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For your information – Shrewsbury Borough School maintains the Board of Education Policy Manual on the school website.

SCHOOL ADMINISTRATION

Brent A. MacConnell  
Superintendent

Roseanne Ansell  
Supervisor of Special Services

Jessica Wakula  
Supervisor of Curriculum & Instruction

Debi Avento  
Board Secretary/Business Administrator

Michele DiStefano  
Secretary to the Superintendent

Laura Galante  
School Secretary

Marya Baeta  
Special Services Secretary

Kathy Pompei  
Accounts Payable

Nikki Ponti  
Bookkeeper

Claudine Henrie  
Facilities Coordinator/Secretary to the BA

Donna Leston  
Technology Coordinator

BOARD OF EDUCATION

As a rule, the Board of Education meets in the library media center on the third Tuesday of each month at 7:30 PM as a closed executive session, and open to the public at 8:00 PM. Special meetings or changes in the regular schedule are published in the Asbury Park Press and are advertised on the bulletin board located in the main office and at the bell entrance of the building. No meeting is scheduled for the month of July.

These meetings are open to the public. Parents and community members are always welcome. Written communications intended for the Board should be addressed to Deborah Avento, Board Secretary/Business Administrator, Shrewsbury Borough School, 20 Obre Place, Shrewsbury, NJ 07702.

TELEPHONE NUMBERS

Main Office 732-747-0882, x104 (Laura Galante)
Fax 732-747-7510
Board/Business Office 732-747-0882, x112 (Kathy Pompei)

“SIGN UP FOR THE TWO RIVER ALERT SYSTEM hosted by CODE RED to get important messages via text, telephone or e-mail, about school emergencies or closings. To register, go to the district website, www.sbs.k12.nj.us/sbs and look for the Two River Alert logo on our homepage.”
# Personnel Directory

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<tr>
<td>Lisa Aquilino</td>
<td>Laura Gammoh/Leigh Trillhaase</td>
<td>Robin Kulovitz</td>
<td>Laurie Van Brunt</td>
<td>Brittany King</td>
<td>Collett Fitzgerald/Amanda Ehrhardt</td>
<td>Emily Cuervo/Cathy Peterson</td>
<td>Jennifer Metzler/Jillian Davis</td>
<td>Kelly Cosentino</td>
<td>Jim McConville</td>
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<td>Jennifer Havern</td>
<td>Melissa Dura</td>
<td>Stephanie Blake/Jamie Meseroll</td>
<td>Carol Meyer/Christine Masica</td>
<td>Kelly Schlosser</td>
<td>Tabby Kane</td>
<td>John Rooney</td>
<td>Jillian Davis</td>
<td>Jean Scully</td>
<td>Todd Havard</td>
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<td>Alissa Watts</td>
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## In-Class Resource Teachers/Special Ed

- Christine Bonura (5th grade)
- Jillian Davis (4th Grade)
- Amanda Ehrhardt (3rd Grade)
- Tori Long (5th Grade)
- Christine Masica (2nd Grade)
- Jamie Meseroll (1st Grade)
- Cindy Newman (6th – 8th Math)
- Cheryl Peterson (4th Grade)
- Nina Potter (6th – 8th ELA)
- Kristen Tardiff (5 – 8th Science)
- Skye Tiplady (5 – 8th Grade SS)
- Leigh Trillhaase (Kindergarten)

## Instructional Aides

- Leeann Arnts
- Megan Berbrick
- Kelsey Blanchard
- Norvell Chick
- Stephanie Chillemi
- Alexandra Crockett
- Karen Degenhart
- Lauri Glassmacher
- Debra Gore
- Chris Lunz
- Carolyn McLaughlin
- Patrice Roche
- Coleen Stambaugh
- Noelle Tyler
- Laurence Valenti

## Special Classes

- Art
- Computers
- Guidance
- Library/Media Specialist
- Music/Instrumental/Chorus
- Physical Education/Health
- Reading Specialist
- Reading Intervention Instr. Part Time
- Spanish (1-8)
- Spanish – Part Time
- Enrichment Teacher
- Laura Kaplan
- Michelle Dotto
- Marisa Shaheen
- Samantha Bremekamp
- Vincent Peri
- Michael Pettit
- Valerie Chervenak
- Mary Ellen Phillips
- Francisca Montiel
- Maria Wissenbach
- Sallyann Jauch

## Child Study Team

- Supervisor of Special Services
- Psychologist
- Social Worker
- LDTC
- Speech/Language Specialists
- Secretary
- Roseanne Ansell
- Kathleen Fitzpatrick
- Kristina Stokhamer
- Staci Fox
- Abi Healy & Anne Frankel
- Marya Baeta
HEALTH SERVICES
Nurse 
Alison Hillen
School Physician 
Brenda Salvador-Goon MD

HALL MONITOR:
Steven Stochlinski

CUSTODIANS
Michael Tillett, Supervisor, Building & Grounds
Shaun Spinello, Maintenance

Custodians:
Daniel Cherisica 
Michael Marsella
Joseph Cherry 
Dwayne Morgan

CAFETERIA/PLAYGROUND AIDES
Annie Shea 
Deanna Sole
Carmela Brown 
Melissa Struzek
Phyllis Khani 
Florence Truhan
Eileen Krausser 
Marguerite Welsh

DAILY TIME SCHEDULE (GRADES 1-8)
Arrival bell – 8:20 AM
Late bell – 8:30 AM for grades K-8

8:20 – 8:35 – Homeroom 
8:35 – 9:21 – Period 1
9:23 – 10:09 – Period 2
10:11 – 10:57 – Period 3
10:59 – 11:45 – Period 4

11:47 – 12:33 – Period 5
12:35 – 1:21 – Period 6
1:23 – 2:09 – Period 7
2:11 – 2:57 – Period 8
2:57 – 3:00 – Homeroom

Dismissal
Pre-School AM – 10:50 AM, Pre-School PM – 2:55 PM
Kindergarten – 2:50 PM
Grades 6- 8 – 2:57 PM
Grades 1- 5 – 3:00 PM

DAILY TIME SCHEDULE (Pre-School and Kindergarten)
Pre-School (Monday through Friday)

AM Class – 8:30 – 10:50 AM, PM Class – 12:35 – 2:55 PM
Kindergarten – 8:30 – 2:50 PM

12:30 DAYS – (DISMISSAL DAYS)
On 12:30 days, school will be in session from 8:30 AM to 12:30 PM for grades Kindergarten through 8. For students in Pre-School, classes will be held as follows: AM Schedule – 8:30 – 10:00 AM, PM Schedule – 10:10 – 11:35 AM. No school lunch will be served on 12:30 dismissal days.

► PRE-SCHOOL CLASSES WILL REMAIN ON THEIR ASSIGNED SCHEDULE AND WILL NOT BE AFFECTED BY 2:00 DISMISSAL DAYS -

12:30 dismissals will occur prior to Thanksgiving, Winter Recess and during Parent/Teacher Conference dates:
November 12 – 15, 2019 and February 19 – 21, 2020

12:30 Schedule
Grades K-8 8:20 – 8:27 AM – Homeroom
8:30 – 9:00 – Period 1 10:30 –11:00 – Period 5
9:00 – 9:30 – Period 2 11:00 – 11:30 – Period 6
9:30 – 10:00 – Period 3 11:30 – 12:00 – Period 7
10:00 – 10:30 – Period 4 12:00 – 12:30 – Period 8

2:00 DISMISSAL SCHEDULE
Homeroom 8:20 – 8:29
Period 1 - 8:29 – 9:06
Period 2 - 9:08 – 9:45
Period 3 - 9:47 – 10:24
Period 4 - 10:26 –11:03

Period 7 - 11:05 – 11:42
Period 5 - 11:44 – 12:30
Period 6 - 12:32 – 1:18
Period 8 - 1:19 – 1:56
Homeroom - 1:57 – 2:00

ATTENDANCE AND EXCUSES
The Board of Education requires that the pupils enrolled in the school attend school regularly in accordance with the laws of the State. Children admitted to Kindergarten must be five years of age by October 1st of the year they enter Kindergarten. The educational program offered by this district is predicated on the presence of the pupil and requires continuity of instruction and classroom participation. The regular contact of pupils with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose. Attendance at school may be excused for certain absences as defined by the Board according to the new
guidelines from the Department of Education N.J.A.C. 6A:16-7.8. According to our policy, an "excused absence" is a student’s absence from school for a full day or a portion of a day for one or more of the following reasons:

- a. The student’s illness, (supported by a doctor’s note);
- b. Family death, (supported by a written letter from the parent);
- c. Excused religious observances, pursuant to N.J.S.A. 18A:36-14 through 16; and
- d. Take Your Child to Work Day; (supported by notification from parent and/or employer).

Pupils absent from school are responsible for the completion of assignments missed because of their absence. No pupil excused for a religious holiday shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

Shrewsbury Borough School honors students who have not missed any days of school, have not been late for any reason, have not left district for any reason, whether they return back to school or not and truly exhibit perfect attendance. Perfect attendance is defined as no absences and/or no tardies, excused or otherwise and have not left district for any reason. SBS honors students annually for perfect attendance at the end of the school year during the Honors Assembly.

In accordance with the Board of Education Policy #5200, and all of the corresponding state statutes and regulations, a student must be present for at least four (4) hours during the school day to receive credit for that day school day. This means that if a student arrives in the morning at 8:30 AM that student must be present in school until 12:30 PM to receive credit for that school day. If a student comes into school late the student must arrive NO later than 11:00 AM and must be present in school until 3:00 PM to receive credit for that school day.

Prolonged or repeated absences, excused or unexcused, from school or from class; deprive the pupil of the classroom experience deemed essential to learning and may result in retention at grade level. Pupils shall be subjected to the school district response for unexcused absences during the school year as outlined in N.J.A.C. 6A:16-7.8(b) 4 and Regulation #5200. In addition, unexcused absences from school or from classes within the school day shall subject a pupil to the disciplinary rules of the Board, which may include the denial of a pupil’s participation in co-curricular activities and/or athletic competition. Repeated truancies that interfere with efforts of this Board and its staff in the maintenance of good order and the continuity of classroom instruction may result in the suspension or expulsion of any pupil from the course of study during which absences have occurred, or the suspension or expulsion of any pupil from the course of study during which absences have occurred or the suspension or expulsion in accordance with Policy #5610 and #5620. See Policy #5200 Attendance

ATTENDANCE PROCEDURES

In each case of absence or tardiness, a written note must be presented upon the pupil’s return to school with the following information:

- Child’s name • grade • date(s) of absence
- Reason for absence • and signature of parent or guardian.

Attendance notes will be collected by the teacher and forwarded to the school secretary, Mrs. Galante in the main office. All parents of pupils who will be absent and/or late must call the school no later than 8:45 AM to report the student absence or lateness.

To report an absence or late arrival, you have three options:

1. Please call 732-747-0882 and press 1 to leave a message after the tone.
2. Email SBS via the SPTA App found on the SPTA website
3. Email SBS directly at: absent @ sbs-nj.org

If any pupil is absent for three or more days, parents must notify the nurse of the reason for such absence. All contagious diseases must be reported to the nurse at 732-747-0882 ext. 301 as soon as diagnosed. A doctor’s note is needed for readmission.

Policy #8601 (Pupil Supervision After School Dismissal) is provided to offer the parent/legal guardian the opportunity to not release their child(ren) to walk home after school dismissal unless the child is released to the parent/legal guardian or designated escort. Request Form is attached.

TARDINESS

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

Tardiness to school or class that is caused by the pupil’s compliance with a request or directive of an administrator will be considered justified and is excused. All other incidents of tardiness will be considered unexcused unless deemed excused by the Superintendent.
A pupil who develops a pattern of tardiness, will be offered counseling with an appropriate staff member to determine the cause of the tardiness. Disciplinary measures are possible. See Board Policy # 5240

**TRUANCY**

The Superintendent will report all cases of truancy to the appropriate authorities, to include law enforcement and DCP&P, as they violate state law regarding attendance of pupils below the age of 16.

The district shall deal with pupil truancy by investigating causes, notifying parents/guardians, and taking such other actions that are appropriate. District efforts shall be ongoing.

**STUDENTS ON VACATION**

It is expected that parents will make every effort not to schedule vacations during the school year to avoid interrupting their child’s educational program. **Missing school because of a vacation is not a recognized legal absence and teachers are not required to prepare work for students.** Students who do miss school will be allowed up to but no more than 1 day to make up work for 2019/2020 school year when they return. These students may want to take their books with them and/or contact a friend or the school website for assignments. **Students will not be excused for any family vacation at any time for any purpose.**

**Contact Management/Student Demographic**

Contact Management/Student Demographic Information is available via the Parent Portal for all parents to review and to make any necessary updates. Parents are responsible for updating all contact information, except **Home Address changes**, whenever a change should occur. If your Home Address should change due to a move within district please contact the school main office via email (galantel@sbs-nj.org) and provide new proof of residency as soon as possible. Once new proof of residency is provided your home address will be updated. **It is extremely important that you make necessary updates as changes occur should the need arise for the school to contact you for any reason.** If your email address should change please make the change via Genesis contact management and email the school main office @ (galantel@sbs-nj.org) and provide your new email address so that we may link the new email to the parent portal.

**SCHOOL LUNCH/RECESS PROGRAM**

The school provides a supervised lunch program where pupils have the opportunity to have lunch and a recreational break from the rigors of classroom learning. Pupils may purchase an approved “Type A” lunch or “brown bag” their lunch. The “Type A” lunch is prepared by Maschio’s Food Service. Milk is also available for purchase.

**Lunch tickets are sold on a weekly basis each Thursday**

<table>
<thead>
<tr>
<th>Description</th>
<th>Price</th>
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<tr>
<td>Student Lunch</td>
<td>$3.60</td>
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<tr>
<td>Extra Portion</td>
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<tr>
<td>Student Milk</td>
<td>$.60</td>
</tr>
<tr>
<td>Premium Lunch</td>
<td>$5.25</td>
</tr>
<tr>
<td>Adult Lunch</td>
<td>$5.25</td>
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<tr>
<td>Organic Milk</td>
<td>$2.00</td>
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</table>

The school maintains no responsibility or liability for lunches purchased from outside sources. The school is not affiliated with or involved with any outside vendors.

Free and reduced price lunches are provided to those pupils who are eligible, in accordance with federal guidelines. Applications are provided to all families and are available from Nikki Ponti in the District business office (732-747-0882- ext.113). Should parents wish to take their child (ren) out of school for lunch, they must sign their child out in the main office. Students must be signed back in upon return. If you are taking other students to lunch a note is required from that student’s parent. **PUPILS SHALL NOT LEAVE THE BUILDING ON THEIR OWN.**

**NOTE:** Parents will not be admitted to the school to deliver lunches to their children. **All late lunches must be dropped off in the BINS on the green shelving IN THE MAIN ENTRANCE VESTIBULE.**

**LUNCH/RECESS SCHEDULE**

<table>
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<th>Grades K-4</th>
<th>Period 5 -11:47 – 12:33</th>
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<td>Grades 5-8 (lunch/recess/study skills)</td>
<td>Period 6 -12:35 – 1:21</td>
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**SCHOOL VISITORS**

All parents are welcome to visit the school. **Please sign in at the vestibule and move forward to the main office once you have obtained a visitor’s pass.** Information and directions will be provided. No one will be admitted to the building without a Visitor’s Pass and all visitors must enter through the main entrance security vestibule.

**SECURITY CAMERAS**

Please be advised that the Board utilizes video surveillance technology for safety and security purposes. The following language is posted in and around the School Facility as notice to our staff and visitors: **WARNING: This Facility employs video surveillance equipment for security purposes. This equipment may or may not be monitored at any time. If you have questions regarding this equipment please contact Mr. MacConnell, Superintendent at ext. 107.**

Please refer to the following Policies located in the Student Parent Handbook and also on the school website:

- **Policy # 5516 USE OF ELECTRONIC COMMUNICATION AND RECORDING DEVICES (ECRD) (M)**
- **Policy # 7441 ELECTRONIC SURVEILLANCE IN SCHOOL BUILDINGS AND ON SCHOOL GROUNDS**

***The Permission Slip has been removed from the Student Parent Handbook and is now an online form located in the Parent Portal under the forms tab.***

You will now have to acknowledge your receipt, understanding, and consent of this same information in the Genesis Parent Portal before you will be able to view teacher assignments, student schedules, and other account information.

Please note this is a mandatory form and if it is not completed, parents will not be able to proceed in the portal to access your child’s records.

**EMERGENCY CLOSINGS**

If the school is closed due to inclement weather conditions or other emergency situations, you will be notified by the Two River Alert System. If you are not signed up for the Two River Alert notification, please fill out the information on the Two River Alert tab located on the school website or you can log on to wwwtworiveralert.com. Any Emergency closings will be posted on the school website and announced through radio and news broadcasts including over radio stations NJ 94.3 The Point, turn to News 12 New Jersey, WNBC – TV, WCBS-TV, WABC-TV on your TV, and closings will be posted.

**DELAYED OPENINGS**

If conditions allow for delay opening, school will begin at 10:30 AM. Parents will receive notification for delayed openings through the two river alert, school website and our other news and radio partners.

**FIRE DRILLS**

Fire drills are held monthly and are signaled by the sounding of the fire alarm. Pupils should immediately vacate the building in accordance with the posted instructions. In all drills, it is absolutely necessary that pupils follow all instructions of their teachers quickly, accurately, and silently.

**EMERGENCY MANAGEMENT PLAN**

An extensive emergency management plan has been developed by law enforcement, emergency management, and school administration. In the event of an emergency situation, pre-established procedures will be followed. Pupils will be released to parents in a systematic and organized manner and only after deemed appropriate by law enforcement and school administration.

**SCHOOL HEALTH SERVICES**

School Health Services are provided for:

1. The care of emergency sickness and injury in school;
2. The prevention and control of communicable diseases,
3. To ensure the compliance of the mandatory immunization requirements
4. The communication of perceived health needs to pupils and parents and appropriate follow up.

The certified school nurse is employed on a full-time basis. During the course of the school year, physical examinations are requested for first, third, fifth and seventh grade pupils, and are mandatory for pupils involved in competitive sports and cheerleading. In addition, all children are weighed and measured during the school year. Vision and hearing tests are conducted on a continuous basis for the entire student body; Scoliosis screening is conducted, as required by law. Any areas of concern will be immediately communicated to parents/guardians.

Parents will be contacted if their child becomes ill or injured while at school and has to be sent home. Please make sure that all emergency contact information is current and on file in the parent portal.
Please notify the school nurse immediately if your child has a communicable disease. A doctor’s certificate may be required upon a child’s return to school.

**ACCIDENTS IN SCHOOL**

In the event of an accident in school or on the playground, the teacher and the school nurse will be notified immediately. If a pupil is seriously injured and/or requires further medical treatment, a parent or the person listed on the emergency card will be contacted as soon as possible. The school nurse will complete and file an accident report.

**PHYSICAL EXAMINATIONS**

It is important for students to receive medical examinations during the developmental stages of early childhood, pre-adolescence, and adolescence. Shrewsbury Borough School recommends that students be examined by their physician in Grades 1 – 3 – 5 and 7.

**MEDICATION**

It is the policy of the school that no medication is given to any pupil during the course of a school day. In cases requiring any medication, PRESCRIPTION, and NON PRESCRIPTION, the school nurse must have:

1. A written order from a licensed physician containing: (a) child’s name, (b) generic name of drug, (c) dosage, (d) time medication is to be administered, and (e) reason for medication.

2. A written statement from parent/guardian requesting that the school nurse assists the pupil in taking his/her medication at the appropriate times as prescribed by the physician.

3. The school nurse assumes responsibility and maintenance of records of all medication given during school hours.

4. Medication should be in the original container, clearly marked.

5. Medication shall be administered as prescribed by the school nurse or parent/guardian. State law requires that only the school nurse or school physician may administer medication. No other school personnel are permitted to administer medication.

**SPORTS PHYSICAL**

An examination of each candidate for a school athletic squad or team shall be conducted within 365 days prior to the tryout and first practice session with examinations being conducted at the medical home of the pupil. The “medical home” is defined as a health care provider and that provider’s practice site chosen by the pupil’s parent(s) or legal guardian(s) for the provision of health care. If a student does not have a medical home, the school district shall provide the examination at the school physician’s office or other comparably equipped facility. The school district shall ensure students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(h) and prior to participation on a school-sponsored interscholastic or intramural team or squad for students in grades five through eight.

The medical examination shall be conducted in accordance with N.J.S.A 6A:16-2.2(h) 1 and 2 and Regulation #2431.2. The medical report shall include a determination concerning the pupil’s participation on an athletic team or squad from the examining physician, nurse practitioner/clinical nurse specialist, or physician’s assistant. The medical report shall be provided to the School Nurse and the forms will be reviewed and signed off by the school physician. Refer to Policy #2431. All athletes must also submit the required forms in regards to Concussion, Sudden Cardiac Death, and the Use and Misuse of Opioid Drugs.

**SPORTSMANSHIP CODE**

Students, Parents and Spectators are encouraged to observe the following **SPORTSMANSHIP CODE**:

1. We will treat visiting officials, fans and athletes as our guests.
2. We will support our team at all times.
3. We will accept the decisions of officials without protest.
4. We will not boast in victory nor alibi in defeat.
5. We will encourage the players and coaches in victory or in defeat.
6. We will respect the authority and judgment of the coaches.
7. We will try at all times to be a credit to our school and community.
8. We will recognize good play on either team.
9. We will not inappropriately yell or gesture at officials or players.
10. We will be good sports.
HOME INSTRUCTION – Policy #2412

The Board of Education will provide instructional services to an enrolled pupil whether a general education pupil in Kindergarten through grade eight or a special education pupil age three to fourteen at the pupil’s home or another suitable out-of-school setting when the pupil is confined to the home or another out-of-school setting due to a temporary or chronic health condition or has a need for treatment which precludes participation in their usual education setting. These services will be provided when a pupil is determined by the school physician to need confinement at their residence or other suitable out-of-school setting and the projected need for confinement is for ten consecutive school days or fifteen cumulative school days or more during the school year.

Requests for home instruction shall include a written determination from the pupil’s physician documenting the projected need for the pupil’s confinement to their residence or other treatment setting for ten consecutive school days or fifteen or more cumulative school days during the school year. The written determination from the pupil’s physician shall be forwarded to the school physician, who shall verify the need for home instruction. The parent(s) or legal guardian(s) shall be notified concerning the school physician’s verification or reason(s) for denial within five school days after receipt of the written determination by the pupil’s physician.

The school district shall provide instructional services within five school days after receipt of the school physician’s verification or, if verification is made prior to the pupil’s confinement, during the first week of the pupil’s confinement to the home or out-of-school setting.

AFFIRMATIVE ACTION

The Shrewsbury Borough Board of Education acknowledges its responsibility to ensure all pupils and employees an equal education opportunity regardless of race, creed, color, religion, sex, age, place of residence, marital status, political affiliation, social, economic or handicap background, or sexual preference for all present and future school and classroom programs and employment and contract practices.

The Shrewsbury Borough Board of Education has adopted rules and regulations concerning nondiscrimination of the disabled and does not discriminate in admission or access to or treatment or employment in its programs and activities. The Supervisor of Special Services is designated to coordinate the efforts necessary to comply with Section 504 of the Rehabilitation Act of 1973. Please refer to Board Policy# 2260.

DRESS AND GROOMING

The Board of Education recognizes each pupil’s mode of dress and grooming is a manifestation of the pupil’s personal style and individual preferences. The Board will not interfere with the right of pupils and their parent(s) or legal guardian(s) to make decisions regarding their appearance, except when their choices affect the educational program of the schools.

The Board authorizes the Superintendent to enforce school regulations prohibiting pupil dress and grooming practices which:
1. Present a hazard to the health or safety of the pupil to him/herself or to others in the school;
2. Materially interfere with school work, create disorder, or disrupt the educational program;
3. Cause excessive wear or damage to school property; and
4. Prevent the pupil from achieving his or her own educational objectives because of blocked vision or restricted movement.

Pupils should wear clothing that is appropriate for their age and for school. Pupils are expected to come to school wearing neat, appropriate, and suitable attire that does not distract others and is not offensive. Policy #5511

Shorts may be worn but must be at least at fingertip length when arms are fully extended at the pupil’s side. Abraded tops that are low cut, sleeveless or exposing bare midriff are not permitted. Clothing deemed inappropriate by school administration will require the pupil to call or be sent home for appropriate attire.

Parents and pupils are requested to use “good judgment” when wearing tee-shirts, hats, shorts, and jackets to school. Pupils are asked not to wear offensive derogatory logos or “off-color” statements on their shirts or other attire. Pupils wearing such attire will be asked to call home for a replacement item of clothing.

No pupil is to wear a hat while in school. Hats are permitted outdoors only. Pupils wearing hats in school will receive a verbal warning the first time. Any subsequent time they are observed wearing a hat in school will result in a
detention. The hat will be confiscated and returned at the end of the school day.

In addition to the above, no metal, leather or spiked chains are allowed to be worn in school. No sunglasses are allowed to be worn during physical education class or inside the school building. Sunglasses are only permitted during outside recess. Other types of inappropriate jewelry and/or accessories are also not allowed to be worn in school.

Pupils found to be in violation of the above will be asked to remove the item and parents will be called.

**EXPECTATIONS FOR PUPIL CONDUCT Policy # 5500**

The Board of Education believes that pupils should commit themselves to learning and to the development of their unique potential. Pupils should know that their attitudes and acts affect both their own and their classmates' learning and should accept responsibility for helping to create a positive school environment. With the support and assistance of school staff members and parent(s) or legal guardian(s), all pupils can contribute to the effectiveness of the school and the value of their education.

The Board expects all pupils in this school district, commensurate with their age and ability, to:

1. Prepare themselves mentally and physically for the process of learning;
2. Respect the person, property, and intellectual and creative products of others;
3. Take responsibility for their own behavior;
4. Use time and other resources responsibly;
5. Share responsibilities when working with others;
6. Meet the requirements of each course of study;
7. Monitor their own progress toward school objectives; and
8. Communicate with parent(s) or legal guardian(s) and appropriate school staff members.

**EXPECTED BEHAVIOR**

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

Pupils are required to conform to reasonable standards of acceptable behavior; to respect the rights, person, and property of others; preserve the degree of order necessary to conduct the educational program; and obey those in authority. Every pupil shall observe promulgated rules and regulations and submit to the discipline imposed for infractions of those rules. Discipline of pupils will be the responsibility of the teacher or adult in charge. An administrator will become involved only when requested by a teacher or when, in the judgment of the administrator, such involvement is necessary. If continual detention of a pupil takes place for any reason other than remaining for academic help, the teacher must have a conference with the parent. If pupil’s misbehavior persists, suspension will be considered.

**CODE OF CONDUCT**

The Code of Conduct provides guidelines to pupils regarding acceptable behavior, as well as consequences for inappropriate behavior. The Code of Conduct is comprised of motivational, disciplinary, and modification components.

The Student/Parent Handbook contains Policy # 5500 – Expectations for Code of Conduct that parents and students are required to carefully review as it includes procedures for detentions, grievances, drugs, alcohol, tobacco, steroid, violations and crisis intervention. All parents and pupils are required to sign an acknowledgement that they have read and understand the Code of Conduct.

**SEXUAL HARASSMENT**

The Board of Education will not tolerate sexual harassment of pupils by school employees, other pupils, or third parties. Sexual harassment of pupils is a form of prohibited sex discrimination. School district staff will investigate and resolve allegations of sexual harassment of pupils engaged in by school employees, other pupils (peers), or third parties. The Board shall establish a grievance procedure through which school district staff and/or pupils can report alleged sexual discrimination, including sexual harassment which may include quid pro quo harassment and hostile environment. Policy # 5751

**HARASSMENT, INTIMIDATION, AND BULLYING**

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil’s ability to learn and a school’s ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.
“Harassment, intimidation, or bullying” means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function or on a school bus and that:

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

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

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

This Board of Education Policy #5512.01 may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this Policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district’s code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil’s physical or emotional safety and well-being or for reasons related to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

Consequences shall be handled in accordance with Policy and Regulation # 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 6A:16-7.3, or 6A:16-7.5.

A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a pupil in the district directed toward another school district pupil or school staff member is conduct that disrupts both a pupil’s ability to learn and a school’s ability to educate its pupils in a safe environment.

The Board of Education Policy #5512.02 prohibits acts of cyber-bullying by school district pupils through the use of any school district owned, operated, and supervised technologies. The Building Principal or designee may report allegations of cyber-bullying to law enforcement authorities.

In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil’s physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct, which is the subject of the proposed consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

Consequences shall be handled in accordance with Policy and Regulation # 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 6A:16-7.3, or 6A:16-7.5.
INTERNET AND E-MAIL RULES

Network storage areas are considered district property. District personnel may review files and communications to maintain system integrity and to ensure that users are accessing the system responsibly. Users should not expect that files stored on district servers are private or maintain an expectation to privacy while using any district assets. Within reason, freedom of speech and access to information will be honored. Any student using such technologies to harass another student/adult or input or extract inappropriate information from a student/adult account or district owned hardware will be subject to suspension at the discretion of the school administration. In addition, if the incident is severe enough and warrants it, law enforcement personnel will be contacted. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility, just as they do for television, cell phones, movies, music and other potentially offensive media.

The following rules apply:

1. Personal Safety
   a. Users will not post personal contact information about themselves or other people.
   b. Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or that makes them feel uncomfortable.

2. Illegal Activities
   a. Users will not attempt to gain unauthorized access to the District network. Such action includes attempting to log on through another person's account or to access another person's files.
   b. Users will not make deliberate attempts to disrupt the network performance or destroy data by spreading computer viruses or by any other means.
   c. Users will not use the District system to engage in any illegal act.

3. System Security
   a. Users are responsible for the use of their individual account. They should take reasonable precautions to prevent others from accessing their account.
   b. Students should never share passwords with other students.
   c. Users will immediately notify their teacher or the Network Engineer if they have identified a possible security problem.

4. Inappropriate Language
   a. Users will not use obscene, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
   b. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.

5. Unacceptable Activities
   Users are not permitted to:
   a. Send or display offensive messages or graphics;
   b. Harass, insult, or attack others;
   c. Intentionally waste limited resources;
   d. Download songs, games, and other non-curricular information;
   e. Use a password other than their own;
   f. Utilize the network for banking, political lobbying, commercial ventures, gambling, or personal purchases; and/or
   g. On District hardware, copy or display any unauthorized or inappropriate information received.

Violations may result in disciplinary action, in a loss of computer/network access, and in legal action in accordance with Board of Education policy, as well as prosecution under state and federal law. Cyber bullying from home computers that affects students in school will result in disciplinary action as deemed appropriate.

ACADEMIC DETENTION

A program of “academic” detention will be provided for those pupils who repeatedly fail or refuse to do academic work such as homework, class work, preparation for tests, late projects, etc. This is not intended to supplant the teacher’s responsibility to assist or instruct pupils who need remedial assistance after school. Pupils will be provided an environment where they will work on overdue tasks/assignments, or the project for which they received the detention. This detention will occur for one hour after dismissal pending prior parental contact. Any student issued academic detention cannot participate in any school activities whether it be athletic and/or extracurricular on the day detention is issued and served.
HOMEWORK

Homework plays an important role in the academic development of our students. Homework is helpful if it is based upon pupil needs and individually assigned projects. It is an effective way to make up work missed by absences from school and may also aid in overcoming an academic difficulty a student is experiencing. Homework should assist students to work to their capacities and increase their breadth of understanding.

Homework falls into the following categories:

1. Practice – given to help students master specific skills and to reinforce material presented in class.
2. Preparation – given to prepare students for upcoming lessons.
3. Extension – given to decide if students can transfer new skills and ideas to new situations. Extension assignments require abstract thinking skills.
4. Creativity – given to help students synthesize skills and ideas to produce a requested response. These assignments usually take more time to complete, several days, even weeks. Our homework Policy # 2330 is listed and contains recommendations for homework time frames.

SUGGESTED HOMEWORK TIMEFRAMES

The amount of homework assigned normally increases as a student progresses through school. Working time will vary according to the assignments and ability level of the student. Special, long term projects and tests may require additional time. If a student is continuously having difficulty completing work, the parents should contact the student’s teacher or the guidance office. Parents are encouraged to read nightly to and with their younger students and older students are encouraged to read independently daily.

There will be a homework free weekend during each of the 4 marking periods throughout the school year:
Marking Period 1: October 25, 2019
Marking Period 2: January 17, 2020
Marking Period 3: February 13, 2020
Marking Period 4: May 8, 2020

LIBRARY/MEDIA CENTER

The school library media center is open daily during the school year from 8:35 AM until 3:00 PM.
Please check Miss Bremekamp’s – Media Center page on the school website for information regarding school programs held throughout the school year.

TEXTBOOKS/SUPPLIES

Textbooks will be issued to each pupil at the beginning of the school year. Pupils are responsible for these materials and shall pay for any damage to textbooks (at a depreciated value set by the Superintendent) or for the total cost of any lost textbook or library book. All textbooks and library books are catalogued. If payment is made for a lost book and later is found, the money will be refunded to the parent. Students will be subject to disciplinary measures until all books issued to a student are collected or until payment is made for any lost or damaged textbooks.
Calculators for grades 6-8 may be used to each pupil at the beginning of the school year for their use at all times. If calculators are lost or damaged, the pupil is responsible for the cost to replace it. All textbooks be should be covered.

PEER TUTORS

Beginning with the second marking period, "Peer Tutors" will be available one afternoon a week from 3:00 PM to 4:00 PM. Requests for “Peer Tutors” should be made through the guidance office.

CURRICULA

The primary emphasis of the curriculum in grades K-4 is based upon integrated and cross curricular connection of a balanced literacy approach and Mathematics. Students are exposed to: Phonics, Word Recognition, Fluency, Literature, Informational Text, Writing, Speaking, Listening and Language with New Jersey Student Learning Standards that prepare them for college and career readiness. The curriculum is supported with leveled resources, mentor text and digital on-line sites that include rigorous text for both instructional and independent work. In grades 5 through 8, a departmental approach is utilized with pupils receiving instruction in Science, Social Studies, Language Arts Literacy, Math, Spanish, Technology, Music, Art, Physical
Education and Health. The entire collection of Board of Education approved curricula can be found on the school website.

TESTING PROGRAM

Kindergarten to Grade 2 - NWEA MAP and iReady
Grade 3 – NJSLA Math & ELA, and iReady
Grade 4 - NJSLA Math & ELA, and iReady
Grade 5 - NJSLA Math, ELA, & Science, and iReady
Grade 6 – NJSLA Math & ELA, and iReady
Grade 7 - NJSLA Math & ELA, and iReady
Grade 8 - NJSLA Math, ELA, & Science and iReady as well as RBRHS Algebra, Spanish and Science

TESTING DATES:

MAP TESTING:
Kindergarten, Grade 1, and Grade 2:  Fall Testing:  9/16 – 10/2
Winter Testing: 1/6 – 1/24

iReady
Kindergarten through Grade 8:  Fall Testing:  9/11 – 10/11
Winter Testing: 1/13 - 2/13
Spring Testing: 5/4 – 6/5

New Jersey Student Learning Assessment – Math and ELA (NJSLA-M and NJSLA-ELA)
Grades 3-8: April 27 – May 1, 2020; Make-Ups through May 29, 2020

New Jersey Student Learning Assessment - Science (NJSLA-S)
Grade 5 & 8 - May 7 and May 8, 2020, Make-Ups through June 5, 2020

PLAGIARISM & ACADEMIC DISHONESTY

A. Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

1. Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other pupils’ papers, and exchanging information with other pupils orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities.

2. Plagiarism is not permitted in term papers, themes, essays, reports, images; take home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on line services, computer programs, etc. of another person, or in any way presenting the work of another person as one’s own.

3. Falsifications, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader’s markings, and other acts that allow for falsely taking credit.

B. A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for all of the work that is plagiarized. (Policy # 5500 and Policy # 5701)

SPECIAL PROGRAMS

Reading Clinic

The Reading Clinic at Shrewsbury Borough School provides small group strategy-based instruction in the general education setting. Students supported by the Reading Clinic receive specific reading instruction based on initial data collected for the purposes of identifying areas of need and establishing a baseline. Student objectives and lessons are developed to meet the needs of the individual students. Student progress is continuously monitored and communicated through conferences.

Support from the Reading Clinic is determined based on state and district standardized test results when available, Fountas & Pinnell Reading Benchmark Assessment levels, previous support in reading, and teacher recommendations. The Reading Clinic uses the Fountas & Pinnell Leveled Literacy Intervention Program, Fundations, Wilson Reading Program and I-Ready.

RESPONSE to INTERVENTION (RTI)

The Shrewsbury Borough School utilizes a research-based, intensive process known as Response to Intervention to further assist students when they are encountering difficulty in the classroom. Response to Intervention (RTI) is the process of providing high quality, high impact instructional and curricular interventions that are specific and measurable for a student in an effort to address current needs as determined by parents, teachers, and other instructional staff. The three-tier framework incorporates increasing intensities
of instruction that are provided to students in direct proportion to their individual needs. Embedded in each tier is a set of unique support structures that help teachers implement research-based curriculum and instructional practices at levels of fidelity that are design to improve student achievement. Ongoing assessment of students’ proficiency on critical academic and/or behavioral skills is an essential aspect of the framework. Progress monitoring data are used to inform instruction at each tier and also to identify the appropriate level of service for each student. In this way, the student’s response to researched-based interventions is used as basic data on which decisions are made.

**ENRICHMENT**

The Shrewsbury Borough School provides several programs to enrich our students:

**SAIL – STUDENTS APPLYING IMAGINATION TO LEARNING** – a school wide enrichment model, involves the participation of all students. Based on special interest activities on all grade levels, classes work on 4 designated days to complete enrichment projects. The culminating event is the SAIL Fair. This year, the Fair will be held in February.

**MAST – MASTERING ACADEMICS THROUGH SMART THINKING** – involves enrichment for students who qualify based on district-formulated criteria. MAST incorporates differentiated instruction, and/or enrichment that is integrated selectively into the regular curriculum areas.

**GUIDANCE PROGRAM**

Our vision for guidance and counseling is for every school district in the United States to have a fully implemented comprehensive guidance and counseling program, serving all students and their parents and staffed by active, involved school counselors working closely with parents, teachers, administrators and community members. When guidance and counseling is organized and implemented as a program, it places school counselors conceptually and structurally in the center of education, making it possible for them to contribute directly and substantially to their local school districts’ educational goals. As a result, guidance and counseling becomes an integral and transformative program in the district, not a marginal and supplemental activity.

School counseling promotes and enhances the learning process. The goal of the program is to enable all students to achieve success in school and develop into contributing members of our society. A school counseling program based on national standards provides all the necessary elements for students to achieve success in school. This programmatic approach helps school counselors to continuously assess their students’ needs, analyze school data, and identify barriers and obstacles that may be hindering student success, and advocate programmatic efforts to eliminate these barriers. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development. Any questions regarding Guidance, please contact Miss Shaheen at ext. 309.

**HEALTH EDUCATION**

Health is taught in grades K-8 in order to: motivate young people to build healthy life-styles for today and the future; teach pupils crucial life skills such as decision-making, goal setting, coping and resisting peer pressure; encourage pupils to think for themselves and to develop responsibility for their actions; reinforce the importance of health knowledge, attitudes, and positive behavior; and cultivate a respect for all life.

The health curriculum includes instruction in Nutrition and Fitness Health Education, Sexual and Reproductive Health and Wellness, and family life skills.

**MUSIC PROGRAM**

Grades K-3
An introduction to musical elements and the development of an appreciation for the arts through the usage of voice, rhythm instruments, recorders, dancing, listening, and musical games as a vehicle to gain an appreciation of music.

Grade 4
An introductory course designed to learn how to play traditional wind and brass instruments. Instruments offered are the flute, clarinet, alto saxophone, tenor saxophone, trumpet, and trombone.

Grades 5-8
A general music course that is centered around American music history
(spanning from folk and blues music all the way through to rap and popular music) and learning how to play the keyboard and guitar.

**Concert Band**  
A performance group comprised of 5th – 8th grade students who have the interest and dedication to continue to study, play, and perform on a traditional band instrument.

**Chorus**  
A specialist vocal group comprised primarily of 5th – 8th grade students who have expressed an interest and dedication to perform as a member of a school chorus.

**String Program**  
A string instrument program will be offered again during the 2017-2018 school year. Weekly lessons will be provided to interested students on a pay per lesson basis.

**SPECIAL SERVICES**  
**CHILD STUDY TEAM**

The Shrewsbury Child Study Team consists of a Supervisor, Learning Disabilities Teacher-Consultant, School Psychologist, School Social Worker, and Speech/Language Specialist. The primary responsibility of the team is to identify, diagnostically evaluate, and provide individualized educational programming for pupils in grades Preschool (ages 3-5) through grade 8 with a variety of learning disabilities. Inquiries regarding Child Study Team services are welcome throughout the year.

**SPECIAL EDUCATION**

Individualized Education Programs are offered to classified pupils whose needs require a special program to access curriculum in any content area. This instruction may take place in a general education classroom, resource center, self-contained classrooms and/or combination of settings. Classified pupils may also be eligible for a variety of related services such as counseling, speech/language therapy and/or occupational therapy. Please contact Marya Baeta, Child Study Team Secretary at extension 115 with any questions.

**OPEN HOUSE**

Back to School Night will be held Wednesday, September 11th in the evening. Parents are invited to visit the school, meet the faculty and staff, and visit the classrooms.

**BEFORE - AFTER SCHOOL PROGRAM**

The Before/After-School Program is provided by The Community YMCA. For additional information, please visit our school website.

**LOST AND FOUND**

Pupils and parents may inquire about lost and found articles in the main office. The “Lost and Found” is located in the vestibule in the bins by the front door. Unclaimed items will periodically be disposed of or donated.

**FIELD TRIPS**

Field trips are scheduled by teachers to provide visits to places of interest or performances of various kinds as a means of enriching and expanding the school curriculum. While away from school on such trips, pupils are expected to observe the highest standards of conduct and to dress appropriately.

Pupils may be excluded from such trips if general school behavior throughout the year is poor. Parents will be informed before the trip if a student’s conduct or behavior is of concern and if the student is to be excluded.

**PERMISSION SLIPS**

Parental permission slips are required for various activities during the year, including field trips, school dances, basketball teams, cheerleading squad, physical examinations, etc. A pupil will not be allowed to participate in these activities without a completed permission slip. If your child loses the slip, additional copies are available from the teacher, or a handwritten note may be substituted before the activity.

Please note: Any student issued detention cannot participate in any school activities whether it be athletic and/or extracurricular on the day detention is issued and served.

**NOTICES**

Please utilize the school website for constant updates concerning school events and news.
Please be reminded by July 1st the Parent Portal closes each year for summer maintenance. It is extremely important you PRINT a copy of your child’s report card for your records and for summer sports prior to June 19th.

PUPIL PROGRESS

The education of our pupils is best achieved through a partnership of staff and parents. Parents/guardians are regularly notified of pupil progress toward achievement of individual and district goals and objectives.

REPORT CARDS

Kindergarten report cards reflect the following grades: “4” – Demonstrating – The student demonstrates a complete and accurate understanding of this skill or concept with little or no teacher support, “3” – Progressing – The student is developing an understanding of this skill or concept with some teacher support, “2” – Emerging – The student is beginning to develop an awareness of this skill or concept with frequent teacher support, “1” – Not yet Demonstrating – At this time, the student is not demonstrating an understanding of this skill or concept. This may be an area of concern. N/A – Not assessed during this marking period.

Grades 1 through 2 have the following performance indicators for subject areas: “4” – Exemplary – Performance exceeds grade level benchmark without prompting from the teacher, “3” – Accomplished – Performance meets grade level benchmark with some prompting from the teacher, “2” – Developing – Performance indicates progress towards grade level benchmark with prompting from the teacher “1” – Area of Concern – Performance indicates insufficient progress towards grade level benchmark. N/A – Not assessed during this marking period.


Middle School Students (grades 5-8) have the following grading explanation:

- 93-100% - Excellent
- 85-92% - Good
- 77-84% - Fair
- 70-76% - Poor, but passing
- Below 70% - Failing
- I - Incomplete

REPORT CARDS - November 14, January 31, April 7, June 19

HONOR ROLL AND HIGH HONOR ROLL

HONOR ROLL – For students in grades 6 to 8 to achieve “Honor Roll” they must:
- Earn a 90% or higher in each major academic subject for that grade level, including Language Arts Literacy, Math, Science, Social Studies and Spanish;
- Earn a “3 or 4” representing “Student consistently meets district and State Core Curriculum Standards” for each of the special areas including Art, Music, Physical Education, Health, and Technology;
- And earn commendable conduct/effort marks.

HIGH HONOR ROLL – For students in grades 6 to 8 to achieve “High Honor Roll” they must:
- Earn a 95% or higher in each major academic subject for that grade level, including Language Arts Literacy, Math, Science, Social Studies and Spanish;
- Earn a “3 or 4” representing “Student exceeds district and State Core Curriculum Standards” for each of the special areas including Art, Music, Physical Education, Health, and Technology;
- And earn commendable conduct/effort marks for all subject areas or for all subject area indicators.

Students who achieve Honors or High Honors will be recognized quarterly on the bulletin board near the main entrance of the building (outside the main office). Students who achieve Honors or High Honors for four (4) consecutive marking periods will be recognized at the Awards Assembly in June.

WARNING NOTICES

Warning Notices will be available through the Parent Portal for pupils who are under the 75th percentile in any subject area. The notice indicates the weak area(s) and allows opportunity for improvement. Students who receive two or more warning notices per semester meet with the school counselor to set academic goals. The primary purpose of Warning Notices is to inform parents that their child is encountering academic difficulties. Parents are HIGHLY
encouraged to schedule a conference with their child’s teacher in the content area.

**WARNING NOTICES – October 8, December 19, March 6, May 15**

**PARENT/TEACHER CONFERENCES**

Formal Parent/Teacher Conferences for grades K-8 are scheduled twice during the year to discuss pupil progress.

**CONFERENCES – November 12 & 14 - 6:30 – 8:30 PM**
13 &15 – 1:30 – 3:00 PM
February 19 & 21 – 1:30 – 3:00 PM
20 – 6:30 – 8:30 PM

Conference dates are presented at this time so that parents may plan their time in advance. It is important to the children that parents attend these conferences.

Special conferences, other than those regularly scheduled, are encouraged and may be arranged at any time through the teacher.

**COMMUNICATIONS**

Teachers will use e-mail, provide information on teacher Web Sites, or contact parents by telephone when problems arise. In this way, extra help can be provided immediately to pupils.

**PROMOTION AND/OR RETENTION OF PUPILS**

Children shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The legal age for Kindergarten is age 5; first grade is age 6. The educational program shall provide for the continuous progress of children from grade to grade. A small number of children, however, may benefit from staying another year in the same grade. Such retention may be considered in grades Kindergarten through eight in the event of any of the following:

- A pupil fails two or more major subjects or is working more than one year below grade level;
- A pupil is achieving significantly below activity and district standards set for the grade level based on objective tests and teaching staff decisions.
- Retention would have a reasonable chance of benefiting the pupil; and/or
- A pupil has not been present for a sufficient proportion of the total instructional time as outlined in the regulations for Policy #5113 – Absences and Excuses.

Whenever retention is being considered, the teacher(s) shall confer with the Superintendent and the appropriate personnel member(s), in consultation with the Child Study Team. This conference should be not later than the end of the first marking period, or as soon as possible. The parents/guardians shall thereafter be invited to a meeting with the teacher(s), Superintendent and other appropriate staff as soon as possible. This meeting shall include an explanation to the parents/guardians of their child’s current academic standing in relationship to the group and his/her own individual ability. Another meeting of the parents/guardians, teacher(s), Superintendent and other appropriate staff will be held to review the pupil’s progress as early in the fourth marking period as practical. The final decision shall be made by the Superintendent regarding retention of pupil. Only in unusual circumstances should a child be retained more than once.

**PUPIL RECORDS**

As a parent/guardian of a pupil enrolled in a public school, you have the right to view, to make notes and/or to have a reproduction of any of your child’s records.

**Notification of Rights Under FERPA for Elementary and Secondary Institutions**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the School Principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Shrewsbury Borough School to amend a record that they believe is inaccurate or misleading. They should write the School Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that
FERPA authorizes disclosure with consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the US Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The office that administers FERPA is:

(5) U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605

Directory Information Public Notice

Certain information about district students is considered “directory information”. Directory information includes: student’s name, address, telephone number, e-mail address, enrollment status, grade level, date and place of birth, photograph, dates of attendance, participation in officially recognized activities and sports, weight and height, awards received in school, and most recent school attended.

Directory information will be released to anyone (i.e., companies, organizations, military recruiters) who follows procedures for requesting it, unless the parent objects to the release of directory information about the child. This objection must be made, in writing, to the principal within ten school days after the start of school each year.

STUDENT INSURANCE

Individual accident insurance is available for the pupils. Information regarding policies is distributed to the children during the first week of school in September.

SCHOOL PHOTOGRAPHS

School photographs are taken yearly. The date for this year’s school photographs will be September 24; retakes are scheduled for October 28th. An information brochure will be sent home prior to the dates with instruction.

***The Permission Slip for school photos has been removed from the Student Parent Handbook and is now an online form located in the Parent Portal under the forms tab.***

You will now have to acknowledge your receipt, understanding, and consent of this same information in the Genesis Parent Portal before you will be able to view teacher assignments, student schedules, and other account information.

Please note this is a mandatory form and if it is not completed, parents will not be able to proceed in the portal to access your child’s records.

***Please see the new information below received from the NJ DOE that will also be required to complete online located in the Parent Portal under the forms tab.***

Please note this is a mandatory form and if it is not completed, parents will not be able to proceed in the portal to access your child’s records.

NEW JERSEY DEPARTMENT OF EDUCATION

STUDENT PHOTO RELEASE FORM

I, (please print full name neatly) __________________________________________ 

________________________, having previously given permission to my local school district to publish photos/images of my child (please print full name of child) ___ on the district/school web site, additionally give permission for the New Jersey Department of Education (DOE) to display photos/images/videos of this child on the DOE Web site www.state.nj.us/education and on social media (including, but not limited to, Facebook, Twitter, and Instagram).

In granting this permission, I understand that the DOE may use photos/images/videos of my child for purposes such as celebrating achievements and publicizing education events, as deemed appropriate by the Public Information Office, and that such use may include display in the DOE Photo Gallery and on social media. I further understand that, although school districts and/or schools associated with photos/images/videos will be identified, and that adults appearing in photos/images/videos may be named, my child’s name or other personally identifiable information will not be used with any photo/image/video.

I am signing this release form with the knowledge that any photos/images/videos posted on the DOE Web site or on social media can be downloaded and reprinted by various news organizations, including print, electronic and broadcast media, and I, therefore, release the DOE from any
liability arising from use of my child’s photos/images/videos in DOE Web or social media postings. Additionally, as previously advised by the local school district, I understand that there are potential dangers associated with the posting of personally identifiable information on a Web site or on social media, since global access to the Internet does not allow for control of who may access such information.

I further understand that if I wish to rescind this agreement, I may do so at any time by sending a letter to the principal of my child’s school, who will immediately notify the DOE by fax or e-mail. The requested rescission will take effect upon DOE’s receipt of the principal’s notification.

Parent or Guardian Signature ___________________________ Date ____________

School Principal Signature ___________________________ Date ____________

SHREWSBURY PARENT TEACHER ASSOCIATION

The Shrewsbury Parent Teacher Association is an organized support group for the pupils, faculty and administration of the school. Our first SPTA meeting will be Wednesday, October 2nd and then to follow every 1st Wednesday of the month at 7:30 p.m. in the Library! In an effort to “go green”, minutes from SPTA meetings will be available on their website, www.SPTA.org.

The Parent Teacher Association provides hospitality for school events, special programs, assembly programs, support for field trips as well as many other activities and services. Parental participation in every facet of your child’s education is invited and encouraged.

SPTA POSITIONS FOR THE 2019-2020 SCHOOL YEAR

SPTA Executive Board:
President: Heather Freeman
Vice President: Gerilynn Fox-Feliciano
Treasurer: Michele Avella
Recording Secretary: Christa Lonergan-Reddick
Newsflash Secretary: Dan Scaggs
Social Media and Communications Co Chairs: Amanda and David Ngo

FOUNDATION FOR SHREWSBURY EDUCATION

The Foundation for Shrewsbury Education is a non-profit organization composed of parents dedicated to raising funds to enrich the educational experiences of the students at SBS via advanced technology and after school programs. The funds raised by The Foundation support SBS students in all grades. Over $275,000 has been dedicated to upgrade technology in classrooms as well as in the creation of a Maker Space (STEM lab) and Design Lab. In addition, The Foundation is responsible for the Teacher Grant Program and student scholarships to The STARS Challenge at Monmouth University and many other technology based programs for all grades.


BICYCLES

According to state law, all pupils who ride their bicycles to school are required to wear a helmet, regardless of age. Racks are provided for use by those children whose parents feel it is necessary and safe for them to ride bicycles to school. Parents are urged to provide locks. Due to the heavy concentration of both bicycle and automobile traffic, especially early in the morning, Kindergarten and first graders are not permitted to bring their bicycles. Bicycles must be walked when students are on school property (and when crossing Route 35) to the respective bike racks. All other general rules of bicycle safety are encouraged.

Skateboards and scooters are strictly prohibited.

GUIDELINES FOR BIKE RIDERS

All bike riders going to or from school will be subject to the following rules:

1. Bicycle helmets must be worn by all riders;
2. One rider to a bike – no double riders;
3. Sidewalks are to be used whenever possible;
4. If riding in the road, stay close to the curb;
5. Pupils who cross Route 35 at White Street or Obre Place must walk their bike to and from that point and the bike rack;
6. Pupils coming from Sycamore Avenue, but not having to cross Rt. 35, will walk their bikes up and down the ramp way;
7. Pupils coming from the north or south side of Sycamore Avenue to Rt. 35 should cross at Sycamore Avenue and Rt. 35 and utilize the westerly side of Rt. 35 in approaching the school;
8. Pupils using the Obre Place bike rack, coming from Rt. 35, must walk their bikes from the point of crossing;
9. No one shall ride another pupil's bike without permission, and
10. Failure to comply with these rules will result in the suspension of bike riding privileges.

COMMUNICATION DEVICES AND CELLULAR TELEPHONES

Pupils are not permitted to bring or possess a remotely activated paging device or a cellular telephone on any school district property at any time regardless of whether school is in session or other persons are present. Pupils are not permitted to use cellular telephones and/or electronic devices while school is in session. Cellular telephones and/or electronic devices must be turned off while the pupil is in the school building and may only be turned on after school has concluded for the day and outside the school building. Pupils must keep cell phones and/or electronic devices in their lockers during the school day. Cellular telephones and/or electronic devices that are turned on in violation of this policy will be confiscated and the stored information may be removed by the Building Principal. The pupil will be subject to appropriate disciplinary action. Policy # 5516

Pupils are permitted to use office phones to call home for emergencies only.

LOCKER RULES

1. Pupils in grades 4, 5, 6, 7, and 8 will be assigned a locker. Combination locks will not be provided. No other person should be allowed to go into your locker under any circumstances with or without your approval. Locks and/or alarm devices are not allowed.
2. Lockers will be checked by the Superintendent, his/her designee or the homeroom teacher. No items may be posted in or on a pupil's locker. Personal items of monetary or sentimental value should not be kept in pupil's locker. Violation of this rule, or permitting another pupil's use of an assigned locker, could result in loss of locker privilege.
3. Lockers are to be neat and clean at all times. Lockers are school property; therefore, they can and will be searched.

4. Pupils in grades 6, 7, and 8 are permitted to their lockers before homeroom period in the morning, at the conclusion of third period, prior to lunch to exchange books for the afternoon session and immediately after school dismissal. No one is permitted to go to a locker at any other time during the day unless they are leaving school early or have written permission from a staff member.

TRANSFER INFORMATION

Complete information on any pupil leaving our school, including grades, health records, achievement test scores, etc., will be sent to the new school upon proper request. In order to facilitate a smooth transition, parents should notify Mrs. Galante, the School Secretary in the main office, in writing, of the student transfer. Upon registration in the new school, notification and a request for records release must be completed, signed by the parent/guardian and sent to Shrewsbury School. This will be processed within ten (10) business days.

OF INTEREST TO PUPILS

SCHOOL CROSSINGS

School crossing guards are on duty at Obre Place and Rt. 35 and at Sycamore Avenue and Rt. 35 from 7:45 AM until 8:35 AM. There is a crossing guard on duty from 2:50 PM until 4:45 PM at the Obre Place crossing, but the Sycamore Avenue crossing is from 2:50 PM until 3:45 PM. In addition to these crossings, a crossing guard is on duty at the intersection of Obre Place and Samara Drive and Sycamore/Silverbrook during the same period as the Sycamore Avenue schedule.

The school also has an active safety patrol which is on duty during the arrival/dismissal times of pupils.

EVENING DANCE RULES

Occasionally during the school year dances will be held for the 5th, 6th, 7th, and 8th grade pupils. The following guidelines are required for those occasions:

1. Tickets are sold Wednesday, Thursday, and Friday afternoons prior to the dance. Absolutely no tickets will be sold at the door.
2. Dance will terminate no later than 9:00 PM. Pupils are requested to make advance arrangements to have transportation available promptly after the conclusion of the dance. Students are not allowed to walk home, even with parental permission. Additionally, students will not be admitted without a signed permission slip.
3. Once pupils enter the dance they are not allowed to leave and re-enter again.
4. Since dances are social occasions, appropriate clothing should be worn. Dress rules for a specific dance, whether costume, informal or dress-up, will be cleared with the administration approved.

5. Any disruptive attendees of any dance will be asked to leave the dance immediately and call home for a ride.

Please note: Any student issued detention cannot participate in any school activities whether it be athletic and/or extracurricular on the day detention is issued and served.

SCHOOL PARTIES AND GIFT GIVING

Class parties must be held outside of school hours except on the following occasions: Halloween, Christmas and Valentine’s Day. A class party in honor of an individual or child or teacher, whether it is celebration of a birthday or other occasion, is not permitted at the school during school hours.

Class collections to buy presents for individual teachers or children are strictly permitted. Individual presents from pupil to pupil are permitted. The faculty has adopted a policy that requests children to refrain from giving gifts to them on an occasion.

Please find below some options for items that are considered safe for "snack sales" and for parties and special snacks, and some additional recommendations:

SAFE Baked Goods:
- Cherrybrook Kitchens
- Divvies
- Hostess Cupcakes
- Rice Krispie Treats
- Dunkin Donuts----most, please inquire
- Pillsbury Cake Mix---Funfetti, Dark Chocolate, Devil’s Food, White, Yellow
- Pillsbury Frosting---Confetti Funfetti, Chocolate Fudge, Pink Vanilla Funfetti

SAFE Snacks:
- Pretzels
- Goldfish
- Popcorn

Baked goods from home should come with the ingredients listed & attached.
This list applies only to students with Peanut/Tree Nut allergies.
This list DOES NOT apply to students with other food allergies, ie: egg/milk/wheat/soy/artificial

Please see the below letter regarding student allergies from Mr. MacConnell:

October 25, 2018
Dear Parent and Guardians:

I write to inform you of some changes that we have made and will be making regarding candy, snacks, and food during the school day. In an effort to create a healthier and more inclusive environment for all of our students, I am asking for your support and cooperation as members of our parent community. At Shrewsbury Borough School we respect the uniqueness of our students and are always prepared to meet their needs during their time here at SBS. One of our core responsibilities is ensuring the health and safety of all of our students during the school day. How we approach our students with allergies and food sensitivities is of utmost importance to all of us as a community of educators and learners. I feel the strongest obligation to ensure that our students are safe, but I also feel that we should be highly attuned to the subtleties around candy, snacks, and food that may not promote an inclusive culture and climate.

Rest assured, your children will still be allowed to bring in food that you give them to eat. However, I have asked our faculty and staff to end the practice of giving candy, treats, and snacks to your children during the school day completely. I have also asked that they consider ways to eliminate using food in their instructional practices and changing the practice of developing food-centric curricula and events. First, while treats are fun, we should not rely on rewards or incentives to promote good educational and behavioral practices. Second, some snacks are dangerous to some children and this can be a barrier to inclusion for some of our students. While you may be unaware on a particular day that your child received candy or treats during the school day, other parents and students are acutely aware when they are unable to enjoy this kind of treat. I don't believe that any student should ever feel less a part of their class or isolated by something as simple as a treat.

As parents who may wish to send a special treat in for class parties and celebrations, I am asking for your cooperation and assistance in keeping all of our student’s safe during such activities. Annually, we provide information to parents about students who have allergies and food sensitivities for the purposes of planning parties and events. If you should ever have a question about allergies or food sensitivities, please contact your homeroom teacher or the school nurse for more information.
Food allergies are a growing food safety and public health concern that affect an estimated 4%–6% of children in the United States. Protecting a student from exposure to offending allergens is the most important way to prevent life-threatening anaphylaxis. Anaphylaxis can affect almost any part of the body and can cause various symptoms. The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. Treatment of anaphylaxis, which involves Epinephrine and antihistamines, is centered on treating the rapidly progressing effects of the histamine release in the body with epinephrine. The allergen should also be removed immediately. The prevalence of food allergies among children has increased and allergic reactions to foods have become the most common cause of anaphylaxis in community health settings. Studies show that 16%–18% of children with food allergies have had a reaction from accidentally eating food allergens while at school.

After a great deal of feedback and consideration regarding our current practice and promotion of bake sales as a fundraising mechanism, I have also decided to make some necessary changes to the way that we approach them. Moving forward, I will approve "snack sales" that offer a broader range of options for all of our students. Groups seeking approval must include snacks that every student in our school could enjoy, and more importantly, that makes every student here feel included and valued as a member of our school community. I also feel that one “snack sale” per month is reasonable and still affords all of our students the special opportunity associated with our current bake sales. Groups seeking to hold a "snack sale" will have to clearly label items for sale and be able to provide the important ingredient and manufacturing information that students with allergies and sensitivities will need to make healthy and safe choices when purchasing snacks. We will also assist groups with developing a two table system to eliminate any risk of cross-contamination.

We have compiled the following list of safe snacks that each parent can purchase in order for all students to enjoy while keeping our students safe during parties and events. Please pick an item from the list below and take note of our students who live with food allergies and sensitivities. Please find below some options for items that are considered safe for "snack sales" and for parties and special snacks, and some additional recommendations:

Enjoy life Halloween chocolate minis
Wise potato chips: Original, Honey bbq, Onion & Garlic, Salt & Vinegar, Sour Cream & Onion
Pringles- Original, Bbq
Skinny Pop Popcorn
Pirates Booty
Goldfish
Chips Ahoy –choc. chip, chunky, chewy, white fudge, minis
Oreo’s
Surf sweet fruity bears, hearts, worms, and jelly beans
Tootsie Rolls/pops
Starburst
Skittles
Jelly Belly Candy Canes

Baked goods from home should come with the ingredients listed & attached.
This list applies only to students with Peanut/Tree Nut allergies.
This list DOES NOT apply to students with other food allergies, ie: egg/milk/wheat/soy/artificial coloring/seeds/legumes/chickpeas/legumes/shellfish/fresh fruits/and other dairy.

Please contact me directly at any time should you have a question or concern about these changes as they relate to the health and safety of our all of our students here at SBS. I’m confident that as caring parents and members of our SBS community you will join me in these minimal changes to ensure the health, safety and welfare of our children.

Sincerely,

Brent A. MacConnell
Superintendent

PHYSICAL EDUCATION DRESS REQUIREMENT

All pupils in grades four through eight must make a change of clothing for physical education. Shorts, shirt and sneakers are required for participation in physical education. Pupils in grades K-3 do not change clothes for physical education, but must wear sneakers.

Go Tigers!!

What to do if ………

You have a question or a problem: Discuss it with your child’s teacher first. If the problem is still unresolved, speak to the administration (732-747-0882, ext. 103 – Mrs. DiStefano)
You need to contact your child in an emergency situation: Call the office (732-747-0882, ext 104 – Mrs. Galante or ext. 103 – Mrs. DiStefano)

If you are not pleased with your child’s photograph: A retake date will be announced. On retake day your child is to bring the original picture package, excluding the class picture, and hand it in to the photographer. The directions from the photographer specifying reasons for retakes will be listed.

If Your child left his/her lunch money at home: The child should inform the classroom teacher so that a lunch credit may be given. Lost lunch tickets may be replaced through the lunchroom aide in charge

If Your child becomes ill in school: Be sure you have listed an emergency number with the school. The nurse will call you or the person you have listed in case the child has to be sent home.

PLEASE BE ADVISED OF THE FOLLOWING ATTACHMENTS:

Policy #2260 - Affirmative Action Program for School and Classroom Practices
Policy #2330 - Homework
Policy #2412 - Home Instruction Due to Health Condition
Policy #2431 - Athletic Competition
Policy #2460 - Special Education
Regulation #2460.01 - Special Education – Location, Identification & Referral
Regulation #2460.08 - Special Education – Free & Appropriate Public Education
Policy #5200 - Attendance
Policy #5240 - Tardiness
Policy #5511 - Dress and Grooming
Policy #5500 - Expectations for Pupil Conduct
Policy #5512.01 - Harassment, Intimidation, and Bullying
Policy #5512.02 - Cyber-Bullying
Policy # 5516 - Remotely Activating Communication Devices – Pagers and Cellular Telephones
Policy # 5701 - Plagiarism
Policy #5751 - Sexual Harassment
Policy# 5770 - Pupil Right of Privacy
Policy #7440 - Security of School Premises
Policy# 7441 - Electronic Surveillance in School Buildings and on School Grounds
Policy #8601 – Pupil Supervision After School Dismissal

NOTES/REMINDERS –

Parent/Student Acknowledgment:

***The Permission Slip has been removed from the Student Parent Handbook and is now an online form located in the Parent Portal under the forms tab.

You will now have to acknowledge your receipt, understanding, and consent of this same information in the Genesis Parent Portal before you will be able to view teacher assignments, student schedules, and other account information.

Please note this is a mandatory form and if it is not completed, parents will not be able to proceed in the portal to access your child’s records.

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

2260 AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES (M)

The Board of Education shall provide equal and bias-free access for all students to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, by:

1. Ensuring equal and barrier-free access to all school and classroom facilities;
2. Attaining minority representation within each school, which approximates the district's overall minority representation. Exact apportionment is not required, however, the ultimate goal is a reasonable plan achieving the greatest degree of racial balance, which is feasible and consistent with sound educational values and procedures;
3. Utilizing a State-approved English language proficiency measure on an annual basis for determining the special needs
of English language learners and their progress in learning English pursuant to N.J.A.C. 6A:15-1.3(b);

4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;

5. Ensuring that support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all students; and

6. Ensuring that a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies that such exclusion is necessary. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.

The Board of Education shall ensure that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, by:

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;

2. Ensuring courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;

3. Reducing or preventing the underrepresentation of minority, female, and male students in all classes and programs including gifted and talented, accelerated, and advanced classes;

4. Ensuring that schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and that students understand the basic tenet of multiculturalism;

5. Ensuring that African American history, as well as the history of other cultures, is infused into the curriculum and taught as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the New Jersey Core Curriculum Content Standards; and

6. Ensuring that instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28.

The Board of Education shall ensure all students have access to adequate and appropriate counseling services. When informing students about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.

The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not
discriminate on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for students of each gender shall be comparable;

2. A school within the school district may choose to operate separate teams for both genders in one or more sports or single teams open competitively to members of both genders, so long as the athletic program as a whole provides equal opportunities for students of both genders to participate in sports at comparable levels of difficulty and competency; and

3. The activities comprising such athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

N.J.S.A. 18A:36-20
N.J.A.C. 6A:7-1.7
Adopted: September 2012
Revised: 20 September 2016

POLICY
SHREWSBURY BOROUGH
BOARD OF EDUCATION
2412 HOME INSTRUCTION DUE TO HEALTH CONDITION (M)
The Board of Education shall provide instructional services to an enrolled student, whether a general education student in Kindergarten through grade twelve or special education student age three to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general or special education.

A parent's request for home instruction shall include a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year. The written determination from the student's physician shall be...
forwarded to the school physician, who shall either verify the need for home instruction or provide reasons for denial. The parent shall be notified concerning the school physician’s verification or reasons for denial within five school days after receipt of the written determination by the student’s physician.

The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another district Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. The school district shall provide instructional services within five school days after receipt of the school physician’s verification or, if verification is made prior to the student’s confinement, during the first week of the student’s confinement to the home or out-of-school setting.

The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c). The school district shall establish a written plan for delivery of instruction and maintain a record of delivery of instructional services and student progress. The teacher providing instruction shall be a certified teacher. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student’s academic progress and dependent upon the student’s ability to participate.

For a student with disabilities, the home instruction shall be consistent with the student’s Individualized Education Plan (IEP) to the extent appropriate, and shall meet the Core Curriculum Content Standards. When the provision for home instruction for a student with disabilities will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student’s IEP.

For a student without disability, the home instruction shall meet the Core Curriculum Content Standards, and the requirements of the Board for promotion to the next grade level. When the provision for home instruction for a student without disability will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation, pursuant to N.J.A.C. 6A:14.

The Board reserves the right to withhold home instruction when the reason for the student’s confinement is such as to expose a teacher to a health hazard or dangerous home situation; when a parent or other adult twenty-one years of age or older, who has been designated by the parent, is not present during the hours of instruction; or when the condition of the student is such as to preclude benefit from such instruction.

Students on home instruction will be accounted for on the attendance register as required by the Department of Education. The name of a student on home instruction will not be released at a public Board meeting or placed in a public record.

N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1

Adopted: May 2009
Revised: 21 October 2014

POLICY

SHREWSBURY BOROUGH
BOARD OF EDUCATION

2431 ATHLETIC COMPETITION (M)

M

The Board of Education recognizes the value of athletic competition as an integral part of the total school experience. Game activities and practice sessions provide opportunities to learn the values of competition and good sportsmanship.

For the purpose of this Policy, programs of athletic competition include all activities relating to competitive sports contests, games, events, or sports exhibitions involving individual students or teams of students when such events occur within or between schools within this district or with any schools outside this district. The programs of athletic competition shall include, but are not limited to, high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.

Eligibility Standards

A student who wishes to participate in a program of athletic competition must submit, on a form provided by the district, the signed consent of his/her parent. The consent of the parent of a student who wishes to participate in a program of athletic competition will include an acknowledgment of the physical hazards that may be encountered in the activity.

Student participation in a program of athletic competition shall be governed by the following eligibility standards:

1. A student in grades 5 through 8 is eligible for participation in school district sponsored programs of athletic competition if
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he/she passed all courses required for promotion or graduation in the preceding marking period.

2. A student in grades 5 through 8 is eligible for participation in school district sponsored programs of athletic competition if he/she:

1. Obeys all coaches, advisors, or faculty/staff members and others in charge.
2. Follows all rules for the sport or activity
3. Has earned at least an average of 75% in all subjects on his/her most recent report card.
4. Demonstrates appropriate behavior by earning at least a three (3) in effort and conduct on his/her most recent report card.
5. Has not received more than two (2) warning notices during the current marking period.
6. Has not accumulated more than two (2) detentions during the current marking period.

3. A student in any grade must maintain a satisfactory record of attendance to be eligible for participation in school district sponsored programs of athletic competition. An attendance record is unsatisfactory if the number of unexcused absences exceed five (5) school days in the marking period prior to the student commencing participation in school district sponsored programs of athletic competition.

A student who is absent with an excused absence or with an unexcused absence for a school day may not participate in school district sponsored programs of athletic competition the afternoon or evening of that school day.

A student who is serving an in-school or out-of-school suspension (in-school or out-of-school) suspension may not participate in school district sponsored programs of athletic competition while serving the suspension.

4. A student in any grade who fails to observe school rules for student conduct may forfeit his/her eligibility for participation in school district sponsored programs of athletic competition.

Notice of the school district’s eligibility requirements shall be available to students.

Required Examinations – Interscholastic or Intramural Team or Squad

Students enrolled in grades six to twelve must receive a medical examination, in accordance with the provisions of N.J.S.A. 18A:40-41.7, prior to participation on a school-sponsored interscholastic or intramural team or squad and any cheerleading program or activity.

The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season with examinations being conducted at the medical home of the student. The “medical home” is defined as a health care provider and that provider’s practice site chosen by the student’s parent for the provision of health care pursuant to N.J.A.C. 6A:16-1.3. If a student does not have a medical home, the school district shall provide the examination at the school physician’s office or other comparably equipped facility. The parent may choose either the school physician or their own private physician to provide this medical examination. The medical examination required prior to participation shall be in accordance with the requirements as outlined in N.J.A.C. 6A:16-2.2(h)1 and Regulation 2431.2 and shall be documented using the Preparticipation Physical Evaluation form required by the Department of Education.

The school district shall distribute the Commissioner of Education developed sudden cardiac arrest pamphlet to a student participating in or desiring to participate in an athletic activity, as defined in N.J.S.A. 18A:40-41.e., and the student’s parent(s) shall comply with the requirements of N.J.S.A. 18A:40-41.d.

The school district shall annually distribute the Commissioner of Education developed educational fact sheet relative to use and misuse of opioid drugs for sports related injuries to parents of students who participate in athletic activities and comply with the requirements of N.J.S.A. 18A:40-41.10.

Information concerning a student’s HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C et seq. The health findings of this medical examination shall be maintained as part of the student’s health record.

Emergency Procedures

Athletic coaches shall be trained in first aid to include sports-related concussion and head injuries, the use of a defibrillator, the identification of student-athletes who are injured or disabled in the course of any athletic program or activity, and any other first aid procedures or other health related trainings required by law or the Superintendent.

The Superintendent shall prepare and present to the Board for its approval procedures for the emergency treatment of injuries and disabilities that occur in the course of any athletic program or activity. Emergency procedures shall
be reviewed not less than once in each school year and shall be disseminated
to appropriate staff members.

Interscholastic Standards

The Board shall approve annually a program of interscholastic athletics and
shall require that all facilities utilized in that program, whether or not the
property of this Board, properly safeguard both players and spectators and are
kept free from hazardous conditions.

The Board adopts the Constitution, Bylaws, Rules, and Regulations of the New
Jersey State Interscholastic Athletic Association as Board policy and shall
review such rules on a regular basis to ascertain they continue to be in
conformity with the objectives of this Board.

N.J.S.A. 2C:21-11
N.J.A.C. 6A:7-1.7(d); 6A:16-1.34; 6A:16-2.1 et seq.

Adopted: May 2009
Revised: 13 June 2018

POLICY

SHREWSBURY BOROUGH
BOARD OF EDUCATION

2460 SPECIAL EDUCATION (M)

The Shrewsbury Borough School Board of Education assures compliance
with Part B of the Individuals with Disabilities Education Act (IDEA) and the
New Jersey Administrative Code 6A:14-1 et seq. Furthermore, the Board will
have programs and procedures in effect to ensure the following:

1. All pupils with disabilities, who are in need of special
education and related services, including pupils with
disabilities attending nonpublic schools, regardless of the
severity of their disabilities, are located, identified, and
evaluated according to N.J.A.C. 6A:14-3.3.

2. Homeless pupils are located, identified, and evaluated
according to N.J.A.C. 6A:14-3.3, and are provided special
education and related services in accordance with the IDEA,
including the appointment of a surrogate parent for
unaccompanied homeless youths as defined in 42 U.S.C.
§§11431 et seq.

3. Pupils with disabilities are evaluated according to N.J.A.C.
6A:14-2.5 and 3.4.

4. An Individualized Education Program (IEP) is developed,
reviewed and as appropriate, revised according to N.J.A.C.
6A:14-3.6 and 3.7.

5. To the maximum extent appropriate, pupils with disabilities are
educated in the least restrictive environment according to
N.J.A.C. 6A:14-4.2.

6. Pupils with disabilities are included in State-wide and district-
wide assessment programs with appropriate accommodations,
where necessary according to N.J.A.C. 6A:14-4.10. All pupils
with disabilities will participate in State-wide assessments or
the applicable Alternative Proficiency Assessment in grades
three, four, five, six, seven, eight, and eleven in accordance
with their assigned grade level.

7. Pupils with disabilities are afforded procedural safeguards
required by N.J.A.C. 6A:14-2.1 et seq., including appointment
of a surrogate parent, when appropriate.

8. A free appropriate public education is available to all pupils
with disabilities between the ages of three and twenty-one,
including pupils with disabilities who have been suspended or
expelled from school:

a. The obligation to make a free, appropriate public
education available to each eligible pupil begins no
later than the pupil’s third birthday and that an
individualized education program (IEP) is in effect for
the pupil by that date;

b. If a child’s third birthday occurs during the summer,
the child’s IEP Team shall determine the date when
services under the IEP will begin;

c. A free appropriate public education is available to any
pupil with a disability who is eligible for special
education and related services, even though the pupil
is advancing from grade to grade;

d. The services and placement needed by each pupil
with a disability to receive a free, appropriate public
education are based on the pupil’s unique needs and not on the pupil’s disability; and

e. The services and placement needed by each pupil with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the pupil’s home as possible and, when the IEP does not describe specific restrictions, the pupil is educated in the school he or she would attend if not a pupil with a disability.

9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

10. Full educational opportunity to all pupils with disabilities is provided.

11. The compilation, maintenance, access to, and confidentiality of pupil records are in accordance with N.J.A.C. 6A:32-7.

12. Provision is made for the participation of pupils with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

13. Pupils with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

14. All personnel serving pupils with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

15. The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified, and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its efforts to:

a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;

b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of pupils with disabilities that impedes the learning of pupils with disabilities and others;

c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;

d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and

e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.

16. Instructional material will be provided to blind or print-disabled pupils in a timely manner.

17. For pupils with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent(s) to apply for such services.

18. The school district will accept the use of electronic mail from the parent(s) to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. The parent(s) shall be informed by the Director of Special Services of the procedures to access the electronic mail system. The parent(s) may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.]

19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each pupil’s IEP.
The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.
20 USC §1400 et seq.
34 C.F.R. §300 et seq.

Adopted: 26 June 2012

POLICY

SHREWSBURY BOROUGH
BOARD OF EDUCATION

R 2460.1 SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL (M)

All pupils with disabilities, who are in need of special education and related services, including pupils with disabilities attending nonpublic schools, and highly mobile pupils such as migrant workers’ children and homeless pupils regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3

A. Procedures for Locating Pupils With Disabilities

1. The Director of Special Services will coordinate the child find activities to locate, identify and evaluate all children, ages three through twenty-one, who reside within the school district or attend nonpublic schools within the school district and who may be disabled.

2. By September 1st of each school year, the Director of Special Services or his/her designee will conduct child find activities including but not limited to:

   b. Distribution of flyers to the parents of all pupils enrolled in the school district.
   c. Mailing of child find material to nonpublic schools in the area.
   d. Mailing of child find material to local pediatricians, hospitals and clergy.
   e. The Superintendent or designee ensures that if any native language speakers for languages other than English are identified, public service communications will include but not be limited to native language announcements on local foreign language radio stations and/or cable television stations.
   f. Public service announcements in local newspapers.
   g. Distribution of child find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.
   h. Mailing information letters to local physicians, hospitals, nursery schools, non-public schools, health departments, community centers, rescue squads and churches.
   i. A guide to preschool services for potentially disabled children ages three to five is made available to families in the community.
   j. Posting of State developed child find materials in Special Services for potentially disabled pupils and/or early intervention program.
   k. Training of home school advocate/school community liaisons or others to assist in the identification of potentially disabled pupils.
   l. Listings of Early Intervention Program (EIP), local nursery schools and pediatricians are maintained. The district’s preschool coordinator (or other) maintains contact with EIP coordinator and nursery school director.
   m. Information is distributed through the Parent Advisory Committee.
   n. School handbooks distributed to parents contain information describing special education services.
o. Distribution of information to the school district's ESL/Bilingual teachers describing child find activities.

p. Pupils entering Kindergarten are screened annually to identify potentially disabled pupils.

q. Intervention and Referral Services Committees (I&RS) have been established in all school buildings.

3. No later than September 30th of each school year the Shrewsbury Borough School will contact by mail the Director of Special Services of the nonpublic school(s) to request input from nonpublic school parents and officials for suggestions on ways to conduct child find activities for pupils attending nonpublic schools.

The child find activities for nonpublic pupils shall be comparable to the child find activities for public school pupils.

The child find activities for nonpublic pupils shall be comparable to the child find activities for public school pupils.

B. Procedures for Intervention in the General Education Program

A staff member or agency shall provide in writing a request for intervention services for pupils ages 3 to 14, to the Building Principal or designee. The request shall contain the following:

1. Reason for request (including parental or adult pupil request);

2. Descriptive behavior of pupil performance; and

3. Indication of the prior interventions.

Teachers and other school professionals, as appropriate, will be in-serviced annually by the Building Principal or designee regarding the procedures for initiating and providing interventions in the general education program. The parent(s) will be informed of the procedures to initiate interventions in the general education program.

The Superintendent or designee will oversee the district's implementation and effectiveness of the procedures for interventions in the general education program.

An Intervention and Referral Services Committee (I&RS) will be in place in each school building pursuant to N.J.A.C. 6A:16-8.1.

The Building Principal or designee will be responsible for the following:

1. The implementation and effectiveness of building level I&RS Committee;

2. Will identify the roles and responsibilities of building staff who participate in planning and providing intervention services; and

3. Review, assess and document the effectiveness of the services provided in achieving the outcome identified in the intervention plan.

*Sample forms are located in the Resource Manual for Intervention and Referral Services published by the NJDOE.

4. The I&RS Committee shall:

a. Plan and provide appropriate intervention services;

b. Actively involve the parent(s) in the development and implementation of intervention plans;

c. Develop an action plan for an identified pupil which specifies specific tasks, resources, persons responsible, completion dates, date for review;

d. Coordinate the services of community based social and health provider agencies;

e. Process and complete the documentation forms;

f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan;

g. Ensure the type, frequency, duration, and effectiveness of the interventions are documented.

5. The Building Principal will insure that:

a. I&RS Committee receive in-service training by the Building Principal or designee by September 30th each school year;

b. Staff handbooks are updated by September 30th and include information regarding intervention procedures;
c. New instructional staff attend the district’s orientation program commencing in the month of September which includes information on I&RS Committee;

d. School calendars are distributed in the month of September and provide information on intervention services; and

e. Parent/pupil handbooks distributed in the month of September and include information on intervention services.

C. Procedures for Referral

Referral procedures are included in professional staff handbooks and referral forms are available in the Principal’s office and the Child Study Team office.

1. Parental Notification of Referral Procedures

Referral procedures shall be included in the Parent Handbook which shall be distributed to the parent(s). These procedures and publications shall be updated annually and be distributed to the parent(s) and appropriate social service and welfare agencies not later than October 1 of each year.

2. Parent Initiated Referral

When a parent makes a written request for an evaluation to determine eligibility for services:

a. The written request shall be received and dated by the district recipient;

b. The written request shall be immediately forwarded to the office of special services/special education;

c. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting and forms used to open a case;

d. Upon receipt of the referral a request for a summary and review of health and medical information regarding the pupil shall be forwarded to the school nurse who will transmit the summary to the Child Study Team (CST);

e. The case manager will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the district;

f. A “Notice of a Referral/Identification Meeting” will be sent to the parent(s);

g. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet; and

h. The referral/identification meeting will be attended by the parent(s), CST and regular education teacher.

3. School Initiated Referral

Referral of a pupil may be made by administrative, instructional and other professional staff to determine eligibility for special services when:

a. It is determined (optional: through the I&RS Committee) that interventions in the general education program have not adequately addressed the educational difficulties and it is believed that the pupil may be disabled.

b. It can be documented that the nature of the pupil’s educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.

c. The Director of Special Services, through in-service training, shall ensure that pupils who may be potentially disabled are referred even though they are advancing from grade to grade.

The following procedure will be followed for a school initiated referral:

a. A referral to the CST will be completed by the referring staff member;

b. I&RS documentation (including, but not limited to: teacher reports, grades and other relevant
data(optional: the intervention record) shall be forwarded with the referral to the CST along with any other relevant data;

c. I&RS documentation does not need to be forwarded for direct referral when the nature of the pupil’s problem is such that the evaluation is warranted without delay;

d. The referral should be dated upon receipt by the CST;

e. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;

f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the pupil shall be forwarded to the school nurse who will transmit the summary to the CST;

g. The Case Manager will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;

h. A “Notice of a Referral/Identification Meeting” will be sent to the parent(s);

i. The notice shall contain "Parental Rights in Special Education" (PRISE); and

j. The referral/identification meeting will be attended by the parent(s), CST and regular education teacher.

4. The district may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level pupil placement according to N.J.A.C. 6A:14-4.7(f)1.

5. Each evaluation of the pupil requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning.

6. Each IEP Team member is required to certify in writing whether the IEP Team report reflects his or her conclusions. In the event the IEP Team report does not reflect the IEP Team member’s conclusion, the IEP Team member must submit a dissenting opinion in order to ensure the parent(s) is aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.

7. The parent(s) must receive a copy of their child’s evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure the parent(s) has a reasonable amount of time to review documentation prior to an eligibility conference.

8. A pupil may be referred directly to the Child Study Team when warranted.

Adopted: 26 June 2012

POLICY
SHREWSBURY BOROUGH
BOARD OF EDUCATION
R 2460.8 SPECIAL EDUCATION - FREE AND APPROPRIATE PUBLIC EDUCATION (M)

A free and appropriate public education is available to all students with disabilities between the ages of three and twenty-one including students with disabilities who have been suspended or expelled from school.

 Procedures regarding the provision of a free and appropriate public education to students with disabilities who are suspended or expelled are as follows:

1. School officials responsible for implementing suspensions/expulsions in the district are the following: (List school officials/designees by district organizational level.)

   a. Grades Nine – Twelve Principal/Vice Principal or designee;

   b. Grades Six – Eight Principal/Vice Principal or designee;

   c. Grades Pre-Kindergarten – Five Principal/Vice Principal or designee;
2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager by the Principal or designee. (Notification must be in written format for documentation.)
   a. Removal for at least half of the school day shall be reported via the Student Safety Data System (SSDS).

3. Each Principal or designee will ensure that a system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons. Documentation will include:
   a. Student’s name;
   b. The infraction;
   c. Time suspended; and
   d. The cumulative days suspended including removal for a portion of the school day which is counted proportionately.

4. When a student is suspended from transportation:
   a. Suspension from transportation is not counted as a day of removal if the student attended school.
   b. Suspension from transportation is counted as a day of removal if the student does not attend school.
   c. If transportation is included in the student’s IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
   d. Suspension from transportation may be counted as a day of absence rather than a day of removal if the district made available an alternate means of transportation and the student does not attend school.

5. When a student with a disability participates in an in-school suspension program, the Principal or designee shall ensure that participation in the program is not considered removal when determining whether a manifestation determination must be conducted if the program provides the following:
   a. Opportunity for the student to participate and progress in the general curriculum,
   b. Services and modifications specified in the student’s IEP,
   c. Interaction with peers who are not disabled to the extent they would have in the current placement, and
   d. The student is counted as present for the time spent in the in-school suspension program.

6. When a series of short-term removals will accumulate to more than ten school days in the year:
   a. The Principal/Vice Principal or designee and the case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2. Written documentation of the consultation between the school administration and the case manager shall be maintained by the case manager.
   b. If it is determined that there is no change in placement, the Principal/Vice Principal or designee, the case manager, and special education teacher will consult to determine the extent to which services are necessary to:
      (1) Enable the student to participate and progress appropriately in the general education curriculum; and
      (2) Advance appropriately toward achieving the goals set out in the student’s IEP.
   c. Written documentation of the consultation and services provided shall be maintained in the student’s file.

7. When a disabled student is removed from his/her current placement for more than ten days and the removal does not constitute a change in placement, the case manager shall convene a meeting of the IEP Team and, as necessary or required, conduct a functional behavior assessment and review the behavioral intervention plan according to N.J.A.C.

a. Review the behavioral intervention plan and its implementation;

b. Determine if modifications are necessary; and

c. Modify the behavioral intervention plan and its implementation as appropriate. The plan will be modified to the extent necessary if at least one member of the team determines that modifications are necessary.

The case manager will document the date and the outcome of the meeting.

The documentation shall be placed in the student’s file.

Procedures Regarding the Provision of a Free and Appropriate Public Education to Preschool Age Students with Disabilities

To ensure that preschoolers with disabilities who are not participating in an early intervention program have their initial IEP’s in effect by their third birthday, a written request for an initial evaluation shall be forwarded to the district.

The following procedures will be followed:

1. A parent of a preschool-age student suspected of having a disability, who requests a Child Study Team (CST) evaluation by telephone, will be advised to submit a written request for an evaluation to the Preschool Coordinator or Supervisor of Special Services.

2. Upon receipt of the written request, the request shall be dated and signed by the recipient.

3. The district will respond to referrals of preschoolers according to N.J.A.C. 6A:14-3.3(e).

4. A file will be initiated for the potentially disabled preschooler:

   a. The Child Study Team will convene a referral/identification meeting within twenty calendar days (excluding school holidays but not summer vacation) of the date recorded on the request;

   b. A “Notice of Referral/Identification Meeting” will be sent to the parent(s);

   c. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet;

   d. The meeting will be attended by the CST, including a speech language specialist, the parent(s), and a teacher who is knowledgeable about the district’s program; and

   e. A program shall be in place no later than ninety calendar days from the date of consent.

Procedures Regarding the Provision of a Free, Appropriate Public Education to Students with Disabilities Who Are Advancing From Grade to Grade

The Supervisor of Special Services, through in-service training, shall ensure students with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when as part of a reevaluation, the IEP Team determines the student continues to require specially designed services to progress in the general education curriculum and the use of functional assessment information supports the IEP Team’s determination.

Procedures Involving Procedural Safeguards to Students Not Yet Eligible For Special Education

Disciplinary procedural safeguards will apply to students not yet eligible for special education. The parent and/or adult student may assert any of the protections of the law if the district had knowledge the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

Adopted: June 2012
Revised: 19 March 2019

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION
5200 ATTENDANCE (M)
In accordance with the provisions of N.J.S.A. 18A:38-25, every parent, guardian, or other person having control and custody of a child between the ages of six and sixteen shall cause the child to regularly attend school. The Board of Education requires students enrolled in the school district attend school regularly in accordance with the laws of the State.

In accordance with the provisions of N.J.A.C. 6A:16-7.6 and for the purposes of this Policy and Regulation 5200, a student's absence from school will be excused or unexcused that counts toward truancy.

Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. A student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award, or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written excuse of such absence signed by the parent.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive students of the educational and classroom experiences deemed essential to learning and may result in retention at grade level.

Students shall be subjected to the school district’s response for unexcused absences that count toward truancy during the school year as outlined in N.J.A.C. 6A:16-7.6(a)4 and Regulation 5200.

Unexcused absences from school or from classes within the school day may subject a student to consequences that may include the denial of a student’s participation in co-curricular activities and/or athletic competition. Repeated absences from school interfere with efforts of this Board and its staff in the maintenance of good order and the continuity of classroom instruction and such absences may result in the removal of the student from a class or course of study.

The Superintendent shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate does not meet the New Jersey Department of Education requirements the Superintendent or designee shall develop a district improvement plan to improve student attendance pursuant to N.J.A.C. 6A:30-5.2.

N.J.S.A. 34:2-21.1 et seq.
N.J.A.C. 6A:16-7.6; 6A:32-8.3
Adopted: 2009 May
Revised: 2015 May 19

POLICY
SHREWSBURY BOROUGH
BOARD OF EDUCATION
5240 TARDINESS
The Board of Education believes that promptness is an important element of school attendance. Pupils who are late to school or to class miss essential portions of the instructional program and create disruptions in the academic process for themselves and other pupils.

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

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

Adopted: May 2009

POLICY
SHREWSBURY BOROUGH
BOARD OF EDUCATION
5500 EXPECTATIONS FOR PUPIL CONDUCT
The Board of Education believes that pupils should commit themselves to learning and to the development of their unique potential. Pupils should know that their attitudes and acts affect both their own and their classmates’ learning and should accept responsibility for helping to create a positive school environment. With the support and assistance of school staff members and parent(s) or legal guardian(s), all pupils can contribute to the effectiveness of the school and the value of their education.

The Board expects all pupils in this school district, commensurate with their age and ability, to:
1. Prepare themselves mentally and physically for the process of learning;
2. Respect the person, property, and intellectual and creative products of others;
3. Take responsibility for their own behavior;
4. Use time and other resources responsibly;
5. Share responsibilities when working with others;
6. Meet the requirements of each course of study;
7. Monitor their own progress toward school objectives; and
8. Communicate with parent(s) or legal guardian(s) and appropriate school staff members. The Superintendent shall, in consultation with staff members, parent(s) or legal guardian(s), and, where appropriate, pupils, develop a statement of specific pupil behaviors that exemplify these expectations and shall publish both this policy and the statement of behaviors to all pupils, parent(s) or legal guardian(s), and professional staff members.


POLICY

SHREWSBURY BOROUGH
BOARD OF EDUCATION

5511 DRESS AND GROOMING

The Board of Education recognizes each pupil’s mode of dress and grooming is a manifestation of the pupil’s personal style and individual preferences. The Board will not interfere with the right of pupils and their parent(s) or legal guardian(s) to make decisions regarding their appearance, except when their choices affect the educational program of the schools.

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

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

Pupils should wear clothing that is appropriate for their age and for school. Pupils are expected to come to school wearing neat, appropriate, and suitable attire that does not distract others and is not offensive. Clothing that is appropriate for the beach, pool, or health club is not appropriate for school, including flip-flops, thongs, or sandals.

Examples of inappropriate attire include, but are not limited to garments that reveal undergarments, midriffs, or buttocks. Pants must be able to stay up without being hand held. The length of skirts, dresses, and shorts should be appropriate for school. The straps of tank tops should be at least two inches wide spaghetti straps; halter tops, short shorts, hats, headbands, sunglasses, ski goggles, and bandanas are not appropriate for school.

Pupils may not wear clothing and/or accessories that have any associations with substances, violence, or gangs. Clothing that is offensive to any national ethnic, religious, sexual orientation, or gender group is not appropriate for school.

Clothing that has any obscene writing or promotes suggestive, indecent, or unacceptable school behavior whether stated or implied will not be permitted.

Shoes/sneakers are required to be worn at all times. Discretion should be used regarding the appropriateness and/or safety of certain types of shoes.

All hats, coats, jackets, and outdoor attire should be placed in appropriate spaces. Coats and hat are not to be worn during the school day. Pupils are advised to wear sweaters if they feel the need to have additional warmth during the winter months.

Pupils who are required to wear a head covering due to religious customs or medical reasons or are required to wear sunglasses due to medical reasons must present a written note from their parent(s) or legal guardian(s) for religious reasons or doctor for medical reasons to the Assistant Principal.

Pupils who are dressed inappropriately for school will remove the items and/or replace them with either clothing they have with them or clothing that the school will loan them. Parent(s) or legal guardian(s) will be contacted to request other clothing and to share the information.

The dress code shall serve as a minimum code. The Building Principal may institute school rules and regulations which he/she deems necessary and/or appropriate.

Enforcement

1. Teaching staff members will report perceived violations of the dress code to the Building Principal or designee, who will interpret and apply the code.
2. Pupils who publicly represent the school or a school organization at an activity away from the school district are required to dress in full accordance with the reasonable expectations of the staff member in charge of the activity.
Pupils unwilling to comply with this requirement will disqualify themselves from participation.

3. Pupils will not be permitted to attend a school-related function, such as a field trip, after-school activity unless they are attired and groomed in accordance with this dress code and the reasonable expectations of the staff member in charge.

4. The Principal may waive application of the dress code for special school activity days.

5. A pupil whose dress or grooming has been found by the Principal or designee to violate this Regulation may appeal the determination to the Superintendent.


Adopted: May 2009

POLICY

SHREWSBURY BOROUGH
BOARD OF EDUCATION

5512.01/page 2 of 10 Harassment, Intimidation, and Bullying

Policy Statement

This Policy may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this Policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district’s code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil’s physical or emotional safety and well-being or for reasons relating to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

Expected Behavior:

The Board expects pupils to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other pupils and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the code of pupil conduct.
The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff and community members. The Board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use instances of violations of the code of pupil conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils’ abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the Superintendent, in conjunction with school staff, and approved by the Board. These guidelines will be developed based on accepted core ethical values from a broad community involvement with input from parent(s) or legal guardian(s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the developmental ages of pupils, the severity of the offenses and pupils’ histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to these rules and guidelines and to submit to the remedial and Consequential measures that are appropriately assigned for infractions of these rules and guidelines.

POLICY

SHREWSBURY BOROUGH
BOARD OF EDUCATION

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Harassment, Intimidation, and Bullying

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see them, constructively attempt to stop them, and report these acts to the Building Principal or designee. Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each Building Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the code of pupil conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), and consider the developmental ages of the pupil offenders and pupils’ histories of inappropriate behaviors, per the code of pupil conduct.

Factors for Determining Consequences

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

Factors for Determining Remedial Measures

Personal -
1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation; and
10. Academic performance.

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

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**Harassment, Intimidation, and Bullying**

Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as set forth in the Board adopted Pupil Discipline/Code of Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil, who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil’s history of problem behaviors and performance, and must be consistent with the district’s code of pupil conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, and bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

**Examples of Consequences**
- 1. Admonishment;
- 2. Temporary removal from the classroom;
- 3. Deprivation of privileges;
- 4. Classroom or administrative detention;
- 5. Referral to disciplinarian;
- 6. In-school suspension during the school week or the weekend;
- 7. After-school programs;
- 8. Out-of-school suspension (short-term or long term);
- 9. Legal action; and
- 10. Expulsion.

**Examples of Remedial Measures – Personal**
- 1. Restitution and restoration;
- 2. Mediation;
- 3. Peer support group;
- 4. Recommendations of a pupil behavior or ethics council;

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**Harassment, Intimidation, and Bullying**

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

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

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Targeted use of monitors (e.g., hallway, cafeteria, bus);

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**Harassment, Intimidation, and Bullying**
10. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
11. General professional development programs for certificated and non-certificated staff;
12. Professional development plans for involved staff;
13. Disciplinary action for school staff who contributed to the problem;
14. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
15. Parent conferences;
16. Family counseling;
17. Involvement of parent-teacher organizations;
18. Involvement of community-based organizations;
19. Development of a general bullying response plan;
20. Recommendations of a pupil behavior or ethics council;
21. Peer support groups;
22. School transfers; and
23. Law enforcement (e.g., school resource office, juvenile officer) involvement.

N.J.A.C. 6A:16-7.9(a)2.vi requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation, or bullying. The consequences may include, but not be limited to, verbal or written reprimand, increment withholding, legal action, disciplinary action, and/or termination. Remedial measures may include, but not be limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

Reporting Procedure Complaints alleging violations of this Policy shall be reported to the Principal or designee. All school employees as well as all other members of the school community including pupils, parent(s) or legal guardian(s), volunteers, and visitors are required to report alleged violations of

A school employee who promptly reports an incident of harassment, intimidation, or bullying in accordance with this Policy, 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, as set forth in N.J.S.A. 18A:37-16.c.

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

Response to an Incident of Harassment, Intimidation, or Bullying
An appropriate response will be provided to the individual who commits any incident of harassment, intimidation, or bullying. Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school 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 require a response either at the classroom, school building or school district level or by law enforcement officials.


In considering whether a response beyond the individual level is appropriate, the administrator 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. The school district’s responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff. The district’s responses may also include participation of parent(s) or legal guardian(s) and other community members and organizations, small or large group presentations for fully addressing the actions

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this Policy to the Principal or designee. While submission of an Incident Report Form to the Principal or designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Building Principal or available at the school district’s administrative offices or the reporting party may use a district’s web-based reporting system. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

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and the school district's response to the actions, in the context of acceptable pupil and staff member behavior and the consequences of such actions, and the involvement of law enforcement officers, including school resource officers. The district will also make resources available to individual victims of harassment, intimidation, and bullying, including, but not limited to, school counseling services and environmental modifications.

Reprisal or Retaliation Prohibited
The Board prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or designee 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. The consequences for pupils will range from positive behavior interventions up to and including suspension or expulsion. The consequences for employees will range from an admonishment to termination of employment. The consequences for a volunteer will range from an admonishment to dismissal from the volunteer position.

Consequences for False Accusation
The Board prohibits any person from falsely accusing another as a means of harassment, intimidation, or bullying. Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means 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 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

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

Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying shall be determined by the Principal or designee, after consideration of the nature, severity and circumstances of the act, which may include a report to appropriate law enforcement officials.

Policy Publication
This Policy will be disseminated annually to all school staff, pupils, parent(s) or legal guardian(s), along with a statement explaining the Policy applies to all applicable acts of harassment, intimidation, or bullying that occur on school property, at school-sponsored functions, or on a school bus. The Superintendent shall ensure notice of this Policy appears in any

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publication of the school district that sets forth the comprehensive rules, procedures, and standards for schools within the district, and in any pupil handbook that includes the pupil code of conduct. This notice shall also indicate the district's Harassment, Intimidation, and Bullying Policy is available on the district's website.

Harassment, Intimidation, and Bullying Prevention Programs
Pursuant to N.J.S.A. 18A:37-17.(5)(c) and N.J.A.C. 6A:16-7.9(d)1.i, information regarding the district's Harassment, Intimidation, and Bullying Policy shall be incorporated into a school's employee training program.

Pursuant to N.J.A.C. 6A:16-7.9(d)3, the district is required to annually review the extent and characteristics of harassment, intimidation, and bullying behavior in the schools of the district and implement locally determined programmatic or other responses, if determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)1, the school district is required to annually review the training needs of district staff for the effective implementation of the Harassment, Intimidation, and Bullying Policy, procedures, programs, and initiatives of the district Board of Education and implement locally determined staff training programs consistent with the annual review of training needs and the findings of the annual review and update of the code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1(a)3, as determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)2, the school district is required to develop a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils.

Pursuant to N.J.S.A. 18A:37-15.1, this Policy shall be transmitted to the Executive County Superintendent of Schools.


N.J.A.C. 6A:16-7.9 et seq.
Adopted: May 2009
POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

5512.02/page 1 of 3 CYBER-BULLYING

Policy Statement
A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a pupil in the district directed toward another school district pupil or school staff member is conduct that disrupts both a pupil’s ability to learn and a school’s ability to educate its pupils in a safe environment.

The Board of Education prohibits acts of cyber-bullying by school district pupils through the use of any school district owned, operated, and supervised technologies. The Building Principal or designee may report allegations of cyber-bullying to law enforcement authorities.

Definitions
“Cyber-Bullying” is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:
1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual’s property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

“School district owned, operated, or supervised technologies” is any computer, networking system, electronic equipment, or any other equipment or device that may be used by a person to communicate to another which is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.

Reporting Procedure and Investigation
Any pupil or school staff member who believes he/she has or is being subjected to cyber bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

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Cyber-Bullying

The Building Principal or designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the Building Principal or designee will inform the affected parties of the investigation results. In the event the investigation results indicate cyber-bullying was committed by a school district pupil on school grounds and/or using school district technologies, the pupil will be subjected to appropriate discipline.

In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil’s physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct, which is the subject of the proposed consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Any investigation regarding an allegation of cyber-bullying will provide all parties the appropriate due process rights, including the right to appeal the determination of the Building Principal or designee as outlined in Regulation 5512.

Discipline and Consequences
Some acts of cyber-bullying may be isolated incidents requiring the school district to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of cyber-bullying that require a response either at the classroom, school building, or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. In addition, cyber-bullying using district technology violates
Policy 2361 – Acceptable Use of Computer Network/Computer and Resources and subjects the pupil to discipline and sanctions of Policy and Regulation 2361.

Prevention and intervention techniques to prevent cyber-bullying and to support and protect victims shall include appropriate strategies and activities as determined by the Building Principal or designee.

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

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Cyber-Bullying

Reprisal or Retaliation Prohibited

The school district prohibits reprisal or retaliation against any person who reports an act of cyber-bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Building Principal or designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another of an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

Consequences and appropriate remedial action for a school employee found to have falsely accused another of an act of cyber-bullying shall be disciplined in accordance with district policies and procedures.

Policy Publication

This Policy will be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s).

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

5516 USE OF ELECTRONIC COMMUNICATION AND RECORDING DEVICES (ECRD) (M)

The Board of Education recognizes students may have in their possession while in school, at a school-sponsored activity, or on a school bus an electronic tracking device that uses a global positioning system (GPS) or any other similar system. A tracking unit is a device, normally carried by a moving vehicle or person, that uses a GPS or similar system to determine and track its precise location, and hence that of its carrier, at intervals. The recorded location data can be stored within the tracking unit or it may be transmitted to another location, including, but not limited to, a central location database or an Internet-connected computer, using a cellular, radio, or satellite modem embedded in the unit. This allows the tracking unit’s location to be displayed against a map backdrop either in real time or when analyzing the tracking path later, using tracking software. A tracking unit may be a device designed just for tracking or may be an application installed on any other electronic device.

A tracking unit may also have the ability to transmit in real time or through taping electronic communications to another location. These electronic communications may be one-way or two-way audio or video communications between the student and a person with a device at another location or an audio and/or video feature that enables a person remote from the student, with or without the permission of the student, to listen-in or have voice communications with the student and/or access video through the unit either in real time or by taping such communications.

The Board of Education permits the use of a tracking unit or an application on an electronic device that can track the location of the student while in school, at a school-sponsored event, or on a school bus. However, to protect the privacy rights of all students and to maintain the school district’s legal obligation to maintain confidential student information in accordance with Federal and State law and regulations, the use of a tracking device or an application on an electronic device that enables any type of one-way or two-way audio and/or video communications or taping is not permitted.

A violation of the provisions of this Policy will result in a violation of the Student Code of Conduct Policy and appropriate discipline will be imposed.

Adopted: May 2009
Revised: 20 February 2018

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

5701 PLAGIARISM

A. Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

1. Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other pupils’
papers, exchanging information with other pupils orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities.

2. Plagiarism is not permitted in term papers, themes, essays, reports, images, take home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, online services, computer programs, etc. of another person, or in any way presenting the work of another person as one’s own.

3. Falsifications, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader’s markings, and other acts that allow for falsely taking credit.

B. A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for all of the work that is plagiarized.

C. A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:
1. Reprimand the pupil orally and/or in writing. The teacher is also authorized to withhold credit in the work tainted by the academic dishonesty.
2. If warranted, the teacher shall file a written complaint against the pupil with the Building Principal, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Building Principal.
3. The Building Principal will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.
4. If the pupil is not in agreement with the disciplinary action of the teacher, he/she may appeal the action to the Building Principal. If the pupil is dissatisfied with the Building Principal’s disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

POLICY
SHREWSBURY BOROUGH
BOARD OF EDUCATION
5751 SEXUAL HARASSMENT

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

The Board shall establish a grievance procedure through which school district staff and/or pupils can report alleged sexual discrimination, including sexual harassment which may include quid pro quo harassment and hostile environment.

Definitions:

1. Quid pro quo harassment occurs when a school employee explicitly or implicitly conditions a pupil’s participation in an educational program or activity or bases an educational decision on the pupil’s submission to unwelcomed sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Quid Pro Quo Harassment is equally unlawful whether the pupil resists and suffers the threatened harm or submits and thus avoids the threatened harm.

2. Hostile environment sexual harassment is sexually harassing conduct (which can include unwelcomed sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature) by an employee, by another pupil, or by a third party that is sufficiently severe, persistent, or pervasive to limit a pupil’s ability to participate in or benefit from an educational program or activity, or to create a hostile or abusive educational environment.

This Policy protects any “person” from sex discrimination; accordingly both male and female pupils are protected from sexual harassment engaged in by school district employees, other pupils, or third parties. Sexual harassment, regardless of the gender of the harasser, even if the harasser and the pupil being harassed are members of the same gender is prohibited. Harassing conduct of a sexual nature directed toward any pupil, regardless of the pupil’s sexual orientation, may create a sexually hostile environment and therefore constitute sexual harassment. Nonsexual touching or other nonsexual conduct does not constitute sexual harassment.

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

The Superintendent, or designee, will take steps to avoid any further sexual harassment and to prevent any retaliation against the pupil who made the complaint, was the subject of the harassment, or against those who provided the information or were witnesses. The school district staff can learn of sexual
This policy and regulation on sexual harassment of pupils shall be published and distributed to pupils and employees to ensure all pupils and employees understand the nature of sexual harassment and that the Board will not tolerate it. The Board shall provide training for all staff and age-appropriate classroom information for pupils to ensure the staff and the pupils understand what type of conduct can cause sexual harassment and that the staff know the school district policy and regulation on how to respond.

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

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


Adopted: May 2009

POLICY

SHREWSBURY BOROUGH
BOARD OF EDUCATION

5770 PUPIL RIGHT OF PRIVACY

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

Teaching staff members are charged with the responsibility of maintaining order and discipline in the school and of safeguarding the safety and well-being of the pupils in their care. In the discharge of that responsibility, a teaching staff member may search or request the search of the person or property of a pupil as authorized by this policy, with or without the pupil’s consent, whenever he/she has reasonable grounds to suspect that the search is required to discover evidence of a violation of law or of school rules. The extent of the search will be governed by the seriousness of the alleged infraction, the pupil’s age, and the pupil’s disciplinary history. Except in exigent circumstances, an intrusive search of a pupil’s person or intimate personal belongings shall be conducted by a person of the pupil’s gender.

The Board acknowledges the need for the in-school storage of pupils’ possessions and shall provide storage places, including desks and lockers, for that purpose. Where locks are provided for such storage places, pupils may lock them against incursion by other pupils. In no storage place provided by the Board shall pupils have such an expectation of privacy as to prevent examination by a school official. Pupils shall be notified in writing at the beginning of each school year that inspections of their lockers, desks, and other storage facilities on school district property may be conducted. The school Principal or designee is directed to conduct, without further notice, the regular inspection of such facilities provided to pupils for the storage of property.

Except as required by exigent circumstances, a request for the search of a pupil or a pupil’s private possessions will be directed to the Building Principal or designee who shall, whenever feasible, first request the freely offered consent of the pupil to the inspection.

The Superintendent shall be notified of the proposed search of a pupil’s person or intimate personal belongings.

Whenever possible, a search will be conducted by the Principal in the presence of the pupil, the pupil’s parent(s) or legal guardian(s) or a representative of the parent(s) or legal guardian(s), and a teaching staff member other than the Principal. Under no circumstances shall any pupil be subjected to a strip search or a body cavity search.

A search prompted by the reasonable belief that the circumstances are exigent and pose an immediate threat, will be conducted by any teaching staff member with as much speed and dispatch as may be required to protect persons and property.

The Principal shall conduct a pupil search on the request of a law enforcement officer only on presentation of a duly authorized search warrant or on the voluntary and knowing consent of the pupil or when the Principal has independent grounds to suspect the presence of an incriminating object.

The Principal shall be responsible for the prompt recording in writing of each pupil search, including the reasons for the search; information received that established the need for the search and the name of the informant, if any; the persons present when the search was conducted; any substances or objects
found; and the disposition made of them. The Principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a pupil.
Adopted: May 2009

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

7440 SECURITY OF SCHOOL PREMISES

The Board of Education believes the buildings and facilities of the school district represent a substantial community investment. The Board directs the development and implementation of a plan for school district security to protect the school community’s investment in the school buildings and facilities.

The school district security program will include: maintenance of facilities that are secure against unwelcome intrusion; protection against fire hazards and faulty equipment; and compliance with safe practices in the use of electrical, plumbing, heating, and other school building equipment. The Board directs close cooperation of district officials with law enforcement, fire officials, and other emergency agencies.

The Superintendent of Schools shall designate a school administrator, or a school employee with expertise in school safety and security, as a School Safety Specialist for the district in accordance with the provisions of N.J.S.A. 18A:17-43.3. The School Safety Specialist shall be required to acquire a New Jersey Department of Education School Safety Specialist certification in accordance with the provisions of N.J.S.A. 18A:17-43.2. The School Safety Specialist shall also serve as the school district’s liaison with local law enforcement and national, State, and community agencies and organizations in matters of school safety and security.

Access to school buildings and grounds outside the hours school is in session shall be limited to personnel whose employment requires their presence in the facility. An adequate key control system will be established to limit building access to authorized personnel and guard against the potential of intrusion by unauthorized persons who have obtained access improperly.

Building records and funds shall be kept in a safe place and secured as appropriate and necessary.

Protective devices designed to be used as safeguards against illegal entry and vandalism may be installed when appropriate. The Board may approve the employment of school resource officers, school security officers, and/or law enforcement officers in situations in which special risks are involved.

Adopted: May 2009
Revised: 19 March 2019

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

7441 ELECTRONIC SURVEILLANCE IN SCHOOL BUILDINGS AND ON SCHOOL GROUNDS

The Board of Education authorizes the use of electronic surveillance systems in school buildings and on school grounds to enhance the safety and security for school district staff, students, community members, and other building occupants and to protect the school district’s buildings and grounds.

The content produced by the surveillance system under certain circumstances may be considered a student record and if so it will be subject to the Board of Education policy and regulations regarding confidential student records. If the content of the surveillance system becomes the subject of a disciplinary proceeding, it shall be treated like other evidence in the proceeding.

In accordance with the provisions of N.J.S.A. 18A:41-9, if at least one school building of the school district is equipped with video surveillance equipment that is capable of streaming live video wirelessly to a remote location, the Board of Education shall enter into a Memorandum of Understanding (MOU) with local law enforcement authorities providing the authorities with the capacity to activate the equipment and view live streaming video. The MOU shall include the provisions of N.J.S.A. 18A:41-9 and any additional information required by law enforcement officials. In the event the parties to the MOU are unable to reach an agreement regarding any provision required to be included in the MOU as per N.J.S.A. 18A:41-9a, the County Prosecutor shall make the final determination regarding that provision. Nothing in N.J.S.A. 18A:41-9 shall be construed as to require the installation of video surveillance equipment capable of streaming live video wirelessly to a remote site from a school building that does not have the ability to have live streaming video.
The Board of Education shall post signage in a prominent, public place in buildings and on school grounds where electronic surveillance equipment may be used.

In addition to posting, the district shall notify school staff members, parent(s), and students that electronic surveillance may be used in school buildings and on school grounds through publication in student and staff handbooks, school calendars, notice sent home with students, or any other effective means to publish the district’s use of electronic surveillance equipment in school buildings and on school grounds.


Adopted: May 2009
Revised: 20 February 2018

POLICY

SHREWSBURY BOROUGH
BOARD OF EDUCATION

8601 Pupil Supervision After School Dismissal

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

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

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

The Form shall be made available in the Main office of the school building or the location of the program, on the school or school district website, and to parent(s) or legal guardian(s) in the beginning of the school year.

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

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

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

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

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

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

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

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

The school will provide parent(s) or legal guardian(s) information regarding any supervised after-school services, if any, that may be available to pupils at the school's facilities after formal school dismissal.

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

Adopted: May 2009

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**BICYCLE PERMISSION**

***The Permission Slip has been removed from the Student Parent Handbook and is now an online form located in the Parent Portal under the forms tab.***

You will now have to acknowledge your receipt, understanding, and consent of this same information in the Genesis Parent Portal before you will be able to view teacher assignments, student schedules, and other account information.

Please note this is a mandatory form and if it is not completed, parents will not be able to proceed in the portal to access your child’s records.

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**Request for Supervision at Dismissal From School For Pupils in Grades Kindergarten to Grade 8**

***The Permission Slip has been removed from the Student Parent Handbook and is now an online form located in the Parent Portal under the forms tab.***

You will now have to acknowledge your receipt, understanding, and consent of this same information in the Genesis Parent Portal before you will be able to view teacher assignments, student schedules, and other account information.

Please note this is a mandatory form and if it is not completed, parents will not be able to proceed in the portal to access your child’s records.
In accordance with Board of Education Policy, I am requesting my child(ren) listed above not be permitted to walk home from school alone unless escorted by a parent or an escort. Therefore, I am requesting the school only release my child(ren) listed above to a parent/legal guardian or the escorts I designate. I acknowledge I have received and reviewed Board Policy 8601 and understand my obligations in authorizing the school district to maintain supervision of my child(ren) after school dismissal including, but not limited to:

1. I, and/or my designated escort, may not be able to enter the school building until a time designated by the Principal or program administrator, which may be after other children are dismissed from school.

2. I, and/or my designated escort, will enter the school building and go directly to the location in the building the Principal or program administrator designated to pick up my child(ren). I, or my designated escort, will leave the school building promptly upon picking up the child(ren).

3. I understand this Request shall be for every school day, including half-sessions and early closing days due to emergencies, and shall apply for the duration of time designated in Board Policy 8601.

4. I acknowledge a parent or designated escort is provided permission to enter the school building for the purpose to pick up their child(ren). I, or my designated escort, agree to pick up my child(ren) in accordance with the timelines established by the Principal or program administrator.

ENTRANCE REQUIREMENTS

Kindergarten – Children admitted to kindergarten must be five years of age by October 1 of the year they enter kindergarten. The following must be provided at time of registration:

- An original birth certificate
- Proof of residency (e.g., contract of sale/rent, tax/rent receipt, utility bill)

The following must be provided before school starts in September:

- Proof of a current physical examination (form provided by school); proof of the day, month, and year the following required immunizations were administered:

1. DPT (Diphtheria, Tetanus, and Pertussis): A minimum of 4 doses of DPT – of which one dose must have been administered after age four – OR any total of 5 doses of DPT is acceptable.

2. OPV/IPV: Every child less than seven years of age shall have received at least three doses of live, trivalent, oral poliovirus vaccine (OPV), or inactivated polio virus vaccine (IPV) either separately or in combination, one dose of which shall have been given on or after the child’s fourth birthday, or alternatively, any appropriately spaced combination of four doses.

3. MMR (combined Measles, Mumps, and Rubella): Acceptable in lieu of 4, 5, 6. Two doses of MMR, given on or after age one, are required or documented proof of immunity.

4. Measles (Rubella): Two doses of a measles vaccine (MMR, MR, or Measles) given on or after age one.

5. Rubella (German measles): One dose of rubella vaccine administered on or after age one. Children immunized before one year of age are to be re-immunized.

6. Mumps: One dose of mumps vaccine administered on or after age one. Children immunized before one year of age are to be re-immunized.

7. Hepatitis B: Three doses of Hepatitis B vaccine are required.

8. Varicella (Chicken Pox): One dose on or after age one.

Transfers

Parents registering a child from another school district are required to:

Show proof of residency (e.g., contract of sale/rent, tax/rent receipt, utility bill); complete a Release of Records form (available in school office); submit record of immunizations; submit physical examination upon entry. Exam must be done no more than 365 days prior to entry and must state what, if any, modifications are required for full participation in the school program.