



2018 – 2019

Teaneck High School

Teaneck High School

Teaneck High School Mission Statement

The mission of Teaneck High School, a diverse and inclusive community with a history of excellence, is to provide a superior education by empowering students to develop the skills to become lifelong learners and effective citizens in a globalized society through and engaging curriculum and nurturing environment.

Belief Statements

We at Teaneck High School Believe that:

- A superior education provides the foundation for life-long learning.
- Everyone has the right to a safe, secure, and nurturing learning environment.
- All students have the potential to be successful learners, to contribute effectively to school and community.
- Education is the shared responsibility of the school, students, families, and community.
- Effective education develops the whole person - spiritually, intellectually, emotionally, socially and physically.

Teaneck High School

Positive Behavior Support in Schools

Keys to the Castle

Classroom Keys:

 Listen first, and then follow Directions!

 Stay organized! Be prepared!

 Be academically responsible! Show pride!

 Ask questions!

 Stay engaged!

Table of Contents:

Alma Mater, School Motto	9
Policy 5200 Attendance; Policy 8601 Pupil Supervision After School Dismissal; Attendance Policy at Teaneck High School (Tardy, Off Campus Passes, Physical Education Excuses, Policy 5250 Excusal from Class of Program, Focus Time) Self Administration of Medication	15-20
Athletics: Eligibility, Academic, General, Medical. Sports Offered, Athletic Awards	80-83
Back to School Night	14
Bell Schedules	24-25
Board of Education, District Administration	90
Calendar	13
Clubs/Student Activities	78
Community Resources	71
Community Service	35
Dating Violence at School - Policy 5519	67-68
Discipline, Discipline Code, Discipline Infractions	93-95
Division of Youth and Family Services	71
Dress Code	22-23
Electronic Information - Policy 3283 and Policy 4283	38-43
Emergency Closing of School	14
Expulsion	50
Facilities: Cafeterias, Open Lunch Procedure, Open Lunch Permission Slip & Indemnification Agreement, Library Media Center, Lost & Found, Student Bulletin Board, Student Surveys	73-75;96
Field Trips	47
Fines	72
Harassment, Intimidation and Bullying - Policy 5512	52-67
Guidance Department	26-34
Grievance Procedure	88-89
High School Administration	90
History of Teaneck High School	6-8
Honors and Awards	80
Inappropriate Sexual Behavior	70-71
Investigations	68-69
Keys to the Castle	1
Lunch	73-74;96
New Jersey State Board of Education Religious Holidays	10-12
Notice of Nondiscrimination	87-88
Parent Teacher Conferences	14
Plagiarism/Cheating	72
Police Presence - in School	85
Police Presence - extracurricular activities	86
Principal's Message	4
Public Address Announcements	79-80
Pupil Suicide - Policy R5350	70
Reports of Various Offenses to Police/Prosecutor	71
Respect in School Community, Student Responsibilities, Parent/Guardian Rights and Responsibilities	46-47
Rules and Regulations - Corridor passes, Insurance, Student ID Badges, Working Papers, Change of Address, Prohibited Items, Return of Confiscated Electronic Devices, Student Parking, Study Halls	20-22
Secret Societies	79
Senior Service	35
Smoking and Tobacco	52

Social Probation	78
Special Education - Policy 2460	44-46
Student Activities	77-78
Student Code of Conduct	47-48
Student Code of Conduct Notification Letter	5
Student Photos	
Student Rights and Responsibilities	83
Suspensions and Expulsion	48-50
Student Publications	79
Student Records	84-85
Student Surveys	75
Substance Abuse	51-52
Teacher Qualifications Notice	89
Teaneck High School Learner Outcomes	9
Teaneck High School Map "at a glance"	76
Teaneck High School Mission Statement, Belief Statement	1
Teaneck High School Resources	71
Teaneck High School Staff	90-92
Transgender Students	88
Weapons/Firearms - Policy 7444 - Use of Metal Detectors	50-51

Message from the Principal

September, 2018

Dear Students, Parents and Guardians,

Welcome to the 2018-2019 school year! I hope you enjoyed your summer and are looking forward to the start of the New School Year.

This year we will continue to "Strive for Excellence" by building an environment that equips every student with the tools necessary to achieve success in the 21st century. Each of you is encouraged to set both academic and personal goals for yourselves to achieve during this year. It is important to utilize all the resources that are at your disposal to assist you in this effort. Participation in extracurricular activities is encouraged to enhance your high school experience. By setting goals, utilizing resources to achieve them, and becoming involved in the high school community you will position yourself for success. Teaneck High School has a very professional, caring and compassionate staff. Please do not hesitate to ask any staff member for assistance as it just may be the connection you need.

The Teaneck High School Handbook has been developed so you have a comprehensive guide for school rules and regulations, academic requirements and student life. I suggest you review the policies and procedures with your parents so you are familiar with our expectations and make use of the planner to organize your upcoming school year. Your understanding of the material will ensure a successful educational experience.

I am looking forward to another year at Teaneck High School where exceptional students "Strive for Excellence".

Best of Luck!



Piero LoGiudice
Interim Principal



TEANECK PUBLIC SCHOOLS



Student Code of Conduct Notification Letter

Dear Parent/Guardian

The appended handbook contains the Student Code of Conduct for the school your son/daughter is attending. It is designed to inform you and your child of the type of conduct expected in the public school. It is important that you and your child review this information together so that you will clearly understand that rules of acceptable conduct and consequences for violation of established rules. With your support and encouragement, I am confident your child will meet behavioral expectations of the District. Those who fail to do so may expect to experience normal discipline management techniques, suspension, removal to a disciplinary alternative education placement, or expulsion.

Please sign below so we may know that you have received and reviewed this Student Code of Conduct with your child. Please tear off and return the completed form to your child's school, where it will be kept on file. If you have any questions relating to this Student Code of Conduct, please call or schedule an appointment to meet with your child's building principal.

Yours sincerely,

Dr. Christopher Irving
Superintendent of Schools

Acknowledgement of Receipt of Student Code of Conduct

I have received a copy of the Student Code of Conduct from my child's school and understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

School: _____ Date: _____

Student's Grade Level: _____ Homeroom: _____

Students Name (Please Print): _____

Students Signature: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____

Note: Failure to return this acknowledgement form will not release a student or the parent(s)/guardians(s) of the student from responsibility for knowledge of the contents of the Student Code of Conduct and will not excuse non-compliance with the Code of Student conduct by the student.

History of Teaneck High School

The establishment of Teaneck High School began in 1922 when the far-sighted Board of Education bought the plot where our Castle on the Hill now stands. Teaneck residents cleared the grounds, creating our athletic field, which is still used today. Because in 1928, Teaneck students could no longer attend school in other towns, the doors to Teaneck High School swung open and welcomed students in the seventh through tenth grades. Subsequently the following two years, the eleventh and twelfth grades were added. The class of 1931 was the first to graduate from Teaneck High School. Our Alma Mater was written, the school colors were chosen, and extra-curricular activities were established in ensuing years. Under the direction of our first two principals, Mr. Leon High and Mr. Charles Steel, Teaneck High School became one of the finest schools in New Jersey.

Because of overcrowding in the original building, the residents of Teaneck, in 1932 voted a new wing to the school, which was not complete until 1936.

Many Teaneck graduates served their country honorably in World War II and some lost their lives. In honor of their memory, plaques bearing their names were placed in the main lobby, and in 1954 came the Memorial Gym, which was dedicated to them as well. After the war, the student enrollment became larger than the capacity of the building and the students had to go on double sessions until 1957, for it was that year that the students in seventh through ninth grades entered Benjamin Franklin and Thomas Jefferson Junior High Schools.

Under the leadership of Miss Helen B. Hill, Principal from 1956-1967, honor courses were instituted, as well as new mathematics courses and experimental science courses.

In the middle 1960s, the school reached its maximum enrollment in a single season of 2,300 students. The building was crowded and the town began to talk then of new facilities for our program. Miss Hill retired in 1967 after 37 years of service in Teaneck she was thanked by the community and the Board of Education by having the auditorium named in her honor. Her picture and an appropriate plaque are displayed there.

Dr. Hendry, who served as Principal from 1967 through 1969, created the Independent Study Program. Replacing Dr. Hendry in 1969 was Dr. Michaels who made it possible for students to eat lunch out of school and established co-ed gym. At that time, many schools were closed down by student strikes; our high school devoted one day to a teach-in on the Kent State shootings and the Vietnam War. Student activists also provided the impetus for the Senior Service Program and the Alternative I Program. Further, in the middle 70's, in a move to meet the education and personal needs of the students the Alternative II Program was established.

Mr. James Delaney was appointed Principal of the high school on January 19, 1977. He supervised a major renovation and remodeling program which when completed provided students with a two-floor media center, a television studio and a new industrial arts wing. The late 70's and the early 80's also provided opportunity to again review and revise the curriculum emphasizing the commitment to meet the needs of all students and to learn from one another. In addition, 1980 saw us celebrate our 50th graduation and 8 members of the class of 1931 shared the momentous occasion with us.

The 80's saw the establishment of a four year high school. Freshman became part of the Teaneck scene. Teaneck established a Holocaust Center in the third floor Media Center as we continued to broaden and strengthen the learning experience. A Suicide Prevention Program became a sophomore experience. A plaque honoring Teaneck students who died in Korean and Vietnam conflicts was dedicated and placed in the second floor lobby. Senators, congressional representatives, and national leaders visited Teaneck High School.

The 90's began with our 60th graduation and had brought us a curriculum that encompassed the globe and all its many cultures. We are part of a television network, which connects us to the county, state and nation. Cultural centers for African American, Latin American and Pan-Asian-Pacific Island American studies have opened yet another world to all of us. The 90's was also the decade that brought Teaneck High School into the age of technology as the computer revolutionized how we communicated, how we taught, and how we learn. In 1997, Joseph O. White was appointed principal of the high school and took the reigns of a major restructuring program. The three goals of restructuring for every student are: improve student achievement and performance; increase the rigor, richness and relevance of the curriculum; and heighten student success. An A/B block schedule consisting of 85 minute periods, as well as a mandatory senior project, mandatory community service, other scheduling changes, curriculum changes including new courses, elimination of courses, and increased graduation credit requirements were introduced in September 2000.

With the beginning of a new century and new millennium, Teaneck High School students have also begun to learn in new and exciting ways. In addition to these new teaching strategies, Teaneck High School has undergone major renovations to help better prepare students for life in the 21st century.

These renovations included:

- Renovation of every classroom with the capability of video of demand.
- An addition of six new classrooms, which include business and computer labs with wireless capabilities.
- A new student center which allows students to have lunch in addition to quiet study time, houses the multicultural hubs, peer leadership program and allows for quest speakers and forums, etc.
- A refurbished auditorium with new lighting, sound system, refurbished seats, etc.
- A new teachers planning center of the first floor.
- A new information/media center including a state of the art T.V production studio.

The year 2006 brought another "first" to Teaneck High School. Angela R. Davis was appointed the first African-American woman to lead the school. During her relatively short reign as Principal of "the Castle on the Hill," Ms. Davis had overseen a number of significant changes. In 2007, Latin was introduced through the World Languages Department, and in 2008, Chinese was offered to all interested students.

Teaneck High School was evaluated by the Middle States Commission on Secondary Schools and is presently in the self-study stage of the commission's recommendations. Faculty members currently serve on teams, which address seven areas identified by the Commission. One area, the achievement gap among African-American students, particularly males, has been the focus of a District-wide study by an outside consultant, as well as the topic for a number of Professional Development Days.

Commencing 2008, and scheduled to continue in the years ahead, a new emphasis on teacher availability was initiated. Every faculty member, assigned to a particular classrooms along "Academic Wings" is available to students every Tuesday, Wednesday and Thursday afternoon for individual attention and assistance. Teacher's locations are posted throughout the school, as well as on the school's website.

During the summer of 2008, the Nurse's Office was completely gutted and is now a state of the art medical facility; Hall of Fame honoring outstanding athletes was established in 2011. This new addition to Teaneck High School housed outside the Memorial Gymnasium Lobby will serve as an inspiration and source of pride for present and future students.

During February 2012, Dennis M. Heck was appointed Principal of Teaneck High School after five months as Interim Principal. Mr. Heck served as Assistant Principal for three years and Dean of Students for ten years. He taught Physical Education at THS for ten years and was the Head Football Coach for twenty years, receiving a certificate of recognition signed by the NFL Commission. Mr. Heck's goals were to improve the academic performance of all students. Mr. Heck implemented a Freshman Orientation Program focusing on the history of community, school and character development. A math element highlighting algebra was added to that course. Digital Art classes were added to the curriculum. Students will learn and apply elements of art to the digital format, utilizing Macintosh computers and Nikon cameras.

Mr. Heck has created a caring environment from not only teacher to student but for everyone in THS and felt honored and privileged to serve the community.

THS Student Center has been dedicated in honor of former Health and Physical Education teacher, Cheryl Miller-Porter. Ms. Miller-Porter was the founder of the Teaneck Terpsichoreans and directed the group for over 40 years. Ms. Miller-Porter also coached the Flag Twirlers and a number of championship Girls' Track Teams.

March 2012, Teaneck High School celebrated the grand opening of its newly renovated, state of the art Culinary Lab. Teaneck Public school District in partnership with Bergen County Community College received grant funding from the US Dept. of Labor-Employment and Training Administration.

The grant combined with district funding enabled the renovations of the existing classroom. These renovations included the new freezer, workstation, cabinetry, appliances and walk-in refrigerator. The upgraded kitchen allows students to engage in instructional opportunities using industry standard tools and equipment. The culinary electives and upper level culinary courses are aligned to the cooking hospitality and restaurant management courses offered at Bergen Community College, providing students with dual credit opportunities.

The Life Skills Program began in 2012 at Teaneck High School in a small classroom with just three students who graduated Benjamin Franklin Middle School. With a microwave and sink, the program did its best to teach life skills to its students. Jobs were obtained around the building and students focused in individual academic programs. As the years went on, the student

population grew as well as the curriculum. Adding a tabletop oven, blender, and toaster oven, more skills were perfected. Additional jobs in the building were added, such as library customer service help, envelop stuffing, and filing for the College and Career Center and deliveries for both the FORUM and the Nurse's Office. A couple of students began working outside the building at a local drug store and daycare. Although space was getting small with the growing population and skill requirements, we were able to address the needs of our students and move them in the right direction.

At the start of the 2016 school year, the class size grew to 13 students and we were struggling in our current space. A new space was needed and a state of the art new space is what we received in February 2016. The Life Skills Center was constructed in the space that previously housed the auto shop. It is a large space that is able to accommodate a large number of staff and students. In this space, we are able to teach and practice a large number of life skills including washing and drying clothes, cooking meals, vacuuming and washing dishes. We have a full kitchen, bedroom and living room. We have a large space for academic skills with a brand new projector where students work in small groups to complete their academic curriculum. We also have a transition center that allows us to practice job skills and prepares us for work in and out of the school. The transition center has laptops and a printer for student use. Currently many students are working in local stores and hospitals. The goal of the Life Skills Program is to prepare our students for life after high school and make them as independent as possible. With our newly acquired space, this goal is being achieved and the students are proud of what they have accomplished. We look forward to continued success.

School Moto

"Mentem Colere Et Personam Meliorare"
To enrich the mind and improve the character

Teaneck High School Learner Outcomes:

1. We want all students to develop the social skills necessary to be successful in school, work, and as members of their families and communities.
2. We want all students to become **responsible citizens** who are willing and able to make informed decisions about the issues of the day that effect their community, their natural environment, and their wider world of national and international relations.
3. We want all students to be **knowledgeable learners**, who feel curious and comfortable about new learning and are able to manage information and acquire new skills throughout their lives.
4. We want all students to be able to **make connections** among a variety of contents and between the knowledge, they acquire in school and the greater world beyond the school doors.
5. We want all students to **develop a character** they can be proud of, one that includes the confidence, perseverance, generosity, and courage necessary to be a success in school and in life.
6. We want all students to be **effective thinkers** able to solve problems, weigh evidence, and use the principles of reasoned argument to analyze, interpret, and evaluate their own and others' work.
7. We want all students to be able to **use their imagination** to create original, thoughtful products that display a real concern for quality and craftsmanship and to be able to appreciate the works and products of others.
8. We want all students to acquire sufficient knowledge of current and **future technology** to assume successful positions as students in college, workers in the workplace, or in any other post-high-school situation. Teaneck will continue to change and grow as we progress through the 21st century.

Alma Mater

On a hill, she stands majestic, noble to our view,
Glory, honor, praise, allegiance - these to her are due
Friendships made within her classroom, lasting fine and true
Shout her glory; pay her homage; praise her to the sky.
Hail to thee our Alma Mater; Hail to Teaneck High

*Carolyn Hurst, Class of 1935 wrote the words
Carolyn Hurst Panchelet died on December 27, 1962
The music was written by A. Laudis*

**New Jersey Board of Education Religious Holidays
2018-2019 School Year****

SEPTEMBER 2018	
September 1	Ecclesiastical Year Begins (Eastern Orthodox Christian)
September 2	Krishna Janmashtami (Hindu)*
September 7	His Holiness Sakya Trizin's Birthday (Buddhist)
September 8	Nativity of Mary (Christian) - Nativity of the Theotokos (Eastern Orthodox Christian)
September 7-14	Paryushana (Jain)
September 9-11	Rosh Hashanah (Jewish)
September 10	Feast of Trumpets (Church of God, Philadelphia Church of God)
September 11	New Year - Hijra (Islam) - 1 st Muharram (Islam Dawoodi Bohra)
September 12	Muharram (Islamic New Year)
September 12-20	Ashara Mubarak (Islam Dawoodi Bohra)*
September 12-23	Ganesh Chaturthi (Hindu)*
September 19	Yom Kippur (Jewish) - Day of Atonement (Christian, Church of God, Philadelphia Church of God)
September 22	Mabon (Wicca/Pagan) - Ostara (Wicca/Pagan)
September 20	Yawm Aashura (Islam Dawoodi Bohra)*
September 23-30	Sukkot (Jewish)
September 24-30	Feast of Tabernacles (Church of God, Philadelphia Church of God)
September 27	The Elevation of the Holy Cross (Eastern Orthodox Christian)
September 30-October 2	Sh'mini Atzeret (Jewish)
OCTOBER 2018	
October 1	Last Great Day (Church of God, Philadelphia Church of God)
October 2	Simchat Torah (Jewish)
October 9-17	Navaratri (Hindu)*
October 18	Dussehra (Hindu)*
October 20	Installation of the Scriptures as Guru Granth (Sikh) - Birth of B'ab (Baha'i)
October 30	Chehlum Imam Husain (Islam Dawoodi Bohra)*
NOVEMBER 2018	
November 1	All Saints' Day (Christian) - Samhain-Beltane (Wicca)
November 2	All Souls' Day (Christian)
November 7	Diwali (Hindu, Jain and Sikh)*
November 8	Goverdhan Puja (Hindu)*
November 10	Birth of Baha'u'llah (Baha'i)
November 15	Nativity Fast begins (Eastern Orthodox Christian)
November 20	Maulid al-Nabi (Islam and Islam Dawoodi Bohra)*
November 21	The Presentation of the Theotokos to the Temple (Eastern Orthodox Christian)
November 23	Guru Nanak Dev Sahib Birthday (Sikh)
November 24	Guru Tegh Bahadur Martyrdom (Sikh) - Urus-Syedna Mohammed Burhanuddin (Islam Dawoodi Bohra)
November 26	Day of Covenant (Baha'i)
November 28	Ascension of Abdu'l Baha (Baha'i)
DECEMBER 2018	
December 2	First Sunday of Advent (Christian)
December 2-10	Hanukkah (Jewish)
December 8	Immaculate Conception (Christian) - Bodhi (Buddhist)
December 12	Milad Iman-uz-Zamaan (Islam Dawoodi Bohra)*
December 21	Yule (Christian and Wicca)
December 25	Christmas (Christian) - The Nativity of Christ (Eastern Orthodox Christian)
December 26	Zarathosht Diso (Zoroastrian)
December 28	Milad Syedna Mohammed Burhanuddin (Islam Dawoodi Bohra)*

**New Jersey Board of Education Religious Holidays
2018-2019 School Year****

JANUARY 2019	
January 1	Gantan-sai (Shinto) - Mary, Mother of God - Catholic Christian
January 3-10	Holy Convocation (Church of God and Saints of Christ)
January 5	Birthday of Guru Gobind Singh Sahib (Sikh)
January 6	Feast of Epiphany (Christian) - Feast of Theophany (Eastern Orthodox Christian) Nativity of Christ (Armenian Orthodox)
January 7	Feast of the Nativity (Eastern Orthodox Christian)
January 13	Maghi (Sikh) - Bodhi Day (Buddhist)
January 14	Makar Sankranti and Pongal (Hindu)*
January 20	World Religion Day (Baha'i)
January 21	Tu B'shvat (Jewish)
January 28	Chinese/Lunar New Year (Confucian, Daoist, Buddhist)
FEBRUARY 2019	
February 2	Imbolic-Candlemas (Wicca & Christian) - The Presentation of Our Lord to the Temple (Eastern Orthodox Christian)
February 8	Nirvana Day (Buddhist)
February 10	Vasant Panchami (Hindu)*
February 15	Nirvana Day (Jain)
February 21	Jonah's Passover (Eastern Orthodox Christian)
February 26-March 1	Intercalary Days (Baha'i)
MARCH 2019	
March 4	Maha Shivaratri (Hindu)*
March 5	Shrove Tuesday (Christian)
March 6	Ash Wednesday (Christian)
March 11	Clean Monday (Eastern Orthodox Christian)
March 13	L. Ron Hubbard's Birthday (Church of Scientology)
March 20	Ostara (Wicca) - Mabon (Wicca/Pagan Northern and Southern Hemispheres)
March 21	Purim (Jewish) - Holi (Hindu) - Nowruz (Zoroastrian) - Lord's Evening Meal (Christian, Jehovah's Witness) - Ayyam al Beez (Islam Dawoodi Bohra)*
March 22-24	Hola Hohalla (Sikh)*
March 25	The Annunciation of Theotokos (Eastern Orthodox Christian) - The Annunciation of the Virgin Mary (Christian) - Urus-Syedna Taher Saifuddin (Islam Dawoodi Bohra)*
March 28	Khordad Sal (Zoroastrian)
APRIL 2019	
April 2	Yawm al-Mab'ath (Islam Dawoodi Bohra)*
April 3	Lailat al Miraj (Islam)*
April 5	Souramana Yugadi (Hindu)*
April 6	Last Day of Unleavened Bread (Church of God) - Chandramana Yugadi (Hindu)*
April 8	Buddha's Birthday - Buddha Day*
April 13-20	Memorial of the Feast of the Lord's Passover (Church of God and Saints of Christ)
April 14	Palm Sunday - Ramnavami (Hindu)*
April 17	Mahavir Jayanti (Jain)
April 18	Holy Thursday (Christian)
April 19	Passover (United Church of God) - Holy Friday (Christian) - Hanuman Jayanti (Hindu)*
April 19-21	Theravadin New Year (Buddhist)
April 20	First Day of Unleavened Bread (Church of God) - Lazarus Saturday (Eastern Orthodox Christian)
April 20-26	Days of Unleavened Bread (Philadelphia Church of God)
April 20-27	Passover (Jewish)
April 21	Easter (Christian) - Palm Sunday (Eastern Orthodox Christian) First Day of Ridvan (Baha'i) - Lailat al Bara'ah (Islam)*

**New Jersey Board of Education Religious Holidays
2018-2019 School Year****

April 22	Easter Monday (Christian)
April 25	The 11 th Panchen Lama's Birthday (Buddhist) - Holy Thursday (Eastern Orthodox Christian)
April 26	Holy Friday & The Last Friday of The Great Lent (Eastern Orthodox Christian)
April 28	Easter (Eastern Orthodox Christian)
April 29	Ninth Day of Ridvan (Baha'i) - Bright Night (Eastern Orthodox Christian)
	MAY 2019
May 1	Beltane (Wicca)
May 2	Twelfth Day of Ridvan (Baha'i)
May 6-June 4	Ramadan (Islam)
May 9	Yom Ha'Azmaut (Jewish)
May 18	Visakha Puja (Buddhist)
May 23	Lag B'Omer (Jewish) - Declaration of the Bab (Baha'i) - Shahada - Amirul Mumineen (Islam Dawoodi Bohra)*
May 26-27	Laylatul Qadr (Islam Dawoodi Bohra)*
May 27	Milad Syedna Mufaddal Saifuddin (Islam Dawoodi Bohra)*
May 29	Ascension of Baha'u'llah (Baha'i)
May 30	Ascension of Our Lord (Christian)
May 31	Aakhir Jumo'a (Islam Dawoodi Bohra)*
	JUNE 2019
June 1	Laylat as-Qadr (Islam)*
June 4	Eid al Fitr (Islam and Islam Dawoodi Bohra)*
June 9	Pentecost (Christian)
June 9-10	Shavuot (Jewish)
June 16	Martyrdom of Guru Arjan Dev Sahib (Sikh) - Pentecost (Eastern Orthodox Christian)
June 21	Litha (Wicca)
June 24	Fast of the Apostles (Eastern Orthodox Christian)

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



Teaneck Public Schools 2018 - 2019 10 Month School Calendar

<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr><th colspan="7">SEPTEMBER 2018</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	SEPTEMBER 2018							S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<p>SEPTEMBER</p> <p>3 School Closed (Labor Day)</p> <p>4 Teachers/Paraprofessionals & 10 Month Secretaries Report</p> <p>5 Schools Open (Students Report)</p> <p>10 School Closed (Rosh Hashanah)</p> <p>11 School Closed (Rosh Hashanah)</p> <p>19 School Closed (Yom Kippur)</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr><th colspan="7">FEBRUARY 2019</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td></tr> </tbody> </table>	FEBRUARY 2019							S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			<p>FEBRUARY</p> <p>18 Schools Closed (Presidents' Day)</p>
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184 School Days for Students

186 Work Days for Teachers/Paraprofessionals/
10 Month Secretaries



School begins/ends for School Staff

☐ School begins/ends for Students

■ Schools Closed

4 hour for Student/Staff PD

◊ 4 hour Students & School Staff

▣ Delayed Opening

The Board of Education and the Administration reserve the right to cancel a vacation day(s) during any vacation to make up emergency school closings due to weather or other emergency causing the closing of school.

Back-to-School Night:

Wednesday, September 26, 2018 6:30 pm

Parent/Teacher Conferences: **Fall 2018**

Thursday, November 1, 2018 Afternoon Session 1:35 pm - 4:35 pm
Evening Session 7:00 pm - 9:30 pm

Tuesday, February 28, 2019 **Spring 2019**
Afternoon Session 1:35 pm - 4:35 pm
Evening Session 7:00 pm - 9:30 pm

Students will have a half-day, dismissal at 12:35 pm for both parent/teacher conference dates.

Emergency Closing of School:

In the event that school must be closed for snow or other emergencies, it will be announced over the following: WCBS .880AM; WINS .1010; WOR .710; www.wor710.com; and the District website at www.teaneckschools.org. Cable TV News Channel 12 will also run announcements. A Robocall will also be sent to the phone number listed in Skyward.

Announcements will be made starting at 6:30 am. **Please do not call the school, police or fire departments.**

ATTENDANCE:

Policy 5200

The Board of Education requires the pupils in the schools of this district attend school regularly in accordance with the laws of the state. The educational program offered by this district is predicated on the presence of the 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. All absences for reasons other than excused shall be unexcused.

Pupils absent from schools for any reason 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 of the opportunity to make up a test given on the religious holiday.

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 or loss of credit toward the high school diploma in accordance with the policies of this Board.

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(a) 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 completion. Repeated truantcies that interfere with efforts of this Board and its staff in the suspension or expulsion of any pupil for the course of study during which absences have occurred or the suspension or expulsion in accordance with Policy Nos. 5610 and 5620'

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 for the district or for a school in the district does not meet the New Jersey Department of Education requirements, the Superintendent of designee shall develop performance objectives to improve pupil attendance pursuant to N.J.A.C 6A32-.2(a) 3.

Policy 5200

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

N.J.S.C. 34-2-21.1 et seq.

N.J.A.C.6A:16-7.8

Adopted: 14 March 2012

ATTENDANCE POLICY AT TEANECK HIGH SCHOOL

Teaneck High School, in keeping with the guidelines of the State of New Jersey and the Teaneck Board of Education has a policy that requires regular attendance of students to all classes. Board of Education has a policy that requires regular attendance of students to all classes. Absences are recorded and reported to the student's dean for follow-up. In addition, parents are informed via telephone message each night if their son or daughter was marked tardy or absent to class.

The maximum attendance policy at the high school limits a student to twelve (12) countable absences from a full year course, a maximum of six (6) countable absences are permitted from a semester course and three (3) countable absences from health and drivers education.

All absences will count toward the limit with the exception of the following:

- a. Court ordered appearance
- b. Death in immediate family
- c. Authorized school field trips of athletic events
- d. Official appointment with Assistant Principal, Dean of Students, Guidance Counselors or other school personal
- e. State recognized religious holidays
- f. **Personal illness of 5 or more days** (student must report to the nurse's office upon return with a doctor's note preferably accompanied by a parent).
- g. Suspension - in or out of school
- h. Medical documentation

A parent/guardian may appeal the decision of loss of credit for their child by filing with the Assistant Principal within five (5) days of notification of excessive absences.

- a. The appeal must clearly state the reasons that the consequences from excessive absences should not be imposed
- b. The principal will review the decision, approve or disapprove, and notify the parents.
- c. If a student loses his/her appeal, he/she may regain credit by successfully repeating the course in summer school as a new course.

When your child is going to be absent, parents are expected to call the Attendance Office, 201.833.5575. Upon return to school, students must bring a note from a parent or guardian within three (3) school days and present it to the Teacher/Dean. Students are permitted and expected to make up missed school work when returning from an excused absence.

Grade Level Teacher/Dean of Students

9 th Grade	Room 240	Gregory Cooper	201.833.5440
10 th Grade	Room 128	Dr. Lottie Watson	201.862.2497
11 th Grade	Room 303	Natasha Green	201.833.5414
12 th Grade	Room 326A	Olivia Betances	201.862.2473

Eighteen-year-old students will be permitted to sign their own notes, however, confirmation by a parent/guardian is still required. A student who has ten (10) or more consecutive absences will be considered truant, referred to a court program as required by State law, and will be subject to proceedings under the compulsory attendance laws.

Tardy Policy at Teaneck High School

The Board of Education recognizes that from time to time compelling circumstances will require that a student be late to school. The school must be notified in advance of late arrival or early dismissal by written request of the student's parent/guardian.

First unexcused tardy	Warning by the teacher
Second unexcused tardy	After school detention with teacher
Third unexcused tardy	Automatic Saturday Detention will be assigned
Fourth unexcused tardy	Student will earn a countable absence and Skyward will automatically mark an "A" which represents a tardy absence

Off Campus Passes:

Students may not leave school during school hours for any purpose unless he/she has an off campus pass. Students will be permitted to leave school early ONLY when dismissed by the school nurse (with a parent/guardian note), or with an off campus pass signed by an Administrator, the grade level Teacher/Dean or the Attendance Office. A parent note must be submitted before the student will be permitted to leave school, indicating the reason the student must miss class time.

If a student becomes sick or injured during the school day, he/she must request a pass from the classroom teacher and report to the nurse's office.

If in the nurse's opinion, the student is too ill to remain in school, she will consult with the parent/guardian and make arrangements to have an adult sign the student out and accompany the student home. If the student leaves without having been signed out, the class time missed will be recorded as unexcused.

Please note, *generally, only a nurse may administer medication in school and it must be kept in her office. In the case of certain life threatening illnesses, a student may be permitted to self-medicate with prior written permissions. Also required is a form signed by both parent and physician providing consent and a doctor's order establishing the necessity of this medication administration during school hours. (See nurse for form)*

The medical suite is located off the first floor lobby under the auditorium.

Self-Administration of Medication:

A student who needs to take medication during school hours, either for asthma or other life threatening illnesses is required to:

1. Submit a written authorization by the parent/guardian for permission to self-administration of medication;
2. Submit a written certification from physician that the pupil has asthma or another life threatening illness and is capable of and has been instructed in the proper method of self-administration of medication;
3. Submit a written statement by the parent/guardian acknowledging that the board, its employees, agents, representatives, and assigns shall not incur liability as a result of any injury arising from the self-administration of medication by the pupil and that the parent/guardian shall hold harmless the district its employees or agents against any claim arising out of the self-administration of medication by the pupil;
4. If granted, the permission is effective for the school year for which it was requested and renewed for each subsequent school year upon fulfillment of the above requirements.
5. In situations where a pupil is authorized to use a nebulizer to treat asthma during school hours, the pupil shall submit a treatment plan prepared by a physician which shall identify, at a minimum, asthma triggers.

6. Students who require epinephrine via epi-pen for anaphylaxis during school hours are required to abide by the following regulations:
 - a. Submit written request by the parent/guardian for permission to administer an epi-pen by the school nurse or his/her designee;
 - b. Submit written orders from a physician or advanced practice nurse that the pupil requires epinephrine for anaphylaxis and does not have the capability to self-administration of the medication;
 - c. Submit a written statement by the parent/guardian acknowledging that neither the district nor the school shall incur liability as a result of any injury arising from the administration of medication to the pupil and that the parent/guardian shall hold harmless the district and its employees or agents against any claims arising out of the administration of medication to the pupil.

Physical Education Excuses:

If it is necessary to be excused from a physical education class, the student must present a doctor's note to the nurse prior to gym class. Doctors' certificates recommending exemption from all physical education classes must be presented to the nurse at the beginning of the each year. A doctors' note will only excuse students from Physical Education and will only be honored for the days subsequent to the date the note is received by the nurse.

EXCUSAL FROM CLASS OR PROGRAM

Policy 5250

The Board of Education directs that a pupil be excused from that part of the instruction in health education, family life education, sex education, or instruction that includes dissection of animals, where the parent or legal guardian presents to the principal for approval a signed statement that any part of such instruction conflicts with his/her conscience, or sincerely held moral or religious beliefs. The Principal shall notify the Assistant Superintendent for Curriculum and Instruction of all such instances.

An excused pupil shall be assigned to an alternative program of independent study, developed by the Principal and approved by the Superintendent/Designee on a substitute topic within the health education, family life education, or sex education program. The parent's or legal guardian's right of excusal applies to any alternative program as well. No excused pupil will be penalized by loss of credit as a result of his or her excusal, but a pupil will be held accountable for successful completion of any alternative program assigned.

Policy 5250

N.J.S.A. 18A: 35-4.7 adopted: November 2000

PUPIL SUPERVISION AFTER SCHOOL DIMISSAL:

Policy 8601

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; Kemba 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 district-operated schools or programs in grades Kindergarten to twelve 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 twelve, 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. 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 duration of the need, not to exceed one 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.

Each Principal or program administrator will develop and implement a written Pupil Supervision After School Dismissal Plan for their school building or program location. This Plan shall include the school building's or program's supervision procedures for pupils at the end of the school day to the designated area in the school building or program and the location of the designated area in the school building or program. The Plan shall be based on the school's or program's ability to provide supervision, the accessibility for the parent(s) or legal guardian(s) or designated escort to pick-up the child without disrupting dismissal of the remaining school population, and other considerations unique to the school building or program location. The school's or program's Pupil Supervision After School Dismissal Plan shall be provided to all parent(s) or legal guardian(s) that have submitted a Request Form. In the event the parent(s) or legal guardian(s) or designated escort does not arrive to pick up their child(ren) after the dismissal time of school, the Principal or designee will attempt to contact the parent(s) or legal guardian(s) using the district's emergency call procedures. The pupil(s) shall be supervised by school staff in the designated area of the building and will only be released when the parent(s) or legal guardian(s) or designated escort arrives to pick up the pupil and signs the pupil out of school. In order to ensure the safety of other pupils being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other pupils within the building, and to avoid traffic and vehicular safety problems outside the school building, the Principal or program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other

vehicular traffic have cleared the school site. This determination shall be made by each Principal or program administrator after considering the unique circumstances at the school building and the building's typical dismissal protocol.

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

Policy 8601
Adopted: 14 March 2012

RULES AND REGULATIONS:

Corridor Passes

At THS, students must carry either their passport books or their phones with the THS app to walk in the halls during class periods. Hall passes may be granted by the teacher in the class. Students who are in the halls during class periods without a proper corridor pass will be escorted to their Teacher/Dean. Students may request to leave class only in cases of emergency (bathroom or to see the nurse).

Teachers will maintain a log of Student Passes issued.

School Insurance

If a student applied for school insurance and sustains an injury while in school or while participating in interscholastic activities, he/she may obtain an insurance form from the school nurse.

Student Id Badges

The Teaneck Board of Education recognizes that maintaining a safe school environment is a priority and the ability to identify those who belong on Teaneck High School's campus plays a significant role in achieving this goal.

Student Id Badge Regulations

Id badges are the property of the Teaneck Board of Education. Each student must have an ID Badge in his or her possession at all times. Students who do not produce their ID Badges when requested will be subjected to the Code of Conduct for insubordination and/or willful disobedience.

Failure to produce the ID Badge when asked will result in the following:

First Offense:	Reissue of ID
Second Offense:	Reissue of ID and charged \$5.00

Third Offense:

Reissue of ID, charged \$5.00, and notify parents

If a student tampers with the ID Badge in any manner (falsification, forgery, counterfeiting, alteration, defacing, or marking), or willfully permits another person to have of use an ID Badge, such student will be disciplined under the Code of Conduct. Habitual violations of the ID policy will result in student discipline and parent conferences.

Working Papers

All students under 18 years of age are required by the State of New Jersey to obtain employment certificates. Such certificates can only be issued after the student has obtained a job. In order for an official certificate for be issued, a set of forms must be obtained from the Guidance Office.

Change of Address

Students who move to a new address within Teaneck, must notify the Registrar's Office located in the Board of Education building as soon as possible. Please see the Teaneck Public School website (www.teaneckschools.org) for acceptable proof of residency documentation for making the address change.

PROHIBITED ITEMS

Head Phones

School policy does not permit students to use headphones in the school building at any time. **For students' safety, it is imperative that they can clearly hear all instructions in the case of a crisis management event.** Students who bring these items to school are solely responsible for their security. The School District is not responsible if the items are lost, damages, or stolen regardless of the circumstances. Students who violate this policy will have the item taken away by the administration and/or faculty.

Cell Phones/Wireless Devices

Students may only use cell phones and other wireless devices inside the school building for instructional purposes at the discretion of the classroom teacher during the instructional day (generally 8:10 am - 2:55 pm) **excluding lunch time and hallway passing's**. Students who violate this policy will be subject to further discipline in accordance with District policy and Code of Conduct. Teachers are encouraged to embrace technology for educational purposes and develop lessons utilizing and, under those circumstances, use is allowed. When not in use device must be turned off or in silent mode and kept out of sight during the instructional day.

Students who violate this policy will have the item taken away by the faculty member and will be returned at the end of the school day (3:30 pm).

Students who participate in before or after school extracurricular activities, such as clubs, athletic teams, or sanctioned school activities, may use these devices only after obtaining permission from the activity sponsor or staff member in charge.

TEANECK HIGH SCHOOL WILL NOT BE RESPONSIBLE FOR LOST OR STOLEN ITEMS

Return of confiscated electronic devices including cell phones and headphones

- First Offense:** Confiscated electronic device will be returned that day at 3:30 pm or OSS.
- Second Offense:** Confiscated electronic device will be returned that day at 3:30 pm/Saturday Detention or OSS.
- Third Offense:** Confiscated electronic device will be returned that day at 3:30 pm/Saturday Detention/parent conference or OSS.

Saturday detentions are held in Cafeteria A/B and Cafeteria C/D between 9:00 am - 12:00 pm. Student must check with the Teacher/Dean for the Saturday detention schedule.

Student Parking

Since the parking lot is relatively small, **parking spaces in the rear of the building and courtyard are reserved for staff members only.** Students parking in these places will be subject to the consequences set forth in the Code of Conduct. Students should park on the streets near the school. Please observe the parking signs and do not block driveways. Cars parked illegally will be ticketed.

Study Hall

Assigned study halls **are mandatory** except that seniors may be granted an excusal to attend first and last period study halls based upon the following:

1. Letter in writing from parent requesting the privilege.
2. Counselors verification that student has earned a minimum of an overall GPA of 2.5 and is not at risk of failing current subjects.
3. Approved by the Assistant Principal
4. Students who are absent with an excuse from or tardies to study hall, are subject to the consequences set forth in the Attendance Policy.

DRESS CODE

General Prohibitions

Students must dress in clothes that are neat and clean. Student must observe healthy hygiene. Students shall not wear clothing, jewelry or accessories, which present a health or safety risk to the student or others.

Clothing must cover the torso and legs to the mid-thigh. Student must not wear clothing that is transparent, distracting or disruptive to the school environment. Student attire is prohibited that can damage school property or cause excessive wear to it. Safety and protective clothing, as well as athletic/gym clothing, must be worn as required by the teacher/club instructor, only while participating in the related activity.

Students are prohibited from wearing halters, tube tops, half-skirts, inappropriate tank tops, underwear as outerwear or that is otherwise exposed, outerwear as indoor-wear, pajama bottoms, bathing suits, pants that drag and clothing that is torn or cut, such that it is disruptive, distracting, or creates a safety or health risk.

Students are prohibited from having visible tattoos and wearing inappropriate clothing, jewelry, buttons or accessories that are distracting; disruptive; or that has symbolic or printed messages, slogans or advertising that are obscene, lewd, vulgar, indecent and plainly offensive speech, which includes sexual innuendo and profanity or that provides or encourage behavior contrary to valid educational purposes such as smoking, drinking, drug use, physical or sexual violence. Sunglasses, hair curlers and scarves are not permitted. Students must wear footwear at all times. Laces must be tied. **Footwear that is potentially unsafe in design (i.e. beach thongs, platform shoes with heels of three inches or more) is not permitted.**

- Unless worn for religious reasons, students must not wear head coverings: bandanas, do-rags, headbands, scarves, or baseball caps.

Head-coverings must be placed in the locker upon arrival to school and must not be carried around the school building.

- Students may not wear or display any type of clothing, apparel or accessory which indicates that the student has membership in, or affiliation with, any gang associated with criminal activities.

- **Pants must be worn at the waistline (WITH NO SAGGING), not below the waistline, showing underwear/undergarments.**

- Spandex/Tights/Panty Hose/Opaque Stockings must not be worn as outer garments: a skirt or shorts must be worn over spandex, tights, panty hose or opaque stockings.

- Jeans that are ripped, torn or have holes in any part of the garment are not appropriate school attire and should not be worn.

The Board recognizes that each student has his/her own personal style and individual preferences relative to dress and grooming. However, in the interest of maintaining the protection of health, safety and order in the educational process, the Board has the authority to impose its judgement in those instances when a student's dress or grooming may distract or disrupt the educational process. The Board may exercise its authority when students exhibit gang related, obscene, pornographic, and other similar types of apparel or accessories, which may disrupt the educational process in accordance with its Policy and Regulation 5511. A student who fails to comply with this provision may be subject to discipline.

2018 - 2019 BELL SCHEDULES

I. REGULAR (85 minute classes/35 minute lunch)

During lunch periods, a bell will signal
the end of "A" lunch and the start of "B" Lunch

TIME		A DAY	B DAY
8:10	Warning bell		
8:15 - 9:40	Instructional Period	1	5
9:45 - 9:50	Focus Time		
9:50 - 11:15	Instructional Period	2	6
11:20 - 11:55	Lunch A		
12:00 - 1:25	Instructional Period 3/7 After lunch A	3	7
11:20 - 12:45	Instructional Period 3/7 Before Lunch B	3	7
12:50 - 1:25	Lunch B	3	7
1:30 - 2:55	Instructional Period	4	8

II. FOUR HOUR SESSION - HALF DAY

60 minute classes - no lunch

TIME		A DAY	B DAY
8:10	Warning Bell		
8:15 - 9:15	Instructional Period	1	5
9:20 - 9:25	Focus Time		
9:25 - 10:25	Instructional Period	2	6
10:30 - 11:30	Instructional Period	3	7
11:35 - 12:35	Instructional Period	4	8

III. PEP RALLY

70 minute classes, 35 minute lunch

Time		A Day	B Day
8:10	Warning Bell		
8:15 - 9:25	Instructional Period	1	5
9:30 - 9:35	Focus Time		
9:35 - 10:40	Instructional Period	2	6
10:45 - 11:20	Lunch A	3	7
11:25 - 12:35	Instructional Period 3/7	3	7
10:45 - 11:55	Instructional Period 3/7	3	7
12:00 - 12:35	Lunch B	3	7
12:40 - 1:50	Instructional Period	4	8
1:55 - 2:55	Pep Rally		

IV. DOUBLE ASSEMBLY SCHEDULE

74 minute classes, 35 minute lunch, 45 minute Assembly
(15 minutes allotted to pass to and from auditorium)

TIME		A DAY	B DAY
8:10	Warning Bell		
8:15 - 10:15	Double Assembly (2 Hours)		
	<u>First Assembly</u>		
8:15 - 9:15	First Assembly		
9:15 - 10:15	Instructional Period	1	5
	<u>Second Assembly</u>		
8:15 - 9:15	Instructional Period	1	5
9:15 - 10:15	Second Assembly		
10:20 - 10:25	Focus Time		
10:25 - 11:39	Instructional Period	2	6
11:44 - 12:19	Lunch A		
12:24 - 1:38	Instructional Period 3/7 After Lunch A	3	7
11:44 - 12:58	Instructional Period 3/7 Before Lunch B	3	7
1:03 - 1:38	Lunch B	3	7
1:43 - 2:55	Instructional Period	4	8

V. DELAYED OPENING DUE TO INCLEMENT WEATHER

60 minute classes, 35 minute lunch
Periods 3 and 7 reversed with Periods 2 and 6

TIME		A DAY	B DAY
10:10	Warning Bell		
10:15 - 11:15	Instructional Period	1	5
11:20 - 11:55	Lunch A		
12:00 - 1:00	Instructional Period 3/7 After Lunch A	3	7
11:20 - 12:20	Instructional Period 3/7 Before Lunch B	3	7
12:25 - 1:00	Lunch	3	7
1:05 - 1:10	Focus Time		
1:10 - 2:05	Instructional Period	2	6
2-10 - 2:55	Instructional Period	4	8

School Counseling Department

The School Counseling Department is one of the most important resources available during your four years in high school. Our focus is to assist students in dealing with change and help guide them to reach his or her maximum potential. The School Counseling Department always welcomes all students, parents and guardians. Counselors are available to assist you regarding any concerns, whether personal, social or academic. We are here to serve you and meet your needs.

What happens if a counselor cannot help you? Your school counselor will always work in your best interest and will assist you in obtaining help with your problem. Your counselor may use additional resources and/or call on other professionals to assist by way of referrals to skilled social workers, psychologists or learning specialists. You are always the main concern of your counselor.

What about me? I am doing fine in my courses... I have good friends... Things are o.k. at home... I'm really enjoying high school. Do I get to see my counselor? Yes, because your counselor plays an important role in your high school career. You really need to get to know your counselor and develop a good working relationship early in your high school years. You need to sit with your counselor and begin to investigate plans for future endeavors. Your counselor has a wealth of information on these subjects and will only work in your best interest, as he/she knows more about you. Make an appointment to see your counselor to go over any of your concerns or questions.

How do I get to see my counselor? Come into the School Counseling Office before school, during lunch, after school or if your classroom teacher agrees to give you a pass. Go directly to your counselor. If your counselor's door is closed - leave a note on their door, or mailbox, or ask their secretary to make an appointment for you. If it is an emergency - do not leave the counseling office - tell your counselor's secretary or any other counselor. There will always be someone in the counseling office when you need to talk.

The School Counseling Department also provides the following resources for parents and students:

Parent/Student Meetings	College and Career
Planning, Academic Transcripts	On site College and Career Fair
On site meetings with college admissions representatives	SAT/ACT and TOEFL registration booklets and information
On site college instant decision days	Academic summer programs
Scholarship applications and information	Financial Aid information and assistance
Personal and social concerns	Summer school information
Working papers	

2018 - 2019 Counselor Assignments
 Aaron Kleinman
 Supervisor of School Counseling
 201.833.5432

Counselor	Grade 9	Grade 10	Grade 11	Grade 12*
Douglas Book 201.833.5427	A - D	A - G	J - M	D - H
Beth Fleischer 201.862.2479	TEAMS Academy & Satellite	TEAMS Academy & Satellite	N - R & TEAMS Academy	A - C & TEAMS Academy
Lillian Garcia 201.833.5431	E - K & ESL students	H - M	E - I	R - S
Chiara Levy 201.833.5430	S - Z	R - Z	S - Z	M - Q
Kelvin Reese 201.833.5436	Special Ed M - Z Regular Ed O - R	Special Ed M - Z Regular Ed N - Q	A - D	I - L
Jennifer Taylor 201.833.5433	Special Ed A - L Regular Ed L - N	Special Ed A - L	Special Ed	T - Z

*12th grade Satellite and Special Ed. Students will be shared by all counselors according to the lettering breakdown above.

*Tentative - Subject to Change

REPORT CARDS AND PROGRESS REPORTS

Report cards and progress reports are distributed four times a year. Grades and comments are indicative of academic achievement, effort and progress. Midyear and final grades as well as exam grades are included on report cards.

Important: Final grades are at the discretion of the teacher.

Report Card and Progress Report Schedule (Tentative)

	Semester 1		Semester 2	
	1 st MP	2 nd MP	3 rd MP	4 th MP
Start of MP	September 5	November 14	January 30	April 8
End of MP	November 13	January 29	April 5	June 14
Progress Reports Distributed	October 18	January 4	March 22	May 22
Report Cards Distributed	November 21	February 6	April 22	Early July

EXAMINATION SCHEDULE

P.S.A.T./NMSQT	October 10, 2018
Senior Exams	June 11, 12 2019*
Final Exams	June 13, 14, 17, 18 2019*

*Subject to change - June dates are tentative

ACT Test Schedule (THS is not a test site)

Test Dates	Registration Deadline
September 8, 2018	August 10, 2018
October 27, 2018	September 28, 2018
December 8, 2018	November 2, 2018
February 9, 2019	January 11, 2019
April 13, 2019	March 8, 2019
June 8, 2019	May 3, 2019
July 13, 2019	June 14, 2019

SAT Test Schedule (anticipated test dates)

Online Registration - www.collegeboard.com

National Test Dates	Registration Deadline
August 25, 2018	July 27, 2018
October 6, 2018	September 7, 2018
November 3, 2018	October 5, 2018
December 1, 2018	November 2, 2018
March 9, 2019	February 8, 2019
May 4, 2019	April 5, 2019
June 1, 2019	May 3, 2019

Sunday administrations will occur the day after each Saturday test date for students who cannot test on Saturday for religious reasons.

2019 Advanced Placement

Exams will be administered between:

May 6 - 17, 2019

To see a list of specific test dates by AP subject, visit the College Board AP website

2019 New Jersey Science Assessment:

Exam will be administered sometime between:

May 6 - June 7, 2019

2019 PARCC

Partnership for Assessment of Readiness for College and Careers Exam will be administered sometime between:

April 8 - May 28, 2019

Course Grades (subject to revision)

"A"	Superior accomplishment, achievement, progress
"B"	Very good accomplishment, achievement, progress
"C"	Good or average accomplishment, achievement, progress
"D"	Minimum satisfactory accomplishment, achievement, progress
"E"	Failure
"W"	Course attempted
"WP"	Withdrawn passing before deadline
"WF"	Withdrawn failing after the deadline
"R"	Removed (violation of class attendance policy)
"MED"	Excused for medical reasons

Note: Teacher may assign plus (+) or minus (-).

Grading Procedures

(subject to revision)

A. For Full Year Courses:

Final grades will be based on five (5) grades:

- 1st Marking Period
- 2nd Marking Period
- 3rd Marking Period
- 4th Marking Period
- Final Exams

There will also be a Mid-Year Average Grade, which will be based on 1st and 2nd Marking Period grades. This grade WILL NOT be utilized in determining Final Grades.

Note: No credits will be awarded at midyear for full year courses.

B. For Semester Courses:

Final grades will be based on two marking periods and a semester exam. Credits will be awarded as follows: 2 $\frac{1}{2}$ credits for semester course.

Each subject teacher is allowed to make comments relative to class instruction and student behavior. The comments appearing on progress reports reflect a student's skill development, attitudes, and behavior in the teacher-learning process.

Schedule Change Policy

Change Request	When Permitted	Approval Required	Comment
Any Kind	7/1/2018 -8/30/2018	Parent Note Processed by counselor	If space available
To correct any error (includes prior failure with teacher)	First ten (10) schools days	Counselor	If space available
Dropping a course after 9/1	With no notation on the transcript. First two (2) weeks of school, ten (10) school days After ten (10) school days, only by appeal until 11/1 Dropped with grade 11/1 WP=Withdrawn Passing WF=Withdrawn Failing	Parent Note Processed by Counselor, Supervisor of school counseling and grade level Assistant Principal.	

Withdrawn Passing (WP) and Withdrawn Failing (WF)

A student may drop a class by accepting a grade of WP or WF. The individual teacher will notify the counselor in writing of the grade on the appropriate form. The counselor will make this form available to the teacher. The teacher will also indicate the WP or WF at the end of the semester. The WP/WF will be recorded on the student's report card. No credits are received when a student drops a course and a student **MAY NOT** make up a dropped course in a shortened summer school program.

Definition of Academic Misplacement

An academic misplacement is rectified by a student moving from one level of a course to another level of a course in the same subject. Example: Honors Biology to Biology. The change must be authorized by the Department Chair and approved by the parent. Academic misplacement changes are possible only within the following areas which offer different levels of the same subject: English 9,10,11,12, Global History, US History I, II, Biology, Chemistry, Physics, French, Spanish, Computers and Math. When academic misplacement change is not possible in the same subject a drop/add change or appeal is required.

Change Request	When Permitted	Approval Required	Comment
Academic Misplacement	Within twenty (20) class periods	Signed academic misplacement form	Permitted if space is available in the class.

Drop/Add

Students dropping a class may add a new one under the following circumstances:
(except for the first two weeks of school as noted below):

- Changes requested within the first two (2) weeks of school, ten (10) school days, may only be made to resolve a conflict or an error in the schedule.
- The new course must be scheduled during the same period as the course being dropped.
- The new course must be different from the course being dropped. Students **may not** drop/add to simply change teachers.
- Space must exist in the new class.
- Seniors must maintain a minimum of thirty-five (35) credits. Grades 9, 10, 11 must maintain forty (40) credits.
- If a student requests a schedule change, which is not permitted under the above guidelines, and he/she believes there are special circumstances, he/she should file a Schedule Change Appeal with his/her counselor. The counselor will pass the appeal onto the Principal and Supervisor of School Counseling for review. The appropriate grade level Assistant Principal will be consulted if the Supervisor of School Counseling seeks an additional decision on the appeal.

Exceptions: New registrants who may need to have adjustments made in their original schedule.

Schedule Change Appeal Process

If a student's request for a schedule change is not allowed under the above policy and the student believes there are extenuating circumstances to warrant a schedule change the student may file an appeal.

- The student should write an explanation of the requested change; include reason(s) for the requested change, the extenuating circumstances which make the change necessary and why the student feels an exception should be made in favor of the student.
- Submit the appeal to the student's guidance counselor, who in turn will review it and submit it to the Assistant Principal.
- If the student's request is approved by the Assistant Principal the counselor will make the change. If the request is not approved, the student may make an appointment to meet with the Principal.

Honors Courses

Courses described as honors will be noted as such on transcript. Students who elect these Honors courses should be prepared to meet the specific standards of the course which are considered more demanding, in terms of homework, reading, and research/writing, than most College Prep courses.

Class Rank Procedure

A student's first class ranking is an "unofficial" ranking calculated at the end of the 5th semester based on the final marks in all subjects in grades 9 & 10, plus the first semester marks for grade 11 (at half credit weight). An official ranking will be calculated at the conclusion of semesters 6 and 7. These two ranks are documented in the student's Permanent Record. The ranked transcripts are sent to colleges only if the student so requests. The 6th

semester ranking is based on the final marks in all subjects in Grade 9, 10, and 11. The 7th semester ranking is based on the final marks in all subjects in Grades 9, 10, and 11 plus the first semester marks for grade 12 (at half the credit weight). Class rank is based on grade point average (GPA). GPA is computed by multiplying the number of credits for a given course by the point value ascribed to each. All Advanced Placement courses are given an additional .5-point weight, as per the table below:

Point Values

Course Grade	College Prep	Honors	Advanced Placement
A+	4.2	5.2	5.7
A	4.0	5.0	5.5
A-	3.8	4.8	5.3
B+	3.2	4.2	4.7
B	3.0	4.0	4.5
B-	2.8	3.8	4.3
C+	2.2	3.2	3.7
C	2.0	3.0	3.5
C-	1.8	2.8	3.3
D+	1.2	2.2	2.7
D	1.0	2.0	2.5
D-	.8	1.8	2.3
E	0.0	0.0	0.0

Homework

Every student knows that effective classroom participation and learning is a result of clear motivation and interest in a subject. One teaching method of assisting with motivation and learning is the assignment of homework or reinforcement exercises that either prepare students for new work or reinforce skills already acquired.

All students in high school are expected to complete homework assignments regularly. These home assignments will be reflected in student grades and will effect student performance in subject exams.

Independent Study Program

Students must be enrolled in the course in which they wish to do an independent study.

How does one apply for independent study?

- Discuss your areas of interest with your teacher and outline a proposal
- Student and teacher determine the number of days per week and the length of time to be spent in independent study.
- It will be the teacher's responsibility to maintain a written log of his/her weekly meetings with the student(s), along with a record of the progress being made by the student.
- Written records should be stored with the Assistant Principal, and building principal on a regular basis.
- After you draft your plan, you must secure approval of your teacher, and your Assistant Principal. All signatures signifying approval must appear on the contract in order for it to be valid so that credit can be received.

- Must file a copy of the proposal with your counselor for **final approval**. You must request an independent study card and assignment of a work location.
- The student must meet with the teacher at least once a week and with the assistant principal once a month.
- The student must maintain passing grades in all courses in which he/she is enrolled.
- The student should review the sample copy of the Independent Study contract before drafting a proposal. The "contract" should be included as page one of the proposal filed with the assistant principal.

Student will be excused from class during the period in which he/she has been approved for Independent Study. He/she may also be excused from study halls, and on occasion with parental permission, from all classes when he/she must leave school to work on the project. In order to leave the school grounds, you must request and receive special permission from the assistant principal.

Independent Study students may be given permission to use the Fairleigh Dickinson University Library in late afternoons and/or on weekends.

Summer School

THS accepts summer school work completed in any approved summer school program that meets Teaneck High School's hourly requirement. This applies to both sixty-hours of make-up work as a result of the five-credit subject failure, or new work, which meets the general requirement of 120 hours. Enrichment courses must be taken at approved summer schools; a list will be posted on the Guidance E-Board. Any student who has been removed from a course may not make up the course in summer school or through tutoring under the 60-hour remediation plan. Instead, he/she must fulfill the 120-hour requirement.

College Courses

For students desiring to take college courses for credit and "advance standing", the following is in effect: Before you attend the college course, you must request approval from the Guidance Department. The high school will not grant credit for summer session college course work or for college course work in winter session after the fact. Any student desiring to receive credit for college work must have prior approval from the Guidance Department and the specific academic department in Teaneck High School. Please note, generally, college courses do not meet the hourly requirements stated in the first paragraph of this section.

Graduation Expectations and Requirements - 140 Credits are needed for Graduation

The high school community has identified a set of essential learner outcomes in literature and language, mathematics, social studies, science, world language, practical and fine arts, and physical education and health in which students must demonstrate achievement in order to graduate.

The freshman and sophomore year experiences (grades 9 and 10) are designed as the time of **EXPLORATION**. The exploration plan includes 2 years of English, 1 year of Global History, 2 years of Mathematics, 2 years of Science, 1 year of World Language, 2 years of Physical Education, Health, Driver Education, 1 year of Fine or Practical Arts and 3 elective courses from the department courses designated as electives. This translates into seventy (70) credits. At the **EXPLORATION** level, courses emphasize interdisciplinary themes. The instructional framework

provides for extended learning opportunities and strategies that emphasize expectations of individual accountability and the positive interdependence of the learners.

The Junior and Senior year experiences (grades 11 and 12) are designated as the time of **CONCENTRATION**. The concentration plan includes 2 years of English, 2 years of American History, 2 years of Mathematics, 1 year of Science, 2 years of Physical Education and Health, and 4 elective courses from the department courses designated as electives. At the **CONCENTRATION** level, interdisciplinary, extended learning opportunities, individual accountability and positive interdependence of the learner will continue to be essential goals.

Students are encouraged to select areas of particular interest that may lead to intensive, in-depth, individual or staff mentored learning.

Instruction and expectations in both the **EXPLORATION** and **CONCENTRATION** levels support all requirements and expectations of the Core Curriculum Standards of the State of New Jersey. The award of a Teaneck High School diploma certifies that all standards have been met or surpassed by the graduate.

Upon entering high school each student develop, with the assistance of counselors and mentoring teachers, a Personal Plan for Progress. The plan reflects the individual needs of the student. Students are encouraged, within reasonable parameters, to design their own learning models in an effort to meet the highest standards. The Personal Plan for Progress are reviewed and updated annually as students, parents and staff prepares to select courses for the next school year.

Additional required competencies include:

- Successful completion of the PARCC or alternative assessment approved by the NJDOE
- Technology literacy as demonstrated by proficient use of a variety of tools to attain high levels of achievement in all curricular areas.
- Community Service/Career exploration.

Credit Requirement to Enter 12th Grade*:

A student must have at least 100 credits to enter 12th grade - students must have 140 credits to graduate.

*Subject to change.

Options for Graduation in Less than Four Years

See your School Counselor

Early College Admission without Graduation

See your School Counselor

Senior Exam Exemption:

In order to be eligible for an exemption, the following standards must be strictly adhered to:

- Students who maintain a high academic standing throughout the course of the year maintaining an "A" average in that class will automatically gain exemption from the exam where this average has been maintained.
- Seniors graduating in January (fulfilling all requirements) and who meet all other criteria for exemption.
 - Senior Exam exemption applications must be handed in by June 1, 2019
 - Senior educational experiences, exempt from exams, will be determined by administration.

Senior Service

1. The Teaneck High School Senior Service Program offers seniors a wonderful opportunity to conclude their educational experience by giving them a chance to provide a service to the community and/or explore a career via unpaid internships. The six-week internship may be with a non-profit organization or in the private sector. Students will intern five hours per day, excluding lunch, Monday through Friday.
2. Senior Service is a privilege afforded only to seniors who, at the close of the third marking period, meet the following criteria:
 - a. Have a senior year GPA of 3.0 or better and a minimum average grade of 2.0 in every class
 - b. Have a positive and respectful behavioral record throughout the course of the year
 - c. Have attendance in compliance with State guidelines for eligibility
 - d. Have completed 60 hours of community service by April 30th.
 - e. Students accepted into the program must continue to maintain grades of "C" or better in every class until they are signed out by their teachers and be available to start on the first day of the program. Students failing to abide by these rules will forfeit participation in the program.
 - f. Participation by any student is subject to teacher and administrative approval.

Community Service

The completion of 60 hours of community service over a four (4) year period is a Teaneck High School graduation requirement. This requirement centers around the development of character, self-esteem, and leadership qualities attained through a contribution to one's community. Students may begin their service during the summer prior to entering the 9th grade and must have it completed by April 30 of their senior year.

- All community service sites must be approved by the Community Service Coordinator prior to the start of service. Failure to comply may result in loss of credit for hours served.
- Community service materials are available in the Guidance Suite; contact your Guidance Counselor for more information.

Use of Computers:

Access to Electronic Information-

The district's students and staff will have access to electronic information resources through their classrooms, offices, media centers, and school computer laboratories. Access to the district's computer network(s) and the Internet is a privilege, which may be revoked at any time. Electronic information resources include, but are not limited to Voice Mail, Local Area Networks (LAN), Wide Area Networks (WAN), Internet Access, Electronic mail (e-mail), and instructional management software/courseware. These resources have been established for limited educational purposes and management uses, as approved by the Board of Education and under the direction of the Superintendent. No student shall be permitted access to District provided Internet resources unless and until the student's parent/guardians sign the District's consent and release and the student has agreed, in writing, to follow district policy and regulation.

The terms "educational purpose" and "management use" include use of resources for experiences related to instruction, professional or career development, data management, research, and communication related to those uses. The Board policy 2301 and Regulations on District-Provided Access to Electronic Information are available

for Parent and Student review. Before students have access to District-Provided Internet resources, parents/guardians must sign a consent and release to permit their children to use those resources. In addition, students must agree to follow the District policy.

District Electronic Resources-

LAN - A Local Area Network is two or more computers connected within a room or building. LANs enable sharing of information and network resources, facilitate communication, and file management.

WAN - A Wide Area Network connects computers within the district and outside of the district. WANs enable sharing of information and network resources, facilitate communication, and file management over long distance.

Internet/World Wide Web - The Internet is a global computer network that provides access to a wide range of information and resources from throughout the world.

Electronic Mail - Electronic Mail is an electronic messaging system utilizing the LAN, WAN, or the Internet, enabling a user to correspond with another user having compatible mail access.

Rights and Responsibilities with Regards to Computers

The district will monitor network activity, in any manner necessary, to maintain the integrity of the network(s) and ensure proper use. Users should not expect that files stored on school-based computers, including electronic messages sent to or from school-based computers, will be private. The contents of files, including electronic messages sent or received shall be reviewed by a network system operator or other designated personnel. Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other potentially offensive media.

Responsibilities -

User: Any member of the District Community who is given access to district-managed electronic information resources.

Network System Operator(s): The staff member(s) responsible for the operation and maintenance of district-managed information resources.

The use of the LAN, WAN, or Internet must be in support of and consistent with the educational objectives of the District. Internet users must comply with the guidelines of this Policy and Regulations and the standards of conduct established by the Board of Education.

The District will not be responsible for financial obligations arising from unauthorized use of the system. The District cannot guarantee that information or other content accessed via the Internet is not harmful, for is the District liable if the accessed content should be harmful.

The District cannot guarantee that files accessed from the LAN, WAN, or Internet are free of viruses, nor is the District liable for any harm that viruses acquired from District-provided technology cause to non-District technology.

All users are prohibited from the following use/misuse of District-provided Access to Electronic Information:

- Violating any local, state, federal, or international law and regulation.
- Gaining unauthorized access to any computer system or going beyond authorized access.

- Vandalizing, damaging, or otherwise impairing computers, networks, or related materials or products, including the creation of viruses or other damage to software/hardware.
- Downloading, uploading, or installing without permission from network system operator.
- Abusing resources by sending chain or pyramid letters or "spamming".
 - Spamming is defined as sending an annoying or unnecessary message to a large number of people.
- Accessing, uploading, downloading, or distributing pornographic, obscene, or sexual explicit material.
- Transmitting obscene, abusive, sexually explicit, or threatening language or images.
- Using the network to access material that advocates violence or discrimination towards other people (hate literature).
 - An exception may be made for such material if the purpose is to conduct approved research and with teacher and parental permission.
- Vandalizing, damaging, or disabling the property of another individual of organization.
- Accessing another individual's materials, information, or files without permission.
- Violating copyrights or otherwise using the intellectual property of another individual or organization without permission.
- Plagiarizing work found on the LAN, WAN, or Internet.
- Using the Internet for product advertisement or commercial activities
- Using the Internet to purchase products or services, with the exception of staff members who have received permission from their supervisors.
- Encouraging the sale or distribution of controlled substances or alcohol.
- Posting personal information about yourself or other people.
- Using a false identity or impersonating another person.
- Any other conduct or activity that violates the rights of others or does not advance the educational/management purposes for which computer network(s)/computers are provided.

Student Users are Responsible for -

- Notifying a teacher, network system operator, or other responsible school professional of possible security problems.
- Promptly disclosing, to teacher or other responsible school professional information concerning any message he/she receives that is inappropriate or causes discomfort.
- Notifying responsible school professional if he/she mistakenly accesses inappropriate information.
- Notifying responsible school professional of other user's access of inappropriate information.

Communication -

Parents need to be aware that the Internet is an open system containing material that may be deemed objectionable. The information may be defamatory, offensive, pornographic, controversial, discriminatory, or otherwise inappropriate. The District cannot guarantee that students will not access such information. The District is not responsible for the content, quality, or accuracy of any information accessed or transmitted through the Internet. By signing the District's Parent/Guardian consent and Release Form, Parents/Guardians acknowledge that the Board of Education, its officers, employees, agents, and representatives are not responsible for any damages that may occur related to the use or misuse of the District's computer network system and the Internet. The Board is not responsible for any inappropriate usage by students. The Internet is to be used at the student's own risk and every student is responsible for his/her own conduct.

Violations -

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the District Internet access, LAN, or WAN.

In the event of an allegation that a student has violated the Policy and Regulations on District-Provided Access to Electronic Information, the student will be subject to discipline in accordance with the District Pupil Discipline Policy and Regulations and District code of Conduct.

Potential Disciplinary Actions - including but not limited to:

1. Use of the network(s) computers only under direct supervision or in some other restricted way.
2. Suspension of network/computer privileges.
3. Revocation of network/computer privileges.
4. Suspension
5. Expulsion
6. Any appropriate action that may be deemed necessary as determined by the Superintendent and approved by the Board of Education.

Electronic Communications between Teaching Staff Members and Students - **Policy 3283**

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

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this policy to provide guidance and direction to teaching staff members to prevent improper electronic communications between teaching staff members and students. The Commissioner of Education and arbitrators, appointed by the Commissioner, have determined inappropriate conduct may determine a teaching staff member unfit to discharge the duties and functions of their position. Improper electronic communications by teaching staff members may be determined to be inappropriate conduct. For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites. For the purposes of this Policy, "professional responsibility" means a teaching staff member's responsibilities regarding co-curricular, athletic coaching, and any other instructional or non-instructional responsibilities assigned to the teaching staff member by the administration or Board of Education.

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

1. The content of the communication is inappropriate as defined in this Policy; and/or

2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a teaching staff member and a student as defined in this Policy. Inappropriate content of an electronic communication between a teaching staff member and a student includes, but is not limited to:
 3. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content of a sexual overtone;
 4. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
 5. Communications regarding the teaching staff members or student's past or current romantic relationships;
 6. Communications that include the use of profanities, obscene e language, lewd comments, or pornography.
 7. Communications that are harassing, intimidating, or bullying;
 8. Communications requesting or trying to establish a personal relationship with a student beyond the teaching staff member's professional responsibilities;
 9. Communications related to personal or confidential information regarding another school staff member or student; and
 10. Communications between the teaching staff member and a student that the Commissioner of Education or an arbitrator would determine to be inappropriate in determining the staff member is unfit to discharge the duties and functions of their position.

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

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

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

Reporting Responsibilities -

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

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

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

Policy 3283

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

Adopted: September 10, 2014

Electronic Communications between Support Staff Members and Students – Policy 4283

In accordance with the provisions of N.J.S.A 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to support staff members to prevent improper electronic communications between support staff members and students. The Board of Education recognizes support staff members can be vulnerable in electronic communications with students. The Board prohibits all electronic communications between a support staff member and a student. However, based on a support staff member's professional responsibilities electronic communications between a support staff member and a student may be permitted with written approval of the Superintendent or designee. The approval is only for the school year in which approval is granted. If the Superintendent or designee approves electronic communications between a support staff member and a student, the support staff member shall be required to comply with all the provisions of this Policy.

The Commissioner of Education has determined inappropriate conduct may determine a school member unfit to discharge the duties and functions of their position. Improper electronic communications by school staff members may be determined to be inappropriate conduct. For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites. For the purposes of this Policy, "professional responsibility" means a support staff member's responsibilities assigned to the support staff member by the administration or Board of Education.

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

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

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

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding support staff members or student's past or current romantic relationships;
4. Communications, which included the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or bullying;
6. Communications requesting or trying to establish a personal relationship with a student beyond the support staff member's professional responsibilities;

7. Communications related to personal or confidential information regarding another school staff member or student; and
8. Communications between the support staff member and a student that the Commissioner of Education would determine to be inappropriate in determining the support staff member is unfit to discharge the duties and functions of their position.

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

1. E-mail Electronic Communications between a Support Staff and a student
 - a. All e-mails between a support staff member and a student must be sent or received through the school district's e-mail system. The content of all e-mails between a support staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.
 - b. A support staff member shall not provide their personal e-mail address to any student. If a student sends an e-mail to a support staff member's personal e-mail address, the staff member shall respond to the e-mail through the school district e-mail system and inform the student his/her personal e-mail address shall not be used for any electronic communication between the support staff member and the student
 - c. A support staff member's school district e-mail account is subject to review by authorized school district officials. Therefore, a support staff member shall have no expectation of privacy on the school district's e-mail system.
2. Cellular Telephone Electronic Communications between a Support Staff Member and a student.
 - a. Communications between a support staff member and a student via personal cellular telephone shall be prohibited
 - i. However, a support staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the support staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc.. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee.
3. Text Messaging Electronic Communications between Support Staff Members and Students
 - a. Text messaging communications between a support staff member and an individual student are prohibited
 - i. However, a support staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the support staff member's professional responsibilities regarding the student. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the activity approved by the Principal or designee.
4. Social Networking Websites and other Internet-Based Social Media Electronic Communications between Support Staff and a Student
 - a. A support staff member is prohibited from communicating with any student through the support staff member's personal social networking website or other Internet-based website.

Communications on personal websites are not acceptable between a support staff member and a student.

- b. A support staff member shall not accept "friend" requests from any student on their personal social networking website or other Internet-based social media websites. Any communication sent by a student to a support staff member's personal social networking website or other Internet-based social media website shall not be responded to by the support staff member and shall be reported to the Principal or designee by the support staff member.
- c. Communication between a support staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

Reporting Responsibilities:

In the event a student sends an electronic communication to a support staff member who has not been approved by the Superintendent or designee to have electronic communications, the support staff member shall report the communication to the Principal or designee. The Principal or designee will take appropriate action to have the student discontinue such electronic communications. Electronic communications by a support staff member or a student where such communications are not approved by the Superintendent or designee may result in appropriate disciplinary action. In the event a student sends an improper electronic communication, as defined in this policy, to a support staff member who has been approved by the Superintendent or designee to receive electronic communications, the support staff member shall report the improper electronic communication to the Principal or designee. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a support staff member or a student may result in appropriate action. A support staff member and student may be exempt from the provisions outlined in this Policy if a support staff member and student are relatives. The parent of the student and the support staff member requesting an exemption from the provisions of this Policy must submit a written request to the Principal of the student's school indicating the family relationship between the student and the support staff member. The Principal will provide written approval of the request to the support staff and the student. If the Principal does not approve the request, the support staff member and the student must comply with all provisions of this Policy. The Principal's approval of a request for this exemption shall only be for the individual support staff member and student included in the request and for the school year in which the request is submitted.

The provisions of this Policy shall be applicable at all times while the support staff member is employed in the school district and at all times the student is enrolled in the school district, including holidays and summer breaks. A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

Policy 4283

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

Adopted: September 10, 2014

SPECIAL EDUCATION

POLICY 2460

The Teaneck 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 students with disabilities, who are in need of special education and related services, including students 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 students 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 IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.
3. Students 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, students 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 Statewide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in statewide 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. Students 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. The rules set forth in N.J.A.C. 6A:14 ensure a free appropriate public education is available to all students with disabilities between the ages of three(3) and twenty one(21), including students with disabilities who have been suspended or expelled from school.
 - a. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program (IEP) is in effect for the student 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 student with a disability who is eligible for special education and related services, even though the student is advancing from grade to grade;
 - d. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the pupil's unique needs and not on the student's disability; and
 - e. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible and, when the IEP does not describe specific restrictions, the student 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 this chapter 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 students with disabilities is provided.
11. The compilation, maintenance, access to, and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.

12. Provision is made for the participation of students 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. Students with disabilities who are placed in private schools by the district Board of Education, 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 students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.
15. Pursuant to N.J.A.C. 6A:14-1/2(b)4, the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified, and the appropriate in-service training is provided. The district Board of Education 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. Insure 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 materials will be provided to blind or print-disabled students in a timely manner.
17. For students 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 Developmentally Disabled Uniform Application Act, N.J.S.A 30:4-25.10 et seq. and N.J.A.C. 6A:14-1.2(b)17, the necessary materials to the parent(s) to apply for such services;
18. When the school district utilizes electronic mail, parent(s) are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parent(s) shall be informed of the procedures to access the electronic mail system and that they 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:14-1.2(b)18.
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 student's IEP, pursuant to N.J.A.C. 6A:14-4.5(d).
20. The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum and staffing in the provision of special education services as provided by N.J.A.C. 6A:14-3.7(c)4.
21. The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq.

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.

Policy 2460

20 USC §1400 et seq.

34 C.F.R. §300 et seq.

Adopted: 14 March 2012

Revised : May 3, 2017

RESPECT IN THE SCHOOL COMMUNITY

Student Responsibilities:

Students have the responsibility to treat all staff members, including but not limited to teachers, paraprofessionals, providers, secretarial staff, security and custodians, with respect and courtesy. Each student is urged to regard staff members as resources who can be utilized to advance the student's own knowledge and development. Students shall be required to respect the rights of staff members and interference with such rights will not be permitted. No student will be permitted to interfere with the efforts of staff members in the performance of their jobs. Students should listen to and follow all direction of staff members. They should take care of school materials and school property and demonstrate positive social skills. Students have a responsibility to be prepared for school, with both all needed materials and work and a positive attitude toward learning.

Students also have the responsibility to treat other students with respect and courtesy. Students should choose peer groups that demonstrate safe, respectful and responsible behavior. Students should resolve conflict in positive manners; violence is not an option. Students should listen to your peers and be open to new and different ideas and viewpoints.

Students also have the responsibility to treat visitors to the school community, including parents, volunteers, vendors, students from other schools, fans, with respect and courtesy. Students are representatives of this District and should represent the District in an exemplary manner. Students shall exhibit good will and courtesy towards all individuals with whom they come in contact.

Parent/Guardian Responsibilities:

Staff members are expected to work collaboratively with parents/guardians to best meet each student's needs. Staff members should listen to, and show respect towards all parents/guardians. Parent/guardian involvement is encouraged and welcomed. Open and courteous communication is the key to a successful relationship between staff members and parents/guardians.

While the District encourages all parents/guardians to participate in their child's education fully, it is important to remember that staff members are professionals and parents/guardians should not interfere with a staff members' efforts and action to perform their job obligations.

The District emphasizes the importance of calm and respectful learning environments. To that end, no parent, family member, family friend, or volunteer may be disrespectful to school staff. Vulgarity and threats are strictly forbidden. Such conduct will result in a demand to leave the premises at the risk of trespass charge.

Behavior at Athletic Events:

The District expects that all students, parents/guardians, family members, and friends who attend athletic events behave in a respectful and courteous manner. The District reserves the right to ban the presence of any individual from an athletic event who: (1) engages in verbal or physical threats or abuse aimed at any student, coach, official, or parent/guardian at an athletic event; or (2) who initiates a fight or scuffle with any student, coach, official, parent/guardian, or other person at an athletic event.

Field Trips:

The District recognizes that field trips are an educationally sound and important part of the THS program that can supplement and enrich classroom instruction and provide learning experiences in an environment outside the schools. Student safety on field trips is of prime concern. Staff, aided by adult chaperones when necessary, will provide adequate supervision.

Student participation in a field trip is a privilege. A student who demonstrates disregard for school rules may be summarily denied participation in field trips. Students on field trips remain under the supervision of THS and are subject to all District rules and regulations. A student who violates or disregards the authority of supervisors on a field trip may be dismissed from the trip. A student who possesses or consumes alcohol or drugs during a field trip places all participating students at risk and will immediately be dismissed from the trip.

Any student dismissed from a field trip will be returned home by appropriate and safe means of transportation in the company of a chaperone, student's parent/guardian, or a representative of the student's parent/guardian. Any expense incurred by the dismissal of a student will be the responsibility of the student and his/her parent/guardian. The student may also be subjected to further disciplinary measures.

STUDENT CODE OF CONDUCT

Positive student commitment and behavior are essential for effective learning. We believe that it is important to help students realize that their own behaviors and actions are directly related to the quality of the school experience. With the support and assistance of school personnel and parents/guardians, all students, regardless of age and ability, can behave in ways that enhance social relationships and facilitate learning. All students must follow the behavioral expectations of the school community.

A primary purpose of the student code of conduct is to provide advance notice to staff, students, and parents of behaviors that will result in suspensions and expulsions. All Teaneck High School students are entitled to an education that supports their development into productive citizens, a safe school environment, and an opportunity to attend school regardless of whether they are married, pregnant, or parents. Students who are subject to disciplinary action and their parents are entitled to due process and appeal procedures in accordance with State law and District policy. Teaneck High School will provide for the equitable application of the student code of

conduct without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristics.

Students may be subject to discipline for conduct that occurs away from school grounds, including on a school bus or at a school-sponsored function.

The goals of the Student Code of Conduct are:

- Development of self-discipline by clearly communicating to students their behavioral responsibilities.
- Protection of the rights of the school community by establishing rules and regulations concerning behavior that is disruptive.
- Protection of the rights of each individual by ensuring appropriate due process before imposition of progressive discipline.
- Respect for the personal dignity of all students and staff.
- Foster the health, safety, and social and emotional well-being of students.
- Compliance with federal, state, and local laws and District policy and procedures.
- Protection and maintenance of school property.
- Provision of referral information and resources regarding counseling, rehabilitation services, remedial services, special education, Section 504 services, and early intervention services.
- Support the establishment and maintenance of civil, safe, supportive and disciplined school environments conducive to learning.
- Promote achievement of high academic standards
- Establish parameters for the intervention and remediation of student problem behaviors at all stages of identification.
- Establish parameters for school responses to violations of the Code of Student Conduct that take into account the severity of the offenses, the developmental ages of the student offenders and students' histories of inappropriate behaviors.

SUSPENSIONS AND EXCLUSIONS

When a student is suspended, the student may not participate in the District's general education program. Generally, the student will not be allowed to participate in any extra-curricular programs or school events such as athletic competitions, class trips, graduation, proms, etc. It is, however, within the discretion of the Superintendent to allow participation in certain activities. Suspended students are not allowed on school grounds without the permission of the Superintendent.

In School Suspension (I.S.S)

I.S.S. is a behavior modification program, which provides the student with a structured change of environment from the regular program. Students are assigned by the administrators for varying periods of time. Faculty supervisors assist students with individualized learning experiences. Students are present in school but their activities are carefully monitored and restricted. The assignments will be all day starting at 8:15 am and ending at 3:00 pm.

- Students assigned to in school suspension will be held accountable for completing classroom work.
- After the third full day of in school suspension, the student will receive an out-of-school suspension and may not return to school without a parent or guardian.

Short-Term Suspensions:

When the District imposes a short-term suspension, defined as the removal of a student for 10 school days or fewer from the general education or special education program, the student is entitled to the following:

- Oral or written notice of charges to be provided to the student and student's parents as soon as practicable;
- An explanation of evidence supporting the charges when they are denied;
- An informal hearing prior to suspension, if practicable, where the student has an opportunity to present his/her side of the story;
- Notification to the student's parents of removal prior to end of the school day on which the decision to suspend was made; and
- Educational services, in school or out of school, within five days of suspension.
- If a student with a disability is suspended, educational services shall be provided according to student's IEP.

Long Term Suspension:

When the District imposes a long term suspension, defined as the removal of a student for more than 10 school days from the general education or special education program, but not the cessation of the student's educational services, the student is entitled to the following:

- Immediate notification of charges to the student and parent/guardians prior to removal;
- Supervision of the student while he/she is waiting to be removed;
- Written notification to parent/guardians within two school days of the suspension, stating the specific charges, facts, and the student's due process;
- Written notice that further engagement by the student in conduct warranting expulsion shall amount to a knowing and voluntary waiver of the student's right to a free public education, in the event that a decision to expel the student is made by the board of education;
- A list of witnesses and statements, information on the right of the student to secure an attorney;
- Educational services, either in or out of school, provided within five days of suspension;
- A formal hearing 30 calendar days following the day the student is suspended before the Board of Education. During the hearing, the student can confront and cross-examine witnesses when there is a question of fact, present his or her own defense and produce oral testimony or written supporting affidavits;
- A written decision by the Board will be provided within five school days of the closing of the formal hearing;
- The decision of the Board may be appealed to the Commissioner of Education within ninety days;
- Unless otherwise determined by the Board, suspension may not be continued beyond a District's second regular Board meeting following the suspension;
- The determination to continue a suspension shall be based on the nature and severity of the offense, the removal decision, and the results of testing, evaluations, and assessments;
- The determination shall be renewed at each subsequent Board meetings; and
- The Superintendent shall determine when student can return to general education program, receive alternative instruction or be subject to expulsion process.

For legal assistance with disciplinary matters, you may contact your local Bar Association for a referral.

Expulsion:

The District may expel a student, as long as the due process procedures described above have been followed and appropriate educational services/programs have been provided. The District must provide educational services/programs for an expelled student until the student graduates from high school or reaches the age of 20, unless the student has waived his/her right to a free public education. If the expulsion has been appealed, the student will continue to receive services until a final determination has been made. An expulsion of a disabled student must be handled in accordance with the State and Federal regulations governing special education students and District policy and procedures.

Students Enrolled in Special Education Programs

Students with disabilities may be removed like a child without a disability for no more than 10 consecutive or cumulative school days. (45 days in the case of weapons possession, possession or sale of illegal drugs, or inflicting serious bodily injury upon another person while on school grounds.) However, if a student is removed for more than 10 consecutive days or is subjected to a series of short term removals that constitute a pattern because they cumulate to more than 10 school says in a school year and because of factors such as the length of the removal, the total amount of the time the student is removed and the proximity of the removals to one another, then the removal constitutes a change of placement and a manifestation determination must be conducted.

During a Manifestation Determination, the IEP Team determines that:

1. The conduct in question as caused by, or had a direct and substantial relationship to the student's disability; or
2. The conduct in question was the direct result of the local educational agency's failure to implement the IEP.

Then, the behavior will be deemed a manifestation of the student's disability.

If the behavior is determined to be a manifestation of the student's disability, then the Child Study Team will conduct a functional behavioral assessment, and implement a behavior intervention plan for the student. If such a plan is already in place then the Child Study Team will modify it, as necessary to address the behavior.

WEAPONS/FIREARMS

Any student who is convicted or adjudicated delinquent for committing a crime while in possession of a firearm, or any student who is found in possession of a firearm on school grounds, on any transportation vehicle provided by the District, or at a school sponsored function shall be immediately removed from the school's general education program for at least one calendar year. The District will place the student in an alternative education program in accordance with the law. If none available, the student will be entitled to home instruction, or other out of school instruction, until placement in an alternative setting is available.

Any student who commits an assault with a weapon upon a student, teacher, administrator, board member, or other Board employee, on school grounds, on any transportation vehicle provided by the District or at a school sponsored function shall be immediately removed from the school's general education program for a period not exceeding one calendar year. The District will place the student in an alternative education program in accordance with the law. If none is available, the student will be entitled to home instruction, or other out of school instruction, until placement in an alternative setting is available.

Any student who is found in possession of a weapon, other than a firearm, on school grounds, on any transportation vehicle provided by the District or at a school sponsored function shall be subject to stringent discipline which may

include expulsion. The District will place the student in an alternative education program in accordance with the law. If none is available, the student will be entitled to home instruction, or other out of school instruction, until placement in an alternative setting is available.

Any student removed from the general education program as a result of a firearm offense, assault with weapon offense or possession of a weapon offense will have the right to a hearing before the Board or its designee in accordance with the law. The Superintendent may modify each of the above removals on a case-by-case basis.

SUBSTANCE ABUSE

Substance abuse seriously impedes student education and threatens the welfare of the entire school community.

The District prohibits the use, possession, and/or distribution of drugs and alcohol on school premises or near any event away from the school premises that is sponsored by the District, and on any transportation vehicle provided by the District.

The District has established consequences for a student who does not follow through on the recommendations for treatment or evaluation for alcohol or other drug abuse and related behaviors. Discipline may include but is not limited to suspension, expulsion, and submission to regular and/or random drug and alcohol assessments.

When a student appears to be under the influence of drugs or alcohol on school property, on a transportation vehicle provided by the District or at a school sponsored function, the matter shall be reported to the principal or his/her designee. The student's parents and Superintendent of Schools shall be notified immediately. School staff will arrange for an **immediate** medical examination of the student, which will include, at the same time, a drug and alcohol screen in accordance with the law. A student will not be permitted to return to school until all school requirements are met. Students who do not comply with school requirements, will be deemed insubordinate, an offense separate from possession, use, and sale of drugs and alcohol, and subject to discipline for such offense.

Discipline

If any student is found to violate the Board's Substance Abuse Policy, Comprehensive Drug Reform Act of 1987 and/or any other State or Federal law(s) or code(s) that may apply, the student will be subject to one or more of the following as specified in the Board of Education's Student Suspension/Expulsion Policy and related regulations:

- a. "Short-term Suspension" and/or
 - b. "Long-term Suspension"; and/or
 - c. "Expulsion"
- A student who violates this policy the first time shall receive no less than a three day suspension.
 - A second offense shall result in a suspension that is no less than five days.
 - If a student is found to be a repeat violator (more than two offenses) or continues to use substances as reported by the counseling program, he/she shall be considered for a ten day suspension with a recommendation to the BOE for review, including but not limited to a long term suspension and other behavior interventions. Notwithstanding the foregoing, the administration may impose a longer suspension or recommend expulsion for a first or second offense when the administration deems it appropriate (i.e. sale, possession of large quantity, type of drug).

When there is evidence of departure from normal physical or mental health, principal may remove student from school (with recommendation of school nurse/physician). While removed, student shall be provided home instruction or other out-of-school instruction.

DRUGS

State law provides that any adult who violates subsection N.J.S.2C:35-5 by distributing, dispensing or possessing with intent to distribute a controlled dangerous substance or controlled substance analog while on any school property within 1000 feet of such school property or a school bus, or while on any school bus, may be sentenced by the court to a term of imprisonment. A fine of up to \$150,000.00 may also be imposed upon any conviction for a violation of this section. All non-adult pupils who violate this law may also be subject to criminal penalties and discipline.

SMOKING AND TOBACCO

The District prohibits smoking and the use of tobacco products by students, staff, and visitors at any time in school buildings, on school premises, at events sponsored by the District away from school, and on any transportation vehicle supplied by this District. "Smoking" means the burning of a lighted cigar, cigarette, pipe or any other matter or substance that contains tobacco, reconstituted tobacco, and the use of smokeless tobacco and snuff.

Any student who violates this provision may be subject to discipline and a fine in accordance to with the law.

BULLYING AND HARASSMENT:

Harassment, Intimidation and Bullying Policy 5512

- A. Policy Statement
- B. Harassment, Intimidation, and Bullying Definition
- C. Student Expectations
- D. Consequences and Appropriate Remedial Actions
- E. Harassment, Intimidation, and Bullying Reporting Procedure
- F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety Team(s)
- G. Harassment, Intimidation, and Bullying Investigation
- H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying
- I. Reprisal or Retaliation Prohibited
- J. Consequences and Appropriate Remedial Action for False Accusation
- K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination
- L. Harassment, Intimidation, and Bullying Training and Prevention Programs
- M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review
- N. Reports to Board of Education and New Jersey Department of Education
- O. School and District Grading Requirements
- P. Reports to Law Enforcement

Q. Collective Bargaining Agreements and Individual Contracts

R. Students with Disabilities

A. Policy Statement -

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

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

B. Harassment, Intimidation, and Bullying Definition -

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

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

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

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

C. Student Expectations -

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

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

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

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

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

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

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.

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

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

D. Consequences and Appropriate Remedial Actions -

Consequences and Appropriate Remedial Actions - Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences - Student Consideration

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

Factors for Determining Consequences - School Considerations

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

Factors for Determining Remedial Measures -

Personal

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

Environmental

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

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

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

Examples of Consequences -

1. Admonishment;
2. Temporary removal for the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion

Examples of Remedial Measures -

Personal - Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he/she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;

5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his/her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal - Target/Victim

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

Parents, Family and Community -

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

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

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings - postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in "hot spots" (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;

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

Consequences and Appropriate Remedial Actions - Adults

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

Target/Victim Support -

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

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

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

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

E. Harassment, Intimidation, and Bullying Reporting Procedure -

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two days of the verbal report. The Principal will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Students, parents, and visitors may report and act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Student Conduct may not be taken solely on the basis of an anonymous report.

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

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

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

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

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

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

The district Anti-Bullying Coordinator shall:

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

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety Team shall meet, at a minimum, two times per school year. The School Safety Team shall consist of the Principal or Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school, a school Anti-Bullying Specialist, a parent of a student in the school, and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal.

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

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Record.

G. Harassment, Intimidation, and Bullying Investigation

The board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation.

The investigation shall be completed and written findings submitted to the Principal as soon as possible, but no later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

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

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under

the Code of Student conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

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

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

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

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

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

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the

findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide response can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, and faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

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

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the *Consequences and Appropriate Remedial Actions* section of this Policy.

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

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

J. Consequences and Appropriate Remedial Action for False Accusation

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

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

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

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

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

The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

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

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

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

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

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

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

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

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

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

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

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

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

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

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

Q. Collective Bargaining Agreements and Individual Contracts

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

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

R. Students with Disabilities

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

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

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

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

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

Adopted: August 24, 2011

Revised: October 12, 2011, March 14, 2012, November 20, 2013

Dating Violence at School Policy 5519

The Board of Education believes a safe and civil environment in school is necessary for children to learn. A pupil who is a victim of dating violence suffers academically and the pupil's safety at school is jeopardized. Acts or incidents of dating violence at school whether they are verbal, sexual, or emotional will not be tolerated and will be dealt with in accordance with the school's pupil code of conduct.

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

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

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

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

School administrators shall implement discipline and remedial procedures to address acts or incidents of dating violence at school consistent with the school's pupil code of conduct. The policies and procedures specific to acts or incidents of dating violence at school shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration

given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.

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

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

A pattern of behaviors may be an important sign a pupil is involved in an unhealthy or abusive dating relationship. The warning signs listed in Regulation 5519 shall educate the school community on the characteristics that a pupil in an unhealthy or abusive relationship may exhibit. Many of these warning signs make a connection to one pupil in the relationship asserting control and power over the other. Recognizing one or more signs of teen dating violence plays an important role in preventing, educating, and intervening in acts or incidents of dating violence.

The Board of Education shall make available to pupils and their families information on safe, appropriate school, family, peer, and community resources available to address dating violence. The Board of Education shall incorporate age-appropriate dating violence education in grades seven through twelve through the health education curriculum in alignment with the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education. The educational program shall include, but is not limited to, a definition of dating violence, recognizing the warning signs of dating violence, and the characteristics of healthy relationships.

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

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

N.J.S.A. 18A:35-4.23a; 18A:37-34; 18A:37-35; 18A:37-37

New Jersey Department of Education Model Policy and Guidance for Incidents Involving Dating Violence - September 2011

Investigations - Generally

Upon receiving a report, the school principal or assistant principal will confer with the student who has allegedly been harassed as soon as is reasonably possible, but in no event more than two(2) school days from receiving the report, in order to obtain a clear understanding of the basis of the complaint and to discuss what action the student is seeking. In certain situations, the District may request that District counsel or an outside consultant participate in the investigation.

At the initial meeting with the student, the school principal, assistant principal, or other assigned investigator, will explain the avenues for informal and formal action and provide a description of the grievance procedure. The

investigator will also explain that whether or not the student files a formal grievance or otherwise requests action, the district will take steps to terminate the harassment and to prevent recurring harassment or retaliation against anyone who makes a harassment report or participates in an investigation. The investigator will also explain to the student that any request for confidentiality will be honored to the extent reasonably possible, so long as doing so does not preclude the school from responding effectively to the harassment and preventing future harassment. A complaint of harassment may involve matters that are distressing or personal and which the student may find difficult to discuss in detail. The investigator will therefore conduct the meeting(s) with the utmost sensitivity. A written record of the meeting(s) will be made, which may be presented as evidence at any subsequent disciplinary hearing.

Following the initial meeting with the student and any other persons with relevant information, the investigator will meet with the alleged harasser in order to obtain a response to the allegation. The investigator will complete the investigation within ten (10) school days of the initial meeting with the student, unless such time is extended by the Superintendent/designee. Within five (5) school days of completing the investigation, the investigator will determine whether the matter should proceed formally or informally. On the basis of the administrative investigation, and if the student requests that the matter be resolved in an informal manner and the investigator agrees that the matter is suitable for such resolution, the building administration may attempt to resolve the matter informally through conciliation.

If the person requests a formal grievance process, the investigator will transfer the record to the Affirmative Action Officer for formal resolution within seven (7) school days of completing the investigation, and notify the parties.

After reviewing the record made by the investigator, the Affirmative Action Officer and/or the Superintendent's designee may consider additional information/evidence necessary to determine the need for consequences and other action to resolve the case. Within ten (10) school days of receiving the record, the grievance officer will determine any sanctions or other actions deemed appropriate, including recommendations to the Board for disciplinary or other action.

Whether or not a formal grievance was filed, the district will take all steps necessary to end the harassment, to prevent harassment from recurring, and to prevent retaliation against anyone who reports harassment or participates in a harassment investigation.

Parties will be notified by the grievance officer of the final outcome of the investigation to the extent appropriate consistent with law and confidentiality protection. Within ten (10) days of the receipt of the written conclusions by the Affirmative Action Officer and/or Superintendent's designee, either party may appeal the decision to the Superintendent of Schools or his designee. After reviewing the record made by the Affirmative Action Officer, the Superintendent or designee may consider additional evidence to the extent he/she deems appropriate to decide the case, and thereafter, impose any sanctions including a recommendation to the Board for disciplinary action. This shall occur within ten (10) school days of the receipt of the written appeal.

All time frames set forth herein may be extended as reasonably appropriate by the Superintendent/designee.

Pupil Suicide

Policy 5350

The Board of Education recognizes that depression and self-destruction are problems of increasing severity among children and adolescents. A student under severe stress cannot benefit fully from the educational program and may pose a threat to himself or herself or others.

The Board directs all school personnel to be alert to the student who exhibits behavioral warning signs of potential self-destruction or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness and reported immediately to the Building Principal, who shall notify the student's parent and other professional staff members in accordance with administrative regulations.

A potentially suicidal student shall be referred to a social worker, psychologist or other appropriate personnel for evaluation and/or recommendation for independent medical or psychiatric services. In the event that the parent objects to the recommended evaluation or indicates an unwillingness to cooperate in the best interests of the student, the Child Study Team may contact the Department of Children and Families, Division of Child Protection and Permanency to request that agency's intervention on the student's behalf.

In accordance with provisions of N.J.S.A. 18A:6-111 and 18A:6-112, as part of the required professional development for teachers outlined in N.J.A.C. 6A:9C-3 et seq., every teaching staff member must complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

The Superintendent shall prepare and disseminate regulations for the guidance of staff members in recognizing the student who contemplates suicide, in responding to threatened or attempted suicide, and in preventing contagion when a student commits suicide.

N.J.S.A. 18A:6-111; 18A:6-112

N.J.A.C. 6A:9C-3 et seq.

Adopted: 14 March 2012

Revised: 9 November 2016

Inappropriate Sexual Behavior:

Students must be mindful that New Jersey law prohibits a broad range of behavior between students (and others) which may constitute "inappropriate sexual contact" (as defined by NJ criminal statutes and which is not limited to actual physical contact) and more serious crimes.

Students are entitled to feel and be safe while under the School's supervision. "Sexual contact" (physical or otherwise) is absolutely prohibited between staff (or other members of the school community) and any and all students. If any student, staff member, volunteer, or any other person is concerned that such conduct (attempted

or actual) has occurred, is occurring, or is about to occur, such concern must be immediately reported to the Affirmative Action Office.

Reports to the Division of Youth and Family Services:

Upon having reasonable cause to believe that a student has been subjected to child abuse or neglect, all school district personnel, including teaching staff members, support staff members, and volunteers, are required by law to **immediately** report to the Division of Youth and Family Services (DYFS), suspected cases of child abuse and/or neglect, including sexual abuse. By law, Parents/Guardians are not entitled to notice by the District of said report to DYFS and the police or prosecutor. The suspicion of child abuse and/or neglect may be based on complaints of the child or direct observations of the employee over a period of time or both. If child abuse and/or neglect is suspected by any school personnel, the matter will be reported to DYFS immediately and in accordance with law. The Principal or his/her designee will also report the matter to local law enforcement in accordance with the law. DYFS may be contacted at 877.652.2873 (NJ Hotline).

Reports of Various Offenses to Police/Prosecutor:

Pursuant to the Memorandum of Agreement between the Teaneck School District and the Teaneck Police Department, school district personnel will report to the police various offenses involving students that occur on or off school property, during or after school hours. Such offenses are related to, but not limited to, illegal substances, weapons, sexual offenses, threats, bias and hate crimes.

Teaneck High School Resources:

The Forum is designed to provide students with a range of services, (counseling, employment, educational workshops, mentoring, tutoring, recreation, referrals); parents and families can find assistance as well. The Forum is here to help you strengthen your family. **Workshops and support groups include:** Anger Management, Eating Disorders, Gang Awareness, Grief and Love Loss, Parent/Teen Communication, Parenting Skills, Runaway Teens, Self-Esteem, Stress Management, and Suicide Prevention.

Community Resources:

The following community-based health and social service provider agencies are available to support the student and his/her family:

Bergen County Division of Family Guidance Counseling, Employment, Substance Abuse. One Bergen County Plaza, 2 nd Floor, Hackensack, NJ 07601 201.336.7350	Care Plus NJ Family Counseling, Violence Prevention, Crisis Situations 610 Valley Health Plaza, Paramus, NJ 07652 201.265.8200
Comprehensive Behavioral Health Care Group, Individual & Family Counseling 395 Main Street, Hackensack, NJ 07601 201.646.0333	Holy Name Hospital Health Services & Education 718 Teaneck, NJ 07666 201.833.3000
Vantage Behavioral Health Counseling 93 West Palisade Avenue, Englewood, NJ 07631 201.567.0500	

Fines:

School equipment and books are expensive, any loss or damage to equipment, books or school property will mean a fine for the student responsible for its care. Remember to pay such a fine if imposed on you. The school expects you to fulfill your obligations and may withhold your report card or prevent you from participation in the graduation ceremony for this reason.

Plagiarism/Cheating:

To plagiarize means to use as your own words any other person's idea, expression, or words, without giving the original author credit. Plagiarism is literary theft and will not be tolerated at Teaneck High School.

1. Pupils are expected to be honest in all their academic work. This means that they will not engage in any of the following acts:
 - a. Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other student's papers, and exchanging information with other students orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities
 - b. Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism includes: use without acknowledgement 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.
 - c. Falsifications, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader's marking, and other acts that allow for falsely taking credit.
2. 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.

Range of Consequences for Plagiarism:

1. A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:
 - a. Reprimand the student orally and/or in writing. The teacher is also authorized to withhold credit in the work tainted by the academic dishonesty.
 - b. If warranted, the teacher shall file a written statement with the Principal describing in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the principal.
 - c. A grade reduction on the assignment in question.
 - d. A grade of zero for the assignment in question with no opportunity to make up that work in any way, including extra credit work.
 - e. If the severity of the situation merits it, the student shall be given a failing grade in the course for the quarter in which the plagiarism occurs.
 - f. If the severity of the situation merits it, the National Honor Society advisor shall be notified for possible action.
 - g. If the offense in question is an entire plagiarized paper for the required term paper, the student shall receive a failing final grade for the course.
 - h. If the offense is reoccurring, the student shall receive a failing grade in the course
2. The Principal will determine if further discipline of the pupil is appropriate.

If you have questions about plagiarism, please talk with your teacher or guidance counselor.

FACILITIES:

Cafeterias-

A variety of food choices are available daily including pizza, cheeseburgers, French fries and a made to order salad bar and deli bar. Healthy snack and beverage choices are also available.

Students must keep the cafeteria clean. Students must throw away their trash and push in chairs in consideration of fellow classmates and staff.

Open Lunch Procedure-

All 9th and 10th graders are required to stay on campus during lunch hours.

All 11th and 12th graders are allowed to leave the school building and/or school grounds during his/her assigned lunch time if permission has been granted by the pupil's parent(s) or legal guardian(s) and the pupil has been granted permission by the Building Principal. Open lunch is a privilege which may be revoked at any time if a pupil fails to observe the District's policies, regulations and rules and/or to ensure the safety, security and well-being of other students, staff or school grounds.

No pupil may leave the school building and/or school grounds during lunch unless the District's approved permission slip, which includes a waiver of all Board of Education liability is signed by the pupil's parent/guardian(s) or the adult pupil is on file with the high school administration.

Any pupil who leaves the school building and/or school grounds during lunch without authorization will be subject to disciplinary action.

Permission Slip on page 99

Lunch Procedures

ID badges are distributed on the first day of school and are available for immediate use in the cafeteria.

Teaneck High School has the convenience of pre-paid lunch account and a personalized identification system.

All Teaneck High School Students are required to swipe their ID badge, or punch their ID number into the keypad at the register, when purchasing a meal. This procedure applies regardless of whether the student is accessing a prepaid account or paying with cash.

The student meal prices are: **Breakfast \$1.65** **Lunch \$3.20** **Milk .70¢** (pricing subject to change)

Monies are deposited into the student's lunch account as an established line of credit. Whenever the student selects lunch items, he/she swipes his/her ID card or punches his/her ID number into the keypad next to the cash register. The cashier will verify that the person pictured on the screen is making the purchase. The amount due is immediately deducted from the available balance and the account updated with each purchase.

Monies can be paid at any time the school building is open in the cafeteria office. Cash is acceptable and all checks must be payable to Teaneck Board of Education. A receipt is available with each deposit upon request. Money can also be placed directly into the student's lunch account using the online prepayment system. Please see the Teaneck School District website for further instructions.

In accordance with NJ state regulations the NJ Model School Nutrition Policy will continue to be followed in the 2018-2019 school year. All snack selections will contain no more than 8 grams of total fat and 2 grams of saturated fat and sugar will not be the first ingredient.

Library Media Center-

The THS Library Media Center serves as an integral component of the total educational program. It functions as a learning laboratory where students and staff may work intensively and productively.

The library staff is available for assistance with research, on-line web resources, and circulation of books. The staff is available to support students with these services.

The Library Media Center is open 7:00 am to 4:00 pm Tuesday, Wednesday, Thursday and from 7:00 am to 3:00 pm Monday and Friday. Students may use the library media center for research, quiet reading, homework, and/or book selection before, during and/or after school. All students are expected to follow the Library Media Center Policies/Sign-In Procedures.

Library Media Center Policies/Sign-In Procedures:

All students using the library media center must adhere to the following library media center policies and procedures:

- Have pass signed by classroom teacher
- Have a THS ID (on the THS App and/or physical ID)
- Show ID to library media center staff
- Sign in by scanning THS App barcode or type Student ID # into laptop at circulation desk
- Sit and work quietly in one of three areas:
 - Main Area
 - Alcove
 - High Round Tables

Destiny On-Line Catalog:

Destiny is our Web-based, district-wide library media center browser. Destiny can be used from any Internet connected computer.

Circulation Policy:

Students may borrow library books for three (3) weeks. Students must have their student ID's in order to borrow materials.

Media Center Computers:

The library media center houses twenty-four (24) desktop computers for students to use.

Students are encouraged to copy/paste Internet resources to a word document and then print. Students are asked to check with the library media center staff prior to printing.

General Library Media Center Rules:

- Return all books/materials neatly to the shelves
- Push chairs under tables
- Pick up any trash/paper in the area
- **NO Food, Drinks, Gum**
- **NO Eating/Drinking**

Student Activities Advisor:

The Student Activities Advisor is responsible for all extra-curricular activities. Students who are involved, or desire to be involved, in any of the activities must meet with the Advisor and make necessary arrangements for support.

Lost and Found:

Students who realize that they lost something, should first check all classrooms (and other rooms), entered that day. Next students should check in the FORUM where it may have been turned in. If it was lost during physical education class, check with the physical education teachers. Students who find anything that may be of some value (monetary or otherwise) to someone must promptly turn it in to his/her Assistant Principal.

Student Bulletin Board – Community Activities:

Student announcements are posted on the electronic message board in the Student Center. Student bulletins are displayed here on a daily basis. Students, who want to post on announcement, must obtain approval from the Director of Student Activities.

Any posters for Student Council related functions (campaigns, dances, etc.) must be approved by the Council. All posters must be approved by the Principal. The master copy should be submitted for approval no later than 2 days before desired posting time. All posters must be removed on the day after the event. No flyers or notices are allowed to be posted on any doors.

Student Surveys:

The District will comply with the consent requirements of the Federal Protection of Pupil Rights Amendment (PPRA) and N.J.S.A. 18A:36-34 when administering surveys to students.

Teaneck High School "at a Glance"

Assistant Principals' Office	2 nd Floor Center, Room 227
Athletic Director	1 st Floor, Room 121
Attendance	2 nd Floor Center, Room 229 or Grade Level Deans
9 th Grade Dean (Room 240)	Gregory Cooper 201.833.5440
10 th Grade Dean (Room 128)	Dr. Lottie Watson 201.862.2497
11 th Grade Dean (Room 303)	Natasha Green 201.833.5414
12 th Grade Dean (Room 326a)	Olivia Betances 201.862.2473
Auditorium	2 nd Floor, Main Lobby
Boys' Rooms	Next to stairs opposite Room 103
	Next to Room 219
	Diagonally across from Room 218
	Next to Room 308
	Next to Room 319
	Next to Girls' Locker Room
	3 rd Floor, Even Side
	3 rd Floor, Even Side up the stairs in Cafeteria
Cafeteria	2 nd Floor, Room 214
Cafeteria Office	2 nd Floor, Room 234
Child Study Team (LDS)	3 rd Floor, Student Center
Choir Room	1 st Floor, Rooms 127/129 FORUM
College and Information Center	1 st Floor across from the FORUM
Community Service, Senior Service	
Custodians' Office	
Deans:	
Grade 9 - Mr. Gregory Cooper	2 nd Floor, Room 240
Grade 10 - Dr. Lottie Watson	1 st Floor, Room 128
Grade 11 - Mrs. Natasha Green	3 rd Floor, Room 303
Grade 12 - Mrs. Olivia Betances	3 rd Floor, Room 326a
Director of Student Activities	Student Center
Elizabeth Avenue multi-purpose rooms	1 st Floor even side
FORUM	1 st Floor, Rooms 127/129
Girls' Rooms	Across from Room 115
	Across from Room 209
	Next to Room 236
	Next to Room 307
	Next to Room 318
	Next to Girls' Locker Room
	2 nd Floor - Suite 200
	1 st Floor, Center Lobby
	Room 209B - Mr. Charles Clark, Dean /Mr. Kendall Daniels
	Assistant Principal's Office Room 227
	FORUM
	2 nd Floor Center, Room 229
	2 nd Floor, Room 225
	1 st Floor, Center Lobby
	1 st Floor, Cranford Side
	2 nd Floor, Guidance Suite
	3 rd Floor, Student Center
	Attendance Office or Grade Level Dean
	2 nd Floor, Room 229 - Main Office
	2 nd Floor, Room 229 - Main Office
	2 nd Floor, Room 200 - Guidance Suite
	2 nd Floor, Room 200 - Guidance Suite
	2 nd Floor, Room 200 - Guidance Suite
	3 rd Floor - Student Center
	TBA
	1 st Floor - FORUM
	2 nd Floor, Room 200 - Guidance Suite
	2 nd Floor, Room 229 - Main Office
	1 st Floor, Room 150
	2 nd Floor, Room 200 - Guidance Suite
	3 rd Floor, Next to Room 319
Guidance Center	
Health Office/Nurse	
In-School Suspension	
Locker Difficulties	
Lost and Found	
Main Office	
Media Center	
Medical Careers Information	
Memorial Gym (Main)	
Military Counseling	
Multicultural Hub	
Off Campus Pass	
Principal	
Public Address	
SATs and Achievements	
Schedule Adjustment	
Scholarships	
Student Bulletin Board	
Student Council	
Student Employment	
Transcripts & Transfers	
Trip Permission Slips	
Wellness Center	
Working Papers	
Yearbook Office	

General Rules for Student Activities:

Absence from School - If you are absent from school, regardless of the reason, you are not allowed to participate in any extra-curricular function on the evening of the day of the absence occurred. If it is felt that a justifiable reason exists to make an exception to this rule, the final decision rests with the Principal.

Activity Funds - Funds earned at a school activity are school funds and therefore the funds are considered school property. The funds must be handled appropriately, responsibly and funds should be applied only to the intended club activity. All funds must be directly related to the activity and *not for personal gain*.

All such funds must be promptly deposited in the school bank, no later than 1 day after receipt. Funds should never be taken home. Money must be given to one of the Principal's secretaries no later than 1 day after the event. The money must be accompanied by a deposit slip made in duplicate and returned to the activity advisor for club records. The money received is deposited in a local bank.

All payments for activity expenses must be made by check. When planning an event such as a dance, request checks from the bank at least one week in advance of the event.

No dues may be charged or collected. All activities must operate responsibly and efficiently, relying on its own funds as much as possible. Minor expenses may be met from activity funds supplied by the Board of Education. No large-scale campaigns or sale of items readily available in local stores are allowed. **All sales of any type must be cleared through the Director of Student Activities.**

Building use by Approved School Organizations - Approved school clubs and organizations are allowed to use the rooms of the building after school, but no student is allowed in the building after 3:15 unless under the direct supervision of a staff member. **To use the building after school hours for any reason, including but not limited to special purposes, play or assembly rehearsals or sports activities, arrangements must be made with Mr. Piero LoGiudice, Interim Principal.**

Notice Regarding Hazardous Substance - Notice of any construction or other activities involving the use of any hazardous substances will be on a bulletin board in the school. Hazardous substances may be stored at the school at various times throughout the year. A hazardous substance fact sheet for any such substance used or stored is available at the main office.

Dance Regulations -

1. Only one school activity should be scheduled for the same evening.
2. Dances are for Teaneck High School students only.
3. Students must have ID's when purchasing a ticket for the dance.
4. No one is permitted to loiter outside the gym. Students should come prepared to enter the dance and not spend time outside.
5. **Smoking is not permitted in the school building, on school grounds, or on school transportation.**
6. Social probation will be imposed on students who chronically refuse to follow school regulations. Students placed on social probation are not permitted to attend any school activity without the permission of the High School Administration.

Planning for School Functions - Students who are planning an activity, play, party, dance, concert, debate or sports event must contact the Director of Student Activities at least 30 days prior to the planned function.

The following "check list" should be used:

REQUIREMENT	CHECK WITH
Building Reservations	Main Office
Cafeteria Service	Manager of Cafeteria
Chaperones (Teachers & Parents)	Event Sponsor
Contracts Approved	Director of Student Services
Funds	Faculty Treasurer
Furniture	Custodians
Custodian & Matron Services	Supervisor of Operations
Piano	Director of Student Services
Tickets	Event Sponsor

Social Probation:

If a student's behavior creates a supervision, disruption or safety problem or jeopardizes school discipline, his/her club sponsor, as well as the Director of Student Activities, shall recommend to the appropriate grade level Assistant Principal that the student be placed on social probation, banned from participation in student activities until reinstatement warranted. Any student who participates in a fight or serious physical or verbal confrontation will be placed on social probation for a minimum of 6 months. The student will not be allowed to attend any Teaneck High School activities while on probation. In the event any offense occurs while a student is subject to discipline, additional discipline will be imposed for the new offense in accordance with District policy and the Code of Conduct.

Clubs - Student Activities:

Animal Appreciation Club	National Forensic League
Art Club	National Honor Society
Black Youth Organization	Newspaper Club
Christian Club	Pan Asian Organization
Computer Robotics	Peer Leadership Advisor
Dance Ensemble	Producers Club
Environmental Club	Senior Class
French and Spanish Honor Societies	Society of Women Engineers
French Club	SOLA
HEAL	SOLVE
Israel Club	Spectrum
Jazz Band	Student Council
Literary Club	Studio 2 B
Majorettes Twirlers	Terpsys
Marching Band	Vocal Music
Medical Club	Yearbook

Secret Societies - The New Jersey State Law forbids sororities and fraternities. Clothes or other body covers or marking that bear the insignia of such organizations as well as any activities of these organizations are not permitted.

Guidelines for Student Publications -

1. All student-originated materials must clearly identify the name of the organization, the author, and the sponsor - whichever are applicable. Independent student publications may be distributed before and after school only. Materials may be distributed in the first and second floor lobbies and outside the building. Said materials shall not be distributed in any manner blocking the free flow of traffic.
2. Those distributing said material shall remove materials dropped in the immediate area of distribution.
3. Unacceptable items:
 - a. So-Called "hate" literature, which scurrilously attacks ethnic, religious, and racial groups, publications that create hostility, violence, or disruption of school operations.
 - b. Libelous materials (materials denigrating to any individual in and out of school may be libelous.)
 - c. Materials designated for commercial purposes - to advertise a product or service for sale or rent, unless approved by the Principal.
 - d. Materials which are designated to solicit funds, unless approved by the Principal.
4. New Jersey Title 18A:42-2: "No literature which in any manner and in any part thereof promotes, favors, or opposes the candidacy of any candidate for election at any school election, or the adoption of any bond issue, proposal, or any public question submitted at any general, municipal or school election shall be given to any public school pupil in any public school building or on the grounds thereof..."
5. Materials may be distributed which are not prescribed in Section 4 and which have received prior approval. This includes political items pertaining to any other local, county, state or national elections not prohibited. In the case of materials not readily classifiable, the individuals or organizations involved must obtain approval by the Principal at least three days prior to the planned distribution day. Student are notified that the responsibility for unacceptable materials exists with the student(s). No materials shall be distributed without prior approval of the Principal.
6. Said individuals or organizations may use bulletin boards designated by the Service Committee of the Student Council to publicize distribution of said materials.
7. No school supplies or equipment may be used for the publication of independent student publications.

Public Address Announcements -

1. All announcements must be submitted to the Principal for review and approval.
2. Each announcement must be written beforehand so that the entire message can be seen and studied.
3. The club or activity sponsor must approve each announcement.
4. If a sponsor desires to make the announcement personally, he/she may do so. If in the judgement of the Principal a particular announcement is controversial, but still appropriate to school communications, the following statement will be read: "The school believes that all school approved clubs and activities have a right to communicate messages about issues and problems to the school community. The following announcement has been judged to be controversial - the reading of the announcement in no way establishes approval of the activity or the cause. Nor does this statement establish disapproval. The school has no public position with regard to issue or cause. We are permitting the reading of the announcement for

communications purposes only." If in the judgement of the Principal a particular announcement is not controversial, the announcement can be read as submitted.

5. If in the judgement of the Principal a particular announcement is inappropriate for school, permission will not be granted.
6. The only announcements permitted over the PA system are those pertaining to organizations to the high school. Outside organizations, other than the Teaneck Recreation Department, may not use our PA system.

Honors and Awards - Students at Teaneck High School distinguish themselves in many ways. Special awards are offered to those who demonstrate excellence in the areas of academics, athletics, leadership, service and character.

National Honor Society members are those students who have exhibited the qualities of scholarship, service, leadership, and character during their freshman, sophomore, and junior years at Teaneck High School. Juniors and Seniors who have maintained high academic standards and have demonstrated the qualities listed above are eligible for consideration for membership.

Juniors may also be chosen to go abroad as representatives to Boys' and Girls' State and other summer leadership programs.

In addition to the Senior Honors Convocation and Reception, a Community Awards Ceremony is held where community awards are presented to many seniors.

Athletics

All students are provided an opportunity to participate in the Teaneck High School Athletic Program. Teaneck High School is part of the Big North Conference, which is comprised of the following schools:

- Bergen Catholic, Bergen County Technical, Bergenfield, Cliffside Park, Clifton, Demarest, DePaul Catholic, Don Bosco Prep, Dumont, Dwight Morrow, Eastside, Fair Lawn, Fort Lee, Hackensack, Holy Angels, Immaculate Heart Academy, Indian Hills, Kennedy, Lakeland, Mahwah, Northern Highlands, Old Tappan, Paramus, Paramus Catholic, Pascack Hills, Passaic, Passaic County Technical, Passaic Valley, Ramapo, Ramsey, Ridgefield Park, Ridgewood, River Dell, Saint Josephs, Tenafly, Wayne Hills, Wayne Valley, West Milford, and Westwood.

Eligibility for Interscholastic Competition - In order to be eligible to participate in interscholastic competition, students must meet the criteria set forth below:

Academic Requirements:

The following academic standards have been established by the NJSIAA and Teaneck Board of Education. All students must meet these requirements to secure and maintain eligibility for interscholastic athletic practice and competition:

1. Participants in Fall and Winter sports must earn 35 credits in the previous academic school year.
2. Participants in Spring sports must earn 17.5 credits in the first semester of the current school year.
3. Incoming freshman students will automatically be eligible for participation in Fall/Winter interscholastic athletic activities during the **first** half of their freshman year.
4. For the Spring season, freshman students must achieve a cumulative GPA of 2.5 or higher the first half of the year to meet the academic requirement for athletic participation.
5. Sophomore, Junior, and Senior students must achieve a cumulative GPA of 2.5 or higher to maintain academic eligibility for athletic participation.
6. A student may attend summer school to make-up a failing grade, to repeat a required course, or to improve their grade and marking period grade average. They must take and pass the same course(s) with the same course title as taken during the current school year. The course must be taken during the summer immediately following the school year in which the student was enrolled in the course and be approved by the Director of Guidance. A maximum of ten (10) credits per school year can be transferred from summer school programs.
7. Accommodations will be provided, as appropriate and in consultation with the student, guidance counselor and case manager, for students eligible for special education.
8. For purposes of the calculation of cumulative GPA, the high school staff shall use the same numerical values as published and used to determine class rank. (Policy and Regulation #5430)
9. Transfer students shall be eligible to participate in athletic competition if they meet the NJSIAA requirements, the Teaneck School district's criteria and if they were eligible for athletic participation at their previous educational institution.

Athletic participation requires students to have a minimum cumulative GPA of 2.5. If a student's cumulative GPA is between a 2.0 and 2.49 they may write an appeal letter to the Superintendent of Schools.

Student athletes who do not meet these minimum academic eligibility requirements will be ineligible to participate in the interscholastic athletic activities of the district.

General Requirements:

- Students must be a member in good standing on Teaneck High School.
- A student suspended from school for misconduct will not be eligible for practice or competition during the suspension period.
- A student borrowing athletic equipment must return or pay for said equipment. Failure to do so will prohibit future participation in athletics.
- A student must attend school the day of an athletic event to participate that day. If an event is scheduled for a Saturday, the student must be in school the preceding Friday.
- Unexcused absence from school from any class period may result in suspension from athletic competition.
- Insubordination will not be tolerated. Disciplinary action, with respect to athletic participation, will be taken at the discretion of the Athletic Director in consultation with class deans and the administration.

Medical:

In compliance with the guidelines of the New Jersey Department of Education (N.J.A.C. 6A:16-2.2) and to ensure the safety of all athletic team participants, all athletes must have a current physical examination on file in order to

participate in any organized sports program with the school district. The State requires that all candidates complete the Pre-Participation Physical Evaluation (PPE) Form. This is the **ONLY** acceptable form for athletic medical clearance. Further, student athletes and their parent/guardians are required to review the following documents and affix their signature on the Sign Off sheet acknowledging receipt:

1. Random Testing for Banned Substances form,
2. Concussion Policy Acknowledgment form, and
3. Sudden Cardiac Death in Young Athletes information sheet.

Parents/guardians are also required to complete and submit the Teaneck High School registration. All of these forms must be completed in their entirety and executed in order for the student athlete to be medically cleared. In addition and per NJDOE guidelines, our school physician is required to review and sign off on **ALL** physical examination forms before medical clearance is confirmed.

Physical examinations are available through the school or can be performed by your own personal physician. Physicals are offered through the high school most Fridays throughout the school year and five dates in the summer. Physical examinations are valid for 365 days.

Students who participate in more than one sport within a school year will be required to complete a Health History Update Questionnaire, in addition to the Athletic Registration, for each additional sport in which they compete.

In order to ensure clearance before the first day of team practice, students are required to hand in their completed forms at least **thirty (30) days prior** to the first practice date. Any forms dropped off after that date will be cleared in the order they are received. No physical forms will be accepted for clearance thirty days after the official start of the season.

Registration for Athletics must be completed online at www.familyid.com. Either the Nurse of the Athletic Director can answer any questions concerning student registrations.

In accordance with the policy of the New Jersey Department of Education which requires that every school district that participates in interscholastic athletics adopt a policy concerning the prevention and treatment of sports-related concussions and other head injuries among student-athletes, the Teaneck school district has commenced baseline testing of student-athletes who participate in contact sports (Fall - Football, Boys' and Girls Soccer; Winter - Boys' and Girls' Basketball, Wrestling). This testing, along with completion of an interscholastic Head Injury Training program by appropriate personnel, will help ensure the safety of students that participate in interscholastic sports.

Sports Offered:

Fall Sports

Boys & Girls Cross Country
Football
Boys & Girls Soccer
Girls Tennis
Girls Volleyball
Football Cheerleading

Winter Sports

Boys & Girls Basketball
Boys & Girls Fencing
Boys & Girls Swimming
Boys & Girls Indoor Track
Wrestling
Basketball Cheerleading

Spring Sports

Baseball
Softball
Boys Tennis
Boys & Girls Track
Boys Volleyball

Transportation to and from all Teaneck High School interscholastic events will be provided by school authorities or the Athletic Department. Students competing in any school sponsored athletic event must accompany his/her team to and from these events on the provided transportation.

Athletic Awards:

At the end of each season, the Coach shall submit to the Director of Athletics those student athletes who have met the requirements for an award.

Varsity Awards		Junior Varsity Awards	
First Year	Letter	First Year	Letter
Second Year	Certificate	Second Year	Certificate
Third Year	Plaque	Third Year	Certificate
Fourth Year	Medallion	Fourth Year	Certificate

In addition, the following awards/scholarships will be presented at the annual Senior Athletic Awards Dinner:

- | | |
|---|--|
| Bill Brown Memorial Award | Nancy Cigliano Award |
| Audrey Diggs Memorial Award | Danny Marty Memorial Award |
| Karen Gaines Memorial Award | Anthony R. Manno Award |
| Outstanding Student Athlete Award | Paul Nonas Memorial Volleyball Award |
| Paul Nonas Wrestling Award | THS Coaches Award |
| Outstanding Athlete Award | TAC Unsung Hero Award |
| Susan Gardner Baseball Award | Charles Keller Scholarship |
| Scott Rodgers Memorial Scholarship | Stuart L. Sharenow Scholarship |
| William F. Powley Memorial Scholarship | Teaneck Junior Soccer League Scholarship |
| Teaneck Southern Baseball - Phil Apreda Award | Teaneck Southern Softball - Linda Padilla Diaz Scholarship |
| Rebecca Lohsen Memorial Award | Phylicia Moore Memorial Award |

Student Rights and Responsibilities

The success of the education process in the Teaneck Schools calls for clearly expressed and fairly administered guidelines for student conduct. To devise a realistic, fair set of guidelines has been the task of a committee of students, teachers and administrators who have worked diligently. The guidelines are offered to students of Teaneck in the hope that they will read them carefully and will gain greater understanding of their rights and recognition of their responsibilities.

Free Access to Public Education:

In New Jersey, every person over 5 and under 20 years of age is entitled to a free public education in accordance with the law. In addition, students eligible for special education are entitled to a free education through the year the student turns 21 years of age.

School Rules and Regulations:

Along with the right to free public education comes the responsibility to obey school regulations and those who enforce them, the school authorities. If a student believes a regulation conflicts with his/her rights, it is one's right and responsibility to follow proper grievance procedures to change them.

Equal Education Opportunity:

Every student in the public schools is entitled to an equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin or social or economic status and sexual orientation.

Flag Salute and Pledge of Allegiance:

New Jersey law requires the student to show respect for the United States flag. This means the student is not required to say the Pledge of Allegiance, but must remain respectfully quiet while it is being recited. No student can be required to stand during the Pledge of Allegiance.

Distribution of Literature:

The Board recognizes that the distribution of literature, both school sponsored and pupil created, is an exercise of freedom of speech. However, the Board maintains an interest in the protection of safety and order in the educational process. To that extent, such materials may be distributed on school premises only upon advance written approval by the principal or his/her designee and in accordance with the restrictions set forth in Board Regulation 5721 and Policy 2432. In accordance with the law, the Board prohibits the distribution of partisan political literature supporting or opposing candidates or public questions in any school election on school property. The Board also prohibits the distribution of pornographic literature and literature aimed at creating violence, hostility and obscenity.

Student Records:

Student records include information related to an individual student gathered within or outside of the school district and maintained within the school system, regardless of the physical form in which it is maintained. Student records include a student's personal data (name, address, telephone number, etc.), as well as records of daily attendance, descriptions of student progress, and status of physical health.

Access to student records is available only to the student's parent/guardian, adult student, appropriate school personnel acting in the educational interest of the student (such as a counselor, physician, or expert working on behalf of the District), and others as permitted access by rules of the State Board of Education. The District may deny access to parents/guardians/adult students only upon court order. The parent/legal guardian/adult student may appeal such denial.

Other authorized organizations, agencies and persons may inspect a student's records in accordance with the law. A record may be withheld by the Superintendent if disclosure would create a substantial risk of harm to the student or to a person with whom the record is concerned. A parent/guardian/adult student may appeal the decision to withhold records to the Superintendent. No liability will attach to any District member, employee, or officer who provides access to student records in accordance with State and Federal law.

"Student directory information" can be released to the public without parent/guardian/adult student consent. This information includes a student's name, grade level, date and place of birth, dates of school attendance, major field of study, participation in officially recognized activities, weight and height relating to athletic team membership, degrees, awards, most recent school attended, and other similar information. **The parent/guardian/adult student can submit a written statement to the superintendent to prohibit the disclosure of such information within ten (10) days of receipt of this handbook.**

The District also compiles a school contact directory for official use. This directory contains a student's name, address, telephone number, date of birth, and school of enrollment. It is provided only to judicial, law enforcement, and medical personnel. In order for a parent/guardian/adult student to exclude information from this directory, the parent/guardian/adult student must notify the District in writing on a form prescribed by the Commissioner of Education, available from the District.

The parent of a special education student, the adult student him/herself, or the designated representative shall be permitted to inspect and review the contents of the student's records without unnecessary delay and before any meeting regarding the student's IEP

Any parent/guardian/adult student may request the right to inspect the student's file by submitting a letter to the superintendent. Such request will be granted within ten (10) days after receipt of said letter. A reasonable fee may be charged for copies of records requested.

When the parent's dominant language is not English, the District will make every effort to provide the interpretation of the student record in the dominant language of the parent or assist parents in securing an interpreter.

Student health records must be maintained separate and apart from other student records. The District will comply with the requirements of the Health Insurance Portability and Accountability Act ("HIPAA") to protect the privacy of "protected health information." "Protected health information" is individually identifiable health information, held or disclosed by a covered entity (i.e. the District) in any form that identifies the student and relates to the student's past, present, or future physical/mental health, provision of health care, or payment for health care.

Pursuant to State law, student involved in school-based substance abuse programs are entitled to confidentiality. Information disclosed by a student during such a program, including information which indicates that the student's parent or other person residing in the student's household is dependent upon or illegally using substances, must be maintained confidential, unless express written consent is provided, outlining the limits of disclosure. If staff learns of illegal activity from a source different than the student's substance abuse program, staff must report such information to law enforcement.

Upon graduation or permanent departure of a student from the school system, the parent/guardian/adult student may request a copy of the entire student record. After departure, no additions shall be made to the record without prior consent of the parent/guardian/adult student.

Under No Child Left Behind, the District is required to provide students' general directory information to military recruiters, when requested. Parents/guardians may request that their child's information not be released without prior written parental consent.

Police in the School:

Police can enter the school for a variety of reasons including, but not limited to:

- (1) if asked by school officials,
- (2) if they suspect a crime has been committed, and
- (3) if they have a search or arrest warrant.

Any questioning of students by police must be done privately in a school official's office and in the presence of the Principal or his/her representative, and preferably parents as well.

Police Presence at Extracurricular Activities:

The Superintendent, or his/her designee, will contact the appropriate law enforcement agency and arrange for the presence of an officer(s) in the event of an emergency or when the Superintendent, or his/her designee, believes the uniformed police presence is necessary to deter illegal drug use or trafficking.

Monitoring Devices on School Vehicles

Policy 8690

The Board of Education recognizes that safe and secure conditions for all pupils transported in school owned or contracted school vehicles is paramount. Pupils transported in a school owned or contracted school vehicle must maintain proper discipline in the vehicle at all times. To maintain the safe and secure conditions for all pupils transported on school owned or contracted school vehicles, the Board may use devices to monitor and/or observe pupil behavior, teacher and support staff behavior, school bus driver discipline procedures and/or school bus driver driving techniques. The device may be a sound video camera, a voice monitoring device or other appropriate devices. Each school vehicle will have a sign clearly posted in the school vehicle stating that: "Video And/or Audio Monitoring Devices Are Used On School Owned And Contracted Vehicles And This Vehicle May Be Monitored At Any Time." The recording may be used in pupil and staff discipline matters, driver evaluations or for driver discipline or training. Notice of this policy will be provided to parent(s) or legal guardian(s) and all transportation personnel each year in staff, pupil and/or parent handbooks.

N.J.S.A. 18A:11-1

20 USCA 1231g

30 CFR 300.571 Part 99, 300.572, 300.5773

Adopted: 14 March 2012

SEARCHES:

Student searches by school officials based upon reasonable suspicion that are reasonable in scope may be conducted by school officials to detect violations of school rules and regulations. In order for a search to be reasonable, there must be reasonable grounds at its inception for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school and the search must be reasonably related in scope to the circumstances which justified the interference in the first place. (New Jersey v. T.L.O.)

Student searches by police are typically limited by criminal law and the Fourth Amendment and require a warrant, which is issued upon a showing of probable cause.

School officials may inspect student lockers or other storage facilities at any time.

USE OF REASONABLE FORCE:

A staff member is permitted to use force with pupils as is reasonable and necessary:

- (1) to quell a disturbance, threatening physical injury to others,
- (2) to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil
- (3) for the purpose of self-defense, and
- (4) for the protection of persons or property

FREEDOM OF RELIGION:

There is a fundamental constitutional right which guarantees all citizens the right to "free exercise" of their religion. Absence from school because of observance of a religious holiday is an excused absence when a note signed by a parent, guardian, or an adult acting on behalf of a parent is presented to the proper school authority.

THE STUDENT AND HIS/HER STUDENT GOVERNMENT:

Student government is an opportunity for students to experience the governance of schools and voice their opinions and views about how their own school should operate. Student government also serves to strengthen relationships between students, faculty, and administration. As with all extracurricular activities offered by the District, student participation in student government is voluntary and should serve to enhance students' educational experience.

NOTICE OF NONDISCRIMINATION

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the School District are hereby notified that this District does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age, or disability in admission or access to, or treatment, or employment in, its programs and activities.

Pursuant to Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq. and its enabling regulations, the District is required not to discriminate on the basis of sex in the educational programs or activities which it operates. Title IX also prohibits sexual harassment. The District will not tolerate sexual harassment in any form and has a separate policy that more fully explains the District's position.

In addition to the above, Title VI, 42 U.S.C. §2000d, specifically requires that all vocational opportunities will be offered without regard to race, color, national origin, sex, gender or disability.

Section 504 of the Rehabilitation Act and the American with Disabilities Act ("ADA") applies to the District, its programs, services and activities. Federal law requires that the District evaluate, identify, and provide free appropriate education to all students who are individuals with disabilities under federal law and reside within the district. Parents/guardians of these individuals are entitled to procedural safeguards, including individual notice and an impartial hearing. Under federal law, "an individual with a disability" is defined as a person who:

- has a mental or physical impairment which substantially limits one or more major life activities, such as seeing, hearing, speaking, breathing, learning, or working; or
- has a record of such impairment; or
- is regarded as having such an impairment.

The District will furnish auxiliary aids and services to students, employees, parents/guardians, and members of the public who have disabilities to the extent necessary for communications with other persons, unless it will result in an undue burden on, or a fundamental alteration in the program. Any person having inquiries concerning the School District's compliance with the regulations implementing Title VI, Title IX, The Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act is directed to contact: TBD at 201-862-2305, Central Office, who has been designated to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, and Section 504.

The District has a grievance procedure for discrimination complaints as set forth below. See the above named coordinator for a description of this procedure. The above named coordinator will also supply information as to the existence and location of services, activities, and facilities that are accessible to and usable by disabled persons.

TRANSGENDER STUDENTS:

The District is committed to providing a safe, supportive, and inclusive learning environment for all students. The District shall ensure that all students, including transgender students, have equal educational opportunities and equal access to the District's educational programs and activities. The District will comply with Federal and State laws and regulations regarding transgender students and no student shall be subjected to discrimination on the basis of gender identity or expression. The District will ensure the privacy of transgender students to the extent permitted by law.

The District will not question or disregard the assertion of a student's gender identity. However, the Superintendent or designee may question a student's asserted gender identity when there is credible basis for believing the student's gender identity is being asserted for some improper purpose.

The District recognizes school-related issues regarding transgender students will vary on a case-by-case basis. Therefore, the Superintendent or designee will meet with the parent and the student to discuss school-related issues, including but not limited to, names/pronouns, student records, restrooms, locker rooms, physical education classes, intramurals programs, interscholastic athletics, and dress codes.

GRIEVANCE PROCEDURE

A grievance is a formal written claim by a student or group of students who are aggrieved by reason of the application of any school rule or regulation, or of an order by a staff member or by reason of any deficiency in the school system which requires remedial action. A grievance may also involve an alleged violation related to discrimination on the basis of race, color, creed, age, religion, sex, ancestry, national origin, disability, or social or economic status or sexual orientation.

If the matter concerns an allegation of discrimination including harassment, grievance and any appeal must be made in writing to the affirmative action officer who shall make an attempt, after investigation, to resolve the matter. The principal shall be provided with a copy of the appeal. If the matter is not resolved by the Affirmative Action Officers within ten days, the officer's findings shall be reported to the Superintendent of Schools.

If the grievance cannot be resolved informally or whenever the grievant believes that such a procedure is inappropriate or impractical, the grievant shall file a written statement setting forth the following information:

- A brief statement of the specific nature of the grievance and the facts giving rise to it, and the steps previously pursued.
- A brief statement of the relief desired.
- A brief statement of reasons why the grievant believes he/she is entitled to the relief sought.

The written statement shall be delivered to the school principal who shall furnish a copy to the staff member involved. If the grievance concerns the principal, it shall be forwarded to the Superintendent of

Schools. A conference will be scheduled within ten school days following receipt of the grievance, which shall be conducted informally, with each party having an opportunity to be heard. The principal shall render a written decision within five school days following the conference and a copy of same shall be provided to all interested parties.

If either party is dissatisfied with the decision, he or she may appeal within ten school days following receipt of the written decision. The appeal shall be in writing and to the Superintendent of Schools. All interested parties shall be provided a copy of the appeal, which must contain a statement of reasons upon which the appeal is based.

Upon receipt of the appeal, the Superintendent may decide the matter on the papers or hold a conference. The Superintendent will render a written decision to all interested parties within ten days following receipt of the papers or the conference, if one is held. If the Board is required to act, the Superintendent must make his/her recommendations within ten days of receipt of the grievance with copies to all parties.

If any party is dissatisfied with the decision of the Superintendent, he or she may request a hearing before the Board by filing a written notice of appeal to the Board Secretary within ten days of the Superintendent's decision. The notice shall briefly state the basis of the appeal and copies shall be provided to all parties, the principal and Superintendent. The Board Secretary shall notify all parties of the hearing date. The parties may present their positions to the Board orally or in writing and the Board may call witnesses and experts, as it deems necessary to aid in resolving the matter. The Board shall forward its determination to all parties within thirty days of the hearing. The Board's decision shall be subject to review as may be available under Title 18A of the New Jersey Statutes. Failure to appeal a grievance to the next step within the specified time limits shall be deemed acceptance of the decision at that step.

Despite anything to the contrary herein, in a charge of discrimination, the grievant, at any time may file a complaint with the County Superintendent, the Equal Employment Opportunity Commission, the New Jersey Division on Civil Rights or the U.S. Office for Civil Rights, U.S. Department of Education, or the New Jersey Department of Education. Addresses are available in the office of the district affirmative action officer.

All timelines may be extended by the Superintendent as reasonably requested and in accordance with Board policy and regulations.

NCLB Teacher Qualifications Notice

Federal law allows you to ask for certain information about your child's classroom teachers, specifically, you have the right to ask for the following information:

- Whether the New Jersey Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches
- Whether the New Jersey Department of Education has decided that the teacher can teach in a classroom without being fully licensed or qualified under State regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the degree subject.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

The Teaneck Public School District has an extensive recruitment and screening process to ensure that each classroom teacher hired not only holds appropriate NJ certification but possesses a high level of competence and potential for growth; essential for a successful teaching and educational experience.

BOARD OF EDUCATION

Dr. Ardie E. Walser, President

Clara Williams, Vice President

Trustees:	
Ms. Shahanaz Arjumand	Ms. Victoria Fisher
Mr. Martin Ramirez	Ms. Sarah Rappoport
Mr. Sebastian Rodriguez	Mr. Howard Rose
Ms. Denise Sanders	

DISTRICT ADMINISTRATION

Dr. Christopher Irving	Superintendent of Schools
Mr. Vincent McHale	Assistant Superintendent of Schools
Ms. Melissa Simmons	School Business Administrator and Board Secretary
Ms. Sandra Beckford	Supervisor of Special Services
Ms. Lynne Crawford	Supervisor of Special Education
Mr. Anthony D'Angelo	Director of Facilities and Grounds
Ms. Patricia Dent	Supervisor of Literacy and ESL
Ms. Trina Moschella	Supervisor of Math and Science
Dr. Marisa King	Supervisor of Social Studies, Business and Practical Arts
Mr. Kurt Ceresnak	Supervisor of Technology
Mr. David Murphy	Supervisor of Physical Education and Athletic Director
Ms. Nina Odatalla	Supervisor of World Languages
Ms. Margot Todman-Mack	Supervisor of Band & Chorus
Ms. Marina Williams	Supervisor of Theatre & Dance
TBA	Supervisor of Art
Dr. Aaron Kleinman	Supervisor of Guidance and Counseling 5-12

HIGH SCHOOL ADMINISTRATION

Peter LoGiudice, Interim Principal	201.833.5405
Main Office Secretaries:	
Candice Brown, Secretary to Principal	201.862.2510
Michaela Freemantle, Secretary in Principal's Office	201.833.5401
Kurt Ceresnak, Assistant Principal-10th&12th	201.833.5411
Milagro Tavarez, Secretary to Assistant Principal	201.833.5407
Margot Todman-Mack, Assistant Principal-9th&11th	201.833.5402
Carol Friedel, Secretary to Assistant Principal	201.833.5410
Mr. David Murphy, Director of Athletics	201.833.5413
Shantelle Grateneau, Secretary to Director of Athletics (PM)	201.833.5412

TEACHER/DEANS

9 th Grade (Room 242)	Gregory Cooper	201.833.5440
10 th Grade (Room 128)	Dr. Lottie Watson	201.862.2497
11 th Grade (Room 303)	Natasha Green	201.833.5414
12 th Grade (Room 326A)	Olivia Betances	201.862.2473

ATTENDANCE

Jennifer Murphy, Secretary	201.833.5575
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HIGH SCHOOL GUIDANCE

Aaron Kleinman, Supervisor of Guidance	201.833.5432
Guidance Counselors:	
Douglas Book	201.833.5427
Beth Fleischer	201.862.2479
Lillian Garcia	201.833.5431
Chiara Levy	201.833.5430
Kelvin Reese	201.833.5436
Jennifer Taylor	201.833.5433
Guidance Secretaries	
Kim Dockery	201.833.5426
Randi Allshouse	201.833.5137

HIGH SCHOOL GUIDANCE (CONTINUED)

Student Assistant Coordinator - Adrienne Williams	201.833.5468
Student Info. Data Coordinator- Amedeo Folcarelli	201.862.2301

CHILD STUDY TEAM

Ms. Lynne Crawford, Supervisor	201.862.2305
Leana Barbosa, Speech Therapist	201.862.6173
Joseph Panepinto, Social Worker	201.862.2461
Dr. Maura Tuite, Psychologist	201.833.5434
TBA, Learning Consultant	201.862.2463
Jennifer Janeira, Psychologist	201.833.5428

FORUM

Nick Campestre, Coordinator	201.833.5136
Owen Barnes, Secretary	201.833.5126
Yris Acevedo, Student Support Counselor	201.833.5469
Shenijah Curtis, Student Support Counselor	201.833.5459
TBA, Academic Counselor	201.833.5478
Giannil Hidalgo, Student Support Counselor	201.862.2481
Yvonne Witter, Employment Counselor	201.862.6283

INFORMATION MEDIA CENTER

Geri Stack, Media Specialist	201.862.2483
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IN-SCHOOL SUSPENSION

Charles Clark, Teacher/Dean - Rm. 209B	201.833.5416
Kendall Daniels	201.833.5416

SCHOOL MEDICAL OFFICE

Katherine Dyker, R.N.	201.833.5139
Shantelle Grataneau, Secretary (AM)	201.833.5420

BUSINESS EDUCATION

Andrew Bellin	Kevin Hannon	Breanne Millett
Katherine Cannao	James Lagomarsino	Marc Monroe
Alyssa Cestaro		

ENGLISH

Alexandra Cavallo	Matt Lynskey	Robert Sherbine
Damion Campbell	Jeanne McVerry	Jahaziel Valeriano
Emily Ferreira	Faith Mootoo (ESL)	Kelly Williams
Victoria Galligan (LOA)	Lucila Ramirez-Cruz	
Sean Holland	Richard Rodda	
Adriana Lagomarsino	Paul Sheppard	

FAMILY and CONSUMER SCIENCE

Jennifer Joyce	Luigi Venezia
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FINE and PERFORMING ARTS (Art, Dance, Music & Theatre)

ART	DANCE	MUSIC	THEATRE
Marc Calello	Bettina Peets	Steven Bell	Todd Murphy
Jennifer Noel		Leeann Newland	Debra Elwell
		Larry Marino (p/t)	
		Luke Short	

MATHEMATICS/COMPUTERS

Kamal Ahmad	Rachel Lee	Rebecca Pflueger
Sharon Bellin	Adina Lefkowitz	Summer Pirro
Sunletha Carter	Cara Lyons	Shaun Reilly
Ken Chung	Goldie Minkowitz	Jeffrey Slominsky
Ronald DeBlasio	Rolando Monserrat	Jovana Vljajic-Murisic
Eileen Hillman	Andres Munoz	
Jae Kim	John Occhiogrosso	

PHYSICAL EDUCATION/HEALTH/DRIVER EDUCATION

Susie Cipriano	Edward Klimek	Jason McDonald	Lance Parham
Daniel Henry	Charlotte LoSchiavo	John Paladino	Christie Prepis

SCIENCE

Brenda Cierech	Joseph Laborde	Esther Seo
Kathleen deMoncada	Yaneth Mesa	Tony Thomas
Eileen Glassey	Asha Nagpal	Vinod Thomas
Henry Hali	James Nonas	Kerrie Viray

SOCIAL STUDIES

Eric Akselrad	Christine Mayers	Daniel Olender
Nicole Cooper	Jared Meli	Kimberly Pitre
John Dean	Michael Moldovan	Emmanuel Viray
Daisy Diaz-Granados	Susan Morton	Derek Zoppi

SPECIAL EDUCATION

Faith Allen	Lori DiSarro	Mary Joyce-Laqui
Katierose Augustine	Michele Doonan	Josh Luscombe
Lisa Azria	Michael Germinario	Matt Maritsch
Johanna Bargisen	Levette Glanton	Yevgeniya Miller
James Belluzzi	Michael Hofsaes	Gina Petrosi-Higgins
Michael De Avila	Anila Hoxha	Payne Vazquez
Patrick Delaney	Volodymyr Hunko	William Zararo

WORLD LANGUAGES

Paola Arias	Joanna De Los Santos	Lourdes Melendez
Caridad Clavelo	Noel Jardines	Yvette Ortega-Ulubay
Benjamin Coulibaly	Virgil Madrinan	Falilou Seck

CAFETERIA

Maschio's Food Service, Kristin Appel, Director		201.833.5423
Emily Brown, Cafeteria		201.833.5418
Shahnaz Hussain, Office		201.833.5417
Delores Batton	Earleen Collins	Fernando Vazquez
Dilruba Chowdhury	Ketisha Edwards	Kate Prelvukaj
Tahrin Chowdhury	Sylvia Lawson	Barbara Utsey

CUSTODIAL

Milton Dobson	James Williams	
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DISCIPLINE CODE TEANECK HIGH SCHOOL:

The list of offenses and consequences has been designed to provide students, staff, and parents with a base of information. It is not meant to be exhaustive as no list can cover each and every violation and possible consequence. The District reserves the right to take different disciplinary action than what is provided for herein and to consider mitigating circumstances on a case by case basis as it deems appropriate. In the event any offense occurs while a student is subject to discipline, additional discipline will be imposed for the new offense.

Note that ** denotes offenses that will be reposted to the Teaneck Police Department as required by the Memorandum of Agreement.

Infraction	1st Offense	2nd Offense	3rd Offense
Arson**	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension
Assault - Student to Student**	OSS	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension/expulsion
Assault - Student to Teacher**	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension/expulsion
Bombs/Explosives**	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension/expulsion
Bus Misconduct	Saturday Detention	ISS	OSS
Cheating/Plagiarism	Parent Conference/Zero on assignment	Parent Conference/Zero on assignment/Saturday Detention	Parent Conference/Zero on assignment/ISS
Disobedience/Defiance/Disrespect	Detention/Parent Conference/Possible ISS/OSS	ISS or OSS/Parent Conference	OSS/Parent Conference
Disorderly Conduct/Pranks	OSS	OSS	10 day OSS/BOE review for possible long term suspension
Driving/Parking Violation	Saturday Detention	ISS	OSS
Electronic Devices/Cell Phones	Confiscated device will be returned that day at 3:30 pm	Confiscated device will be returned that day at 3:30 pm/Saturday Detention or OSS	Confiscated device will be returned that day at 3:30 pm/Saturday Detention/Parent Conference or OSS
Extortion/Coercion/Blackmail**	OSS	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension

			term suspension/expulsion
Infraction	1st Offense	2nd Offense	3rd Offense
Failure to follow Administrative Directive	OSS	OSS	10 day OSS/BOE review for possible long term suspension
Failure to report to Detention	ISS	OSS	OSS
Fighting	OSS	OSS	10 day OSS/BOE review for possible long term suspension
Firearms**	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension/expulsion
Forgery	Parent conference Saturday Detention	ISS	OSS
Gambling	Saturday Detention	ISS	OSS
Gang Activity/Insignia	OSS	OSS	10 day OSS/BOE review for possible long term suspension
Graffiti	Saturday Detention ISS or OSS	OSS	10 day OSS/BOE review for possible long term suspension
Hazing	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension/expulsion
HIB(Harassment, Intimidation & Bullying) includes Cyber Bullying	See HIB Policy #5512	See HIB Policy #5512	See HIB Policy #5512
Leaving School Property without Authority	ISS	OSS	OSS
Locker Usage for Illegal Purposes**	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension/expulsion
Misuse of Technology	ISS/ Parent Conference	OSS	OSS
Physical Scuffle/Horse Play	Saturday Detention or ISS	OSS	10 day OSS/BOE review for possible long term suspension
Sexual Harassment	OSS	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension/expulsion
Sexual Misconduct	OSS	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension/expulsion
Smoking/Tobacco	ISS	OSS	OSS

Substance Abuse	See Substance Abuse Policy #5530	See Substance Abuse Policy #5530	See Substance Abuse Policy #5530
Infraction	1st Offense	2nd Offense	3rd Offense
Tardiness/Cutting	ISS & Parent Conference	ISS & Parent Conference	OSS & Parent Conference & possible loss of credit
Theft	OSS	OSS	10 day OSS/BOE review for possible long term suspension
Threats to Staff/Others without weapon	OSS	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension/expulsion
Trespassing/Wrongful Entry**	OSS	OSS	10 day OSS/BOE review for possible long term suspension
Truancy/Unauthorized Absence/Excessive Absence	See Attendance Policy #5200	See Attendance Policy #5200	See Attendance Policy #5200
Use of Profanity/Obscene Language	Saturday Detention	ISS	OSS
Vandalism**	Saturday Detention	OSS	OSS
Verbal Confrontation	Saturday Detention of ISS	ISS	OSS
Weapons**	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension	10 day OSS/BOE review for possible long term suspension/expulsion

