall also indicate violators are subject to a fine. Pupils who violate the provisions of this



Policy shall be subject to appropriate disciplinary measures **in accordance with the district's Pupil Discipline/Code of Conduct** and may be subject to fines in accordance with law.

In the event ~~the~~ a pupil is found to have violated this Policy and the law, the Principal or designee may file a complaint with the appropriate Municipal Court or other agency with jurisdiction as defined in N.J.A.C. 8:6-9.1(c).}

A pupil found to have violated this ~~p~~Policy and the law may be required to participate in additional educational programs to help the pupil understand the **harmful deleterious** effects of ~~upon~~ **smoking** and to discourage the use of tobacco products. These programs may include, but are not limited to, counseling, smoking information programs, and/or smoking cessation programs sponsored by this school district or available through approved outside agencies.

The Board directs that the health curriculum include instruction in the potential hazards of the use of tobacco. All school staff members shall, ~~by example and persuasion,~~ make every reasonable effort to discourage pupils from developing the habit of smoking.

The Board of Education will comply with any provisions of a municipal ordinance which provides restrictions on or prohibitions against smoking equivalent to, or greater than, those provided in N.J.S.A. 26:3D-55 through N.J.S.A. 26:3D-63.

N.J.S.A. 18A:40A-1

N.J.S.A. 26:3D-55 through 26:3D-63

N.J.A.C. 6A:16-1.3

N.J.A.C. **8:6-7.2; 8:6-9.1 through 8:6-9.5**

Adopted: 17 July 2012

Revised:



7434 SMOKING IN SCHOOL BUILDINGS AND
ON SCHOOL GROUNDS

The Board of Education believes that the right of persons to smoke must be balanced against the right of nonsmokers to breathe air untainted by tobacco smoke.

For purposes of this Policy, “smoking” means the burning of, inhaling ~~the smoke~~ from, exhaling the smoke from, or the possession of a lighted cigar, cigarette, pipe, or any other matter or substance which contains tobacco or any other matter that can be smoked, **including the use of smokeless tobacco and snuff, or the inhaling or exhaling of smoke or vapor from an electronic smoking device.**

For the purpose of this Policy, “electronic smoking device” means an electronic device that can be used to deliver nicotine or other substances to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, cigarillo, or pipe.

For the purposes of this Policy, “school buildings” and “school grounds” means and includes land, portions of land, structures, buildings, and vehicles, owned, operated, or used for the provision of academic or extracurricular programs sponsored by the district or community provider and structures that support these buildings, **such as school wastewater treatment facilities, generating facilities, and other central facilities** including, but not limited to, ~~administrative buildings, kitchens, and maintenance shops, and garages.~~ **“School buildings” and “school grounds” also includes athletic stadiums; swimming pools; any associated structures or related equipment tied to such facilities including, but not limited to, grandstands; greenhouses; garages; facilities used for non-instructional or non-educational purposes; and any structure, building, or facility used solely for school administration.** “School buildings” and “school grounds” also includes other facilities as defined in N.J.A.C. 6A:26-1.2; playgrounds; and other recreational places owned by the local municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land.

In accordance with N.J.S.A. 26:3D-58 and N.J.A.C. 8:6-7.2 law, the Board prohibits smoking at all times anywhere **in school buildings or** on school grounds.

Notwithstanding any provision of this Policy, smoking by pupils is **prohibited and** governed by Policy No. 5533.

A sign indicating smoking is prohibited **in school buildings and** on school grounds ~~as defined~~



POLICY

RANDOLPH BOARD OF EDUCATION

PROPERTY
7434/page 2 of 2
Smoking in School Buildings and
on School Grounds

~~above~~ will be posted at each public entrance **of a school building** in accordance with law. The sign shall also indicate violators are subject to a fine. Pupils and district employees who violate the provisions of this ~~P~~policy shall be subject to appropriate disciplinary measures and may be subject to fines in accordance with law.

The Principal or designee may order the departure and removal of any person who continues to smoke in violation of this ~~P~~policy ~~and of the law~~ after being ordered to stop smoking **in school buildings or** on school grounds. **The Principal or designee** ~~and~~ may request the assistance of law enforcement to accomplish this departure and removal.

In the event ~~the~~ a person is found to have violated this ~~P~~policy and the law, the Principal or designee may file a complaint with the appropriate Municipal Court or other agency with jurisdiction as defined in N.J.A.C. 8:6-9.1(c).

The Board of Education will comply with any provisions of a municipal ordinance which provides restrictions on or prohibitions against smoking equivalent to, or greater than, those provided in N.J.S.A. 26:3D-55 through N.J.S.A. 26:3D-63.

N.J.S.A. 26:3D-55 through 26:3D-63
N.J.A.C. 6A:16-1.3
N.J.A.C. 8:6-7.2; 8:6-9.1 through 8:6-9.5

Adopted: 17 July 2012
Revised:



7510 USE OF SCHOOL FACILITIES

The Board of Education believes that the school facilities of this district should be made available for community purposes, provided that such use does not interfere with the educational program of the schools.

The Board will permit the use of school facilities when such permission has been requested in writing and has been approved by the Chief of Buildings, except that the Board, through its administration staff, reserves the right to withdraw permission after it has been granted.

In weighing competing requests for the use of school facilities, the Board will give priority to the following uses, in the descending order given:

1. Uses and groups directly related to the schools and the operations of the schools, including pupil and teacher groups;
2. Uses and organizations indirectly related to the schools, including the PTA/PTO;
3. Departments and agencies of municipal government;
4. Governmental agencies generally;
5. Community organizations formed for charitable, civic, social, or educational purposes;
6. Community religious groups.

Each user shall present evidence of the purchase of organizational liability insurance to the limit prescribed by district regulations. Users shall be financially liable for damage to the facilities and for proper chaperonage. All activities must terminate by 10:00 p.m.

All security procedures established by the Randolph Board of Education must be adhered to and is the responsibility of the user. The Board of Education reserves the right to require additional security measures as it deems necessary.

Use of school equipment in conjunction with the use of school facilities must be specifically requested in writing. The users of school equipment must accept liability for any damage or loss to such equipment that occurs while it is in their use, regardless of any assignment of negligence. No item of equipment may be used except by a Board of Education staff member or by a qualified operator approved by the board.



The Board shall approve annually a schedule of fees for the use of school facilities based upon the following guidelines:

1. The use of school facilities for activities directly related to the educational programs, athletic programs and district service organization shall be without cost.
2. Use of the district's buildings and/or grounds by the following organizations shall be without cost except that the user shall be responsible for additional staff services required by their use, any fees charged by a law enforcement agency in connection with the use and any additional utility costs generated by the user.
 - a. Randolph Board of Education recognized booster clubs, and service clubs;
 - b. Randolph Township;
 - c. PTA/PTO and PTSA;
 - d. Randolph Scouting Organizations.
3. All other organizations or persons granted the use of school shall pay in advance the scheduled fee and the cost of any additional staff services required by the use, any fees charged by a law enforcement agency in connection with the use and any utility costs generated by the user.
4. The district reserves the right to close its buildings to use as it deems appropriate. Any request for access by any group during these periods will be subject to all applicable costs as determined by the board.

The Superintendent shall develop regulations for the use of school facilities; such regulations shall be distributed to every user of the facilities and every applicant for the use of school facilities. Permission to use school facilities shall be granted only to persons and organizations that agree in writing to be bound by these regulations.

1. The following organization will be assessed fees only to cover, and in the amount of, any personnel charges that are the result of overtime incurred by the district.
 - a. Randolph Township and its affiliated township entitles;
 - b. Randolph Board of education recognized booster clubs and service clubs;



- c. Randolph Township scouting organizations;
 - d. PTA/PTO organizations;
 - e. PTSA organizations;
 - f. Randolph Education Foundation.
2. The following organization will not pay any facility use fee, utility charge or any associated personnel charges.
- a. PEC organization;
 - b. The Ironia Reelers.



POLICY

RANDOLPH BOARD OF EDUCATION

PROPERTY
7510/Page 4 of 5
Use of School Facilities

Schedule of Charges for School Facilities Effective 7/01/09; Revised: 6/18/13

	Hourly Utility Charge	Hourly Rental Fee
High School Auditorium		
–With Air Conditioning	\$94.00	\$205.00
–Ventilation and Light	\$34.00	\$205.00
Cafeteria		
–With Air Conditioning	\$51.25	\$ 95.00
–Ventilation and Light	\$17.25	\$ 95.00
Classrooms		
–With Air Conditioning	\$ 8.60	\$ 6.00
–Ventilation and Light	\$ 4.25	\$ 6.00
Gymnasium	\$26.00	\$205.00
–Practice Room	\$ 5.00	\$ 10.00
Library		
–With Air Conditioning	\$29.60	\$ 95.00
–Ventilation and Light	\$ 8.60	\$ 95.00
Middle School Auditorium	\$26.00	\$155.00
Cafeteria	\$17.25	\$ 70.00
Classrooms		
–With Air Conditioning	\$ 8.60	\$ 6.00
–Ventilation and Light	\$ 4.25	\$ 6.00
Gymnasium	\$26.00	\$155.00
Elementary Auditorium/Cafeteria	\$17.25	\$ 90.00
Classrooms		
–With Air Conditioning	\$ 8.60	\$ 6.00
–Ventilation and Light	\$ 4.25	\$ 6.00
Gymnasium	\$26.00	\$ 85.00
High School Turf Athletic Fields	\$43.30	\$200.00 per hour for 1st four hours and \$60.00 for each additional hour per day
High School Athletic Fields Track and Inner Field		\$ 20.00
Track and Inner Field Lights	\$43.30	\$ 20.00
Boys Soccer/LAX Field Lights	\$43.30	\$ 20.00
All organizations will also be charged the cost of any personnel working specifically for that event. Costs will be charged as follows:		
Custodians	\$40.12/hr.	\$ 80.26/hr. Holiday
Maintenance	\$47.01/hr. (need for AC)	\$ 94.02/hr. Holiday
Special Technicians	\$29.81/hr.	\$ 59.61/hr. Holiday



POLICY

RANDOLPH BOARD OF EDUCATION

PROPERTY
7510/Page 5 of 5
Use of School Facilities

Hourly Rental Fee	
High School	
Auditorium	\$250.00
With Air-Conditioning	\$300.00
Commons	\$100.00
With Air-condition	\$125.00
Commons/Sr. Section	\$ 40.00
With Air-conditioning	\$ 50.00
Gymnasium	\$225.00
Auxiliary Gymnasium	\$120.00
Wrestling Room	\$100.00
Library	\$100.00
With Air Conditioning	\$125.00
Dance Studio	\$ 50.00
Basic Classroom	\$ 15.00
Middle School	
Auditorium	\$175.00
Cafeteria	\$ 85.00
Basic Classroom	\$ 15.00
Gymnasium	\$150.00
Cafatorium Gymnasium	\$100.00
Elementary Schools	
Cafeteria	\$ 85.00
Basic Classroom	\$ 15.00
Gymnasium	\$100.00
Athletic Fields	
Bauer Field & Track	\$200.00
With Lights	\$250.00
DaSilva Field	\$150.00
With Lights	\$175.00
Grass Fields	\$ 25.00
Grass Field Striping	\$200.00/Event
All organizations will be charged the cost of any personnel working specifically for that event or required as outlined in this Policy. Costs will be charged as follows:	
Custodians	\$ 40.00/hr.*
Maintenance	\$ 50.00/hr.*
Special Technicians	\$ 30.00/hr.*
* Overtime rates may apply. Inquire at time of application	

Adopted: 17 July 2012

Revised:



0000.02 INTRODUCTION

Definitions

The following terms used in these bylaws and policies shall have the meanings set forth below unless the context requires a different meaning or a different definition is supplied:

“Board” means the Board of Education of Randolph.

“Bylaw” means a rule of the Board for its own operation.

“Chief School Administrator” means the Chief Executive Officer of this school district, whose title in this district is Superintendent.

“Collective Bargaining”, “Negotiated Agreement”, or “Collective Bargaining Agreement” means a contract collectively negotiated by the Board of Education and a recognized bargaining unit.

“Commissioner” means the New Jersey State Commissioner of Education.

“Core Curriculum Content Standards” means the New Jersey Core Curriculum Content Standards and the Common Core State Standards initiatives coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor’s Association (NGA) in partnership with other national organizations.

“County Superintendent” means the Executive County Superintendent of Schools designated by the Department of Education for this school district. “Executive County Superintendent” means the “County Superintendent.”

“Day” means a calendar day.

“Full Board” means the authorized number of voting members of the Board of Education.

“Meeting” means a gathering that is attended by or open to all of the members of the Board of Education, held with the intent on the part of the Board members present to discuss or act as a unit on the specific public business of the Board of Education.

“Parent” means the natural parent(s), 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 who 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.



BYLAWS

RANDOLPH BOARD OF EDUCATION

INTRODUCTION
0000.02/page 2 of 4

“Policy” means a Statement, formally adopted by the Board of Education, in which the Board recognizes the mandates and constraints of law, establishes practices and standards binding on staff members and pupils, and gives direction to the Superintendent.

“President” means the President of the Board of Education.

“Principal” means the administrator in charge of a school building or facility; except where prohibited by law, “Principal or designee” means the qualified person duly delegated by the Principal to discharge a particular duty in place of the Principal.

“Professional employee” means a teaching staff member.

“Pupil” means a student enrolled in a school in this district.

“Regulation” means a Statement developed and promulgated by the Superintendent that details the specific operations by which Board policy or a legal mandate is implemented.

“Secretary” means the Secretary of the Board of Education.

“Student” means a pupil enrolled in a school in this district.

“Superintendent” means the Chief School Administrator of this school district; except where prohibited by law, “Superintendent” means the qualified person duly delegated by the Superintendent to discharge a particular duty in place of the Superintendent.

“Support staff member” means an employee who holds a position for which no certificate issued by the New Jersey State Board of Examiners is required.

“Teaching staff member” means an employee who holds a position for which a certificate issued by the New Jersey State Board of Examiners is required.

“Treasurer” means the Treasurer of School Moneys for this school district.

Construction

The following rules of construction apply to these bylaws and policies:

1. Wherever possible, language shall be given its clear and ordinary interpretation;
2. Language shall be construed to have a meaning that complies with law;



BYLAWS

RANDOLPH BOARD OF EDUCATION

INTRODUCTION
0000.02/page 3 of 4

3. In the event bylaws and policies conflict with one another, the later adopted bylaw or policy shall take precedence over the earlier, and the more specific bylaw or policy shall take precedence over the more general;
4. Except as otherwise provided by the context, the auxiliary verbs “shall,” “will,” and “must” indicate a mandated action, and the auxiliary verb “may” indicates an action that is permitted but is not mandated.

Effectuation

Except as may otherwise be expressly provided, a bylaw or policy will become effective on the date it is adopted and a revised bylaw or policy will become effective on the date it is revised.

Citations

Bylaws and policies may contain citations to the following codifications of State and Federal laws and regulations:

1. United States Statutes
20 U.S.C.A. Education
2. United States Regulations
34 C.F.R. Education
3. New Jersey Statutes
N.J.S.A. 2C Code of Criminal Justice
N.J.S.A. 9 Children-Juvenile and Domestic Relations
N.J.S.A. 10 Civil Rights
N.J.S.A. 11 Civil Service
N.J.S.A. 17 Corporations and Institutions for Finance and Insurance
N.J.S.A. 18A Education
N.J.S.A. 19 Elections
N.J.S.A. 24 Food and Drug
N.J.S.A. 26 Health and Vital Statistics
N.J.S.A. 27 Highways
N.J.S.A. 30 Institutions and Agencies
N.J.S.A. 34 Labor and Worker's Compensation
N.J.S.A. 36 Legal Holidays
N.J.S.A. 39 Motor Vehicles and Traffic Regulation
N.J.S.A. 41 Oaths and Affidavits
N.J.S.A. 45 Professions and Affidavits



BYLAWS

RANDOLPH BOARD OF EDUCATION

INTRODUCTION
0000.02/page 4 of 4

N.J.S.A. 47 Public Records
N.J.S.A. 52 State Government, Departments, and Officers
N.J.S.A. 53 State Police
N.J.S.A. 54 Taxation
N.J.S.A. 59 Tort Claims

4. New Jersey Administrative Code

N.J.A.C. 1 Administrative Law
N.J.A.C. 6 & 6A Education
N.J.A.C. 8 Health
N.J.A.C. 10 Human Services
N.J.A.C. 13 Law and Public Safety
N.J.A.C. 17 Treasury-General

Severability

If any part of this manual is made invalid by judicial decision or legislative or administrative enactment, all other parts shall remain in full effect unless and until they are amended or repealed by the Board of Education.

Enactment

The official record of the adoption, amendment, or repeal of the bylaws and policies of this district shall be the minutes of meetings of the Board of Education. Such alterations shall be duly entered in this manual; a master copy of the policy manual shall be maintained by the Board Secretary and shall be the manual to which all others may be compared for accuracy.

Reference

References to previous bylaws and policies indicate the code designation of like matter in the previous codification of the bylaws and policies of this district.

Revised:



0000.02 INTRODUCTION

Definitions

The following terms used in these bylaws and policies shall have the meanings set forth below unless the context requires a different meaning or a different definition is supplied:

“Board” means the Board of Education of Randolph.

“Bylaw” means a rule of the Board for its own operation.

“Chief School Administrator” means the Chief Executive Officer of this school district, whose title in this district is Superintendent.

“Collective Bargaining”, “Negotiated Agreement”, or “Collective Bargaining Agreement” means a contract collectively negotiated by the Board of Education and a recognized bargaining unit.

“Commissioner” means the New Jersey State Commissioner of Education.

“Core Curriculum Content Standards” means the New Jersey Core Curriculum Content Standards and the Common Core State Standards initiatives coordinated by the Council of Chief State School Officers (CCSSO) and the National Governor’s Association (NGA) in partnership with other national organizations.

“County Superintendent” means the Executive County Superintendent of Schools designated by the Department of Education for this school district. “Executive County Superintendent” means the “County Superintendent.”

“Day” means a calendar day.

“Full Board” means the authorized number of voting members of the Board of Education.

“Meeting” means a gathering that is attended by or open to all of the members of the Board of Education, held with the intent on the part of the Board members present to discuss or act as a unit on the specific public business of the Board of Education.

“Parent” means the natural parent(s), 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 who 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.



“Policy” means a Statement, formally adopted by the Board of Education, in which the Board recognizes the mandates and constraints of law, establishes practices and standards binding on staff members and pupils, and gives direction to the Superintendent.

“President” means the President of the Board of Education.

“Principal” means the administrator in charge of a school building or facility; except where prohibited by law, “Principal or designee” means the qualified person duly delegated by the Principal to discharge a particular duty in place of the Principal.

“Professional employee” means a teaching staff member.

“Pupil” means a student enrolled in a school in this district.

“Regulation” means a Statement developed and promulgated by the Superintendent that details the specific operations by which Board policy or a legal mandate is implemented.

“Secretary” means the Secretary of the Board of Education.

“Student” means a pupil enrolled in a school in this district.

“Superintendent” means the Chief School Administrator of this school district; except where prohibited by law, “Superintendent” means the qualified person duly delegated by the Superintendent to discharge a particular duty in place of the Superintendent.

“Support staff member” means an employee who holds a position for which no certificate issued by the New Jersey State Board of Examiners is required.

“Teaching staff member” means an employee who holds a position for which a certificate issued by the New Jersey State Board of Examiners is required.

“Treasurer” means the Treasurer of School Moneys for this school district.

Construction

The following rules of construction apply to these bylaws and policies:

1. Wherever possible, language shall be given its clear and ordinary interpretation;
2. Language shall be construed to have a meaning that complies with law;



3. In the event bylaws and policies conflict with one another, the later adopted bylaw or policy shall take precedence over the earlier, and the more specific bylaw or policy shall take precedence over the more general;
4. Except as otherwise provided by the context, the auxiliary verbs “shall,” “will,” and “must” indicate a mandated action, and the auxiliary verb “may” indicates an action that is permitted but is not mandated.

Effectuation

Except as may otherwise be expressly provided, a bylaw or policy will become effective on the date it is adopted and a revised bylaw or policy will become effective on the date it is revised.

Citations

Bylaws and policies may contain citations to the following codifications of State and Federal laws and regulations:

1. United States Statutes
20 U.S.C.A. Education
2. United States Regulations
34 C.F.R. Education
3. New Jersey Statutes
N.J.S.A. 2C Code of Criminal Justice
N.J.S.A. 9 Children-Juvenile and Domestic Relations
N.J.S.A. 10 Civil Rights
N.J.S.A. 11 Civil Service
N.J.S.A. 17 Corporations and Institutions for Finance and Insurance
N.J.S.A. 18A Education
N.J.S.A. 19 Elections
N.J.S.A. 24 Food and Drug
N.J.S.A. 26 Health and Vital Statistics
N.J.S.A. 27 Highways
N.J.S.A. 30 Institutions and Agencies
N.J.S.A. 34 Labor and Worker's Compensation
N.J.S.A. 36 Legal Holidays
N.J.S.A. 39 Motor Vehicles and Traffic Regulation
N.J.S.A. 41 Oaths and Affidavits
N.J.S.A. 45 Professions and Affidavits



N.J.S.A. 47 Public Records
N.J.S.A. 52 State Government, Departments, and Officers
N.J.S.A. 53 State Police
N.J.S.A. 54 Taxation
N.J.S.A. 59 Tort Claims

4. New Jersey Administrative Code

N.J.A.C. 1 Administrative Law
N.J.A.C. 6 & 6A Education
N.J.A.C. 8 Health
N.J.A.C. 10 Human Services
N.J.A.C. 13 Law and Public Safety
N.J.A.C. 17 Treasury-General

Severability

If any part of this manual is made invalid by judicial decision or legislative or administrative enactment, all other parts shall remain in full effect unless and until they are amended or repealed by the Board of Education.

Enactment

The official record of the adoption, amendment, or repeal of the bylaws and policies of this district shall be the minutes of meetings of the Board of Education. Such alterations shall be duly entered in this manual; a master copy of the policy manual shall be maintained by the Board Secretary and shall be the manual to which all others may be compared for accuracy.

Reference

References to previous bylaws and policies indicate the code designation of like matter in the previous codification of the bylaws and policies of this district.

Revised:



2468 INDEPENDENT EDUCATIONAL EVALUATIONS

Special education law permits a parent to request an independent educational evaluation (IEE) for their child if there is disagreement with any assessment conducted as part of an initial evaluation or reevaluation provided by the Board of Education. An “independent educational evaluation” is an evaluation conducted by a qualified examiner who is not an employee of the public school district responsible for the education of the child in question. Such IEEs shall be provided at no cost to the parent unless the school district initiates a due process hearing in accordance with the provisions of N.J.A.C. 6A:14-2.7 et seq. to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. If it is determined the school district’s evaluation is appropriate, the parent still has the right to an IEE, but not at the school district’s expense.

Upon receipt of a written and signed parental request for an IEE, the school district shall provide the parent with information about where an IEE may be obtained and the criteria for IEEs according to N.J.A.C. 6A:14-2.5(c)3 and (c)4 and the additional criteria outlined below in this Policy:

1. Any IEE paid for with public funds shall:
 - a. Be conducted according to the provisions of N.J.A.C. 6A:14-3.4; and
 - b. Be obtained from another public school district, educational services commission, jointure commission, a clinic or agency approved under N.J.A.C. 6A:14-5, or private practitioner, who is appropriately certified and/or licensed, where a license is required.
2. An independent medical evaluation may be obtained according to N.J.A.C. 6A:14-5.1(e).

Additional criteria for an IEE shall be as follows:

1. The Board will not pay for an IEE unless it complies with the following criteria unless the parent can show that unique circumstances warrant deviation from same:
 - a. The independent evaluator must be appropriately certified and/or licensed in the State of New Jersey. In instances where no applicable certification/license exists, the evaluator must provide the Board with documentation of extensive and recent training and experience related to the assessment of the known or suspected disability;



- b. The independent evaluator may only charge fees for educational evaluation services that, in the judgment of the Board, are reasonable in accordance with 2. below;
 - c. The independent evaluator must be free from any conflict of interest;
 - d. The independent evaluator and members of the Child Study Team must be permitted to directly communicate and share information with each other. The independent evaluator must also agree to release the assessment information, results, and report(s) to the school district prior to receipt of payment for services;
 - e. For any independent evaluation, whether paid for with public or private funds, the school district shall permit the evaluator to observe the pupil in the classroom for a period of time determined in consult with the Director of Special Services or other educational setting, as applicable; and
 - f. The independent evaluator shall make at least one contact with the pupil's case manager for the purpose of determining how the pupil is progressing in his/her current programming.
2. The maximum allowable cost for an independent evaluation will be limited to the reasonable and customary rate, as determined and approved by the Board annually. This rate shall be in the range of what it would cost the Board to provide the same type of assessment through either another public school district, educational services commission, jointure commission, a clinic or agency approved under N.J.A.C. 6A:14-5, or private practitioner, who is appropriately certified and/or licensed, where a license is required. This Board-approved rate shall be provided to the parent upon their request for an IEE. The Board shall not be responsible for any costs beyond the IEE, such as transportation, lodging, food, etc.
- a. The parent may provide documentation to the Board demonstrating unique circumstances to justify an IEE that exceeds the maximum allowable cost established by the Board. If, in the Board's judgment, there is no justification for the excess cost, the Board may agree to fund the IEE up to the school district's maximum allowable cost with the parent responsible for any remaining costs. In the alternative, the Board may request a due process hearing to enforce its established maximum allowable cost.



POLICY

RANDOLPH BOARD OF EDUCATION

PROGRAM
2468/page 3 of 3
Independent Educational Evaluations

Upon receipt of a parental request for an IEE, the school district shall take steps to ensure the IEE is provided without undue delay or not later than twenty calendar days after receipt of the parental request, the school district shall request a due process hearing in accordance with the provisions of N.J.A.C. 6A:14-2.7 et seq. to show that its evaluation is appropriate.

If a parent requests an IEE, the school district may ask the parent to explain why he or she objects to the school district's evaluation. If a parent seeks an independent evaluation in an area not assessed as part of an initial evaluation or reevaluation, the school district shall first have the opportunity to conduct the requested evaluation in accordance with N.J.A.C. 6A:14-2.5c. However, the school district shall not require such an explanation and shall not delay either providing the IEE or initiating a due process hearing to defend the school district's evaluation.

Any IEE submitted to the district, including an IEE obtained by the parent at private expense, shall be considered in making decisions regarding special education and related services.

If an Administrative Law Judge orders that an IEE be conducted, the IEE shall be obtained by the district in accordance with the decision or Order of the Administrative Law Judge, and the Board of Education shall pay the cost of the IEE in accordance with the provisions of this Policy.

A parent is entitled to only one IEE paid for by the Board each time the school district conducts an evaluation with which the parent disagrees.

N.J.A.C. 6A:14-2.5; 6A:14-2.7
CFR Section 300.502

Adopted:



3230 OUTSIDE ACTIVITIES

The Board of Education recognizes that teaching staff members enjoy a private life outside their job responsibilities in the schools district. The Board believes the role of the teaching profession is such that teachers exert a continuing influence away from the schools district. Accordingly, the Board reserves the right to determine if activities outside the teaching staff member's job responsibilities interfere with their professional performance and the discharge of the member's responsibilities to the pupils of this district.

The Board directs that all teaching staff members be governed in the conduct of personal activities by the following guidelines:

1. Teaching staff members are advised to refrain from conduct, associations, and offensive speech that, if given publicity, would tend to have an adverse or harmful effect upon pupils or the school community;
2. Teaching staff members shall not devote time during their work day to an outside private enterprise, business, or business organization. They shall not solicit or accept customers for a private enterprises, business, and/or business organization on school grounds during their work day without the express permission of the Superintendent;
3. The Board does not endorse, support, or assume liability in any way for any staff member of this district who takes pupils on trips not approved by the Board or Superintendent, and shall not be liable for the welfare of pupils who travel on such trips. Any staff member who takes pupils of this district on a trip not approved by the Board or Superintendent shall clearly and concisely inform the parent(s) of any pupil solicited and/or attending such a trip that the trip is not endorsed, supported, approved, or authorized by the Board of Education. A staff member shall not solicit pupils of this district for trips not approved by the Board or Superintendent on school grounds of the district without permission of the Superintendent;
4. Teaching staff members shall not campaign on school grounds during their work day, send campaign literature home with pupils, or request, direct, or have pupils distribute campaign literature on behalf of any candidate for local, State, or national office or for any bond issue, proposal, or any public question submitted at any general, municipal, or school election;



5. Teaching staff members shall not privately tutor pupils for compensation that are currently enrolled in their classes; and
6. Copyrights and patents to materials or equipment developed, written, prepared, processed, or tested by teaching staff members in the performance of their professional duties reside with and may be claimed by the Board.

N.J.S.A. 18A:42-4

N.J.S.A. 19:1.1 et seq.

Adopted: 17 July 2012

Revised:



4230 OUTSIDE ACTIVITIES

The Board of Education recognizes that support staff members enjoy a private life outside their job responsibilities in the school district. The Board believes that school employees exert a continuing influence away from the school district. Accordingly, the Board reserves the right to determine if activities outside the support staff member's job responsibilities interfere with their performance and the discharge of the support staff member's responsibilities to this district.

The Board directs that all support staff members be governed in their activities outside the school by the following guidelines:

1. Support staff members are advised to refrain from conduct, associations, and offensive speech that, if given publicity, would tend to have an adverse or harmful effect upon pupils or the school community;
2. Support staff members shall not devote time during their work day to an outside private enterprise, business, or business organization. They shall not solicit or accept customers for a private enterprises, business, and/or business organization on school grounds during their work day without the express permission of the Superintendent;
3. The Board does not endorse, support, or assume liability in any way for any staff member of this district who conducts a private activity in which pupils or employees of this district participate;
4. Support staff members shall not campaign on school grounds during their work day, send campaign literature home with pupils, or request, direct or have pupils distribute campaign literature on behalf of any candidate for local, State, or national office or for any bond issue, proposal, or any public question submitted at any general, municipal, or school election; and
5. Copyrights and patents to materials or equipment developed, written, prepared, processed, or tested by support staff members in the performance of their school district duties reside with and may be claimed by the Board.

Adopted: 17 July 2012

Revised:



6480 PURCHASE OF FOOD SUPPLIES

The Board of Education authorizes the purchase of certain food supplies without advertising for bids.

For the purpose of this policy, “food supplies” means only those supplies that are to be eaten or drunk and those substances that may enter into the composition of a food in the operation of a school cafeteria or in a home economics class.

The Board of Education authorizes the School Business Administrator/Board Secretary or designee to purchase all food supplies without advertising for bids in accordance with N.J.S.A. 18A:18A:5 and N.J.A.C. 6A:23A-16.5 et seq.

The School Business Administrator/Board Secretary or designee shall obtain price quotations for all food supplies purchased without advertising for bids in accordance with N.J.A.C. 6A:23A-16.5 et seq.

Vendors interested in providing food supplies to the school district shall submit a written request to the School Business Administrator/Board Secretary or designee to receive specifications for food supplies to be purchased by the school district. The School Business Administrator/Board Secretary or designee will maintain a list of interested vendors and will mail specifications for food supplies to those vendors who requested such specifications.

Each time a purchase of food supplies is to be made, the School Business Administrator/Board Secretary or designee shall solicit quotations from interested, eligible vendors. Quotations for fresh or frozen fruits, vegetables, and meats need not be solicited more than once in any two week period.

The School Business Administrator/Board Secretary or designee shall provide definite and uniform specifications governing standards of quality to each eligible vendor from whom quotations are solicited. Specifications for food supplies will indicate a time in which all quotations must be submitted to the school district for consideration.

All quotations from interested, eligible vendors will be evaluated by the School Business Administrator/Board Secretary or designee. Food supplies shall be purchased from the vendor who submits the lowest quotation, except that food supplies may be purchased from another vendor who submitted a quotation when the School Business Administrator/Board Secretary or designee can justify the purchase. Any such justification, together with all quotations received, shall be kept in permanent record form, attached to the purchase order and available to school officials, the Board, and the State Department of Education for a minimum of three years



following the purchase.

The School Business Administrator/Board Secretary or designee may purchase food supplies for any school cafeteria or home economics class to the extent of not more than \$500.00 any month without soliciting quotations provided the School Business Administrator/Board Secretary provides a written signed statement filed with the invoice indicating the reason why quotations could not be obtained. The signed statement filed with the invoice shall be retained for review and audit.

Nothing in this Policy shall prevent the Board from purchasing food supplies by advertising for bids and awarding contracts in accordance with N.J.S.A. 18A:18A-4.

N.J.S.A. 18A:18A-4 et seq.; 18A:18A-5a.(6); 18A:18A-6
N.J.A.C. 6A:23A-16.5

Adopted: 17 July 2012
Revised:



8505 SCHOOL NUTRITION

The Board of Education recognizes child and adolescent obesity has reached epidemic levels in the United States and that poor diet combined with the lack of physical activity negatively impacts on pupils' health and their ability and motivation to learn. The Board is committed to: providing pupils with healthy and nutritious foods; encouraging the consumption of fresh fruits and vegetables, fat-free or low-fat (1%) milk and whole grains; supporting healthy eating through nutrition education; encouraging pupils to select and consume all components of the school meal; and providing pupils with the opportunity to engage in daily physical activity.

All reimbursable meals shall meet Federal nutrient standards as required by the U.S. Department of Agriculture Child Nutrition Program regulations. All items served as part of an After School Snack Program shall meet the standards as outlined within this Policy.

The following items may not be served, sold, or given out as free promotion anywhere on school property at anytime before the end of the school day:

1. Foods of minimal nutritional value (FMNV) as defined by U.S. Department of Agriculture regulations;
2. All food and beverage items listing sugar, in any form, as the first ingredient; and
3. All forms of candy.

Schools shall reduce the purchase of any products containing trans fats. Federal labeling of trans fats on all food products was required by January 1, 2006.

All snack and beverage items sold or served anywhere on school property during the school day, including items sold in a la carte lines, vending machines, snack bars, school stores, and fundraisers, or served in the reimbursable After School Snack Program, shall meet the following standards:

1. Based on manufacturers nutritional data or nutrient facts labels:
 - a. No more than eight grams of total fat per serving, with the exception of nuts and seeds.
 - b. No more than two grams of saturated fat per serving.



2. All beverages shall not exceed 12 ounces, with the following exceptions:
 - a. Water.
 - b. Milk.

Schools shall make potable water available to children at no charge where lunch meals are served during the meal service. Schools may offer water pitchers with cups on tables and/or make potable water available for pupils to fill their own cups or water bottles by means of a water faucet or water fountain that is available without restriction in or near the location meals are served. A faucet or fountain outside the cafeteria is acceptable as long as pupils can request and receive permission to access the faucet or fountain.

Schools may not serve any whole milk or any reduced fat milk (2%). Schools may only serve fat-free milk, low-fat (1%) milk, fat free or low fat lactose reduced/lactose free milk, fat-free or low-fat buttermilk, or acidified milk or fat-free or low-fat acidified milk. Schools must offer at least two choices of these milks. Fat-free milk may be flavored or unflavored while low fat (1%) milk must be unflavored. All milk products must be pasteurized fluid milk that meets the State and local standards, as currently required in 7 CFR Part 210.10(m)(1)(ii).

In elementary schools, 100% of all beverages offered shall be milk, water, or 100% fruit or vegetable juices.

In middle and high schools, at least 60% of all beverages offered, other than milk and water, shall be 100% fruit or vegetable juices. No more than 40% of all ice cream/frozen desserts shall be allowed to exceed the standards in this Policy for sugar, fat, and saturated fat.

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

This Policy does not apply to: medically authorized special needs diets pursuant to 7 CFR Part 210; school nurses using FMNVs during the course of providing health care to individual pupils; or special needs pupils whose Individualized Education Plan (IEP) indicates their use for behavior modification.

Adequate time shall be allowed for pupil meal service and consumption. The school district shall provide a pleasant dining environment for pupils, and schools shall attempt to schedule physical education or recess before lunch whenever possible.



POLICY

RANDOLPH BOARD OF EDUCATION

OPERATIONS
8505/page 3 of 3
School Nutrition

The school district's curriculum shall incorporate nutrition education and physical activity consistent with the New Jersey Department of Education Core Curriculum Standards.

The Board of Education is committed to promoting this School Nutrition Policy with all food service personnel, teachers, nurses, coaches, and other school administrative staff so they have the skills needed to implement this Policy and promote healthy eating practices. The Board will work toward expanding awareness about this Policy among pupils, parent(s) or legal guardian(s), teachers, and the community at large.

N.J.A.C. 2:36-1.7(a); 2:36-1.7(b)

Adopted: 17 July 2012
Revised:

