



2024-2025

Teaneck High School

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Message from the Principal

August 2024

Allow me to take this opportunity to officially welcome you to the 2024-2025 school year. Together we will undoubtedly not only succeed but flourish. Teaneck is a place like no other. The experiences that Teaneck High School affords its students throughout their matriculation are unparalleled. We are committed to doing everything in our power to ensure that the students that walk the hallways of "The Castle on the Hill" are challenged, engaged and take advantage of all opportunities.

The 2024-2025 school year will continue to be challenging. Collectively we must be committed to providing a safe, engaging and welcoming learning environment. With your support we will continue to educate the entire student, prepare them for the world's challenges, create global thinkers, and instill resilience, persistence and success; all while allowing opportunities to uncover their own identity, find their own voice and make advancement towards achieving their post-secondary ambitions.

Our patience and commitment may be tested throughout the year, but together we will achieve greatness. We must remain committed to excellence.

Sincerely,

A handwritten signature in dark ink, appearing to read 'P. LoGiudice', followed by a long horizontal line.

Piero LoGiudice
Principal

This 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. Your understanding of the material will ensure a successful educational experience.

The Teaneck Public School District
Teaneck, NJ

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 an 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.

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!

School Motto

"Mentem Colere Et Personam Meliorare"

To enrich the mind and improve the character

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*

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 affect 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.

Office of the Superintendent of Schools

Andre D. Spencer, Ed. D.
Superintendent

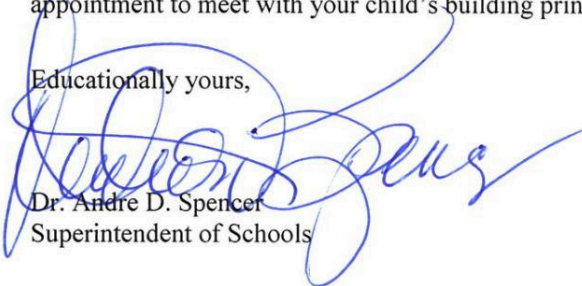


Dear Parent/Guardian,

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 Teaneck Public Schools. It is important that you and your child review this information together so that you will clearly understand the 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 outlined for our District. Our ultimate goal is to develop social-emotional learners through Restorative Practices. However, those who fail to follow the rules may expect to experience normal discipline management techniques, suspension, removal to a disciplinary alternative education placement, or expulsion.

Please sign below to let us 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.

Educationally yours,


Dr. Andre D. Spencer
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) 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 history of Teaneck High School began in 1922 when the far-sighted members of the Board of Education purchased the plot where the Castle on the Hill now stands. Teaneck residents cleared the grounds, creating the athletic field which is still in active use. In 1928, Teaneck students were no longer permitted to attend school in other towns. This led to the doors of Teaneck High School being swung open to welcome students in the seventh through tenth grades. Subsequently, during the following two years, the eleventh and twelfth grades were added.

The Class of 1931 was the first graduating class from Teaneck High School. The Alma Mater had been written; the school colors had been chosen; and during ensuing years, extra-curricular activities were established. Under the direction of the first two principals, Mr. Leon High and Mr. Charles Steel, Teaneck High School became one of the finest schools in New Jersey. The school was so admired and welcomed that in 1932, due to overcrowding in the original building, the Teaneck residents voted for a new wing to the school. This was completed in 1936.

It is noteworthy that plaques honoring Teaneck High School graduates who served the country with honor during World War II, many of whom lost their lives during the war, were displayed in the main lobby. These same alumni were again honored in 1954 when the Memorial Gym was built and dedicated to their memory and service. As the war ended, the student enrollment became larger than the capacity of the building and students were placed on double sessions until 1957, the year when students in the seventh through ninth grades entered Benjamin Franklin and Thomas Jefferson Junior Middle Schools, depending on where in Teaneck they lived.

From 1956 until the present year, Teaneck High School has been led by extraordinary educators: Miss Helen B. Hill, Dr. Hendry, Dr. Michaels, Mr. James Delaney, Mr. Joseph White, Dr. Thomas Wiedenman, Ms. Angela R. Davis, Mr. Dennis Heck, Mr. Clifton Thompson, Mr. Pedro Valdes, and Mr. Piero LoGiudice. What is especially noteworthy are the programs, the innovation, the sensitivity to changing times and the needs and hopes of each year's student body that each of these educators contributed to the growth, the richness, the success of Teaneck High School, this glorious "Castle on the Hill." These would include and are the source of deep pride for all those who have attended Teaneck High School, those who have taught at Teaneck High School, and those who have held administrative positions at Teaneck High School:

- New Mathematics courses and experimental science courses
- The establishment of a co-educational gymnasium
- Timely presentations on the issues from the Kent State shootings and the Vietnam War
- An innovative Senior Service Program
- To meet students' needs, the introduction of the Alternative I and II Programs
- The introduction of the two-floor Media Center, a television studio and an Industrial Arts Wing.
- In 1980, the establishment of a four-year high school, with freshman being part of Teaneck High School

- The establishment of a Holocaust Center
- The placing of a plaque honoring Teaneck High School students who lost their lives in the Korean and Vietnam Wars
- Cultural centers for African American, Latin American and Pan-Asian-Pacific Island American were established, another step in honoring the diversity that defines Teaneck High School.
- In the 1990's, a major restructuring program was undertaken, highlighting three goals: improving student achievement and performance; increasing the rigor, richness and relevance of the curriculum; and heightened student success.
- As the year 2000 presented itself, an A/B block scheduling, with 85-minute classes, a mandatory senior project, mandatory community service, scheduling changes, curriculum changes which included new, relevant courses, and increased graduation credit requirements were all introduced at Teaneck High School. These innovative changes enhanced the possibility of a richer, more relevant and meaningful high school experience for all students.
- The facilities also had changes
 - The nurse's office
 - Renovation of each classroom with capability of video on demand
 - New classrooms which included business and computer labs with wireless capabilities
 - A new Student Center with multicultural hubs, as well as space for guest speakers and forum presentations.
 - An Information/Media Center, including a state-of-the-art television production studio.
- In addition to other foreign language offerings, Latin was introduced in the World Language Department, as was Chinese.
- A program of teacher availability was introduced, enabling students to avail themselves of extra help each Tuesday, Wednesday and Thursday afternoon for individual attention and assistance.
- Digital Art classes were introduced through which students learn and apply elements of art to the digital format.
- The Student Center was dedicated in honor of Ms. Miller-Porter, Health and Physical Education teacher, founder of the Teaneck Terpsichoreans and coach of the Teaneck Flag Twirlers.
- Partnering with Bergen County Community College, Teaneck High School introduced a state-of-the-art Culinary Lab where electives and upper-level culinary courses are offered, aligned to the cooking, hospitality and restaurant management courses offered at Bergen Community College, thereby providing students with dual credit opportunities.

New Jersey Board of Education Religious Holidays 2024-2025 School Year**

	SEPTEMBER 2024
September 1	Ecclesiastical Year Begins (Eastern Orthodox Christian) First Prakash Shri Guru Granth Sahib Ji (Sikh)
September 5-17	Onam (Hindu)*
September 6	Ganesh Chaturthi (Hindu)
September 7	His Holiness Sakya Trizin's Birthday (Buddhist)
September 8	Nativity of Mary (Christian)
September 15	Maulid al-abi (Islam, Islam Dawoodi Bohra)*
September 19	Urus-Syedna Mohammed Burhanuddin (Islam Dawoodi Bohra)*
September 21	Nativity of the Theotokos (Eastern Orthodox Christian)
September 19	Ganesh Chaturthi (Hindu)
September 23	Mabon (Wicca/Pagan)
September 27	Jyoti Jot Guru Nanak Dev Ji (Sikh) - The Elevation of the Holy Cross (Eastern Orthodox Christian)
	OCTOBER 2024
October 3	Feast of Trumpets (Church of God, Philadelphia Church of God)
October 3-4	Rosh Hashanah (Jewish)
October 3-12	Navaratri (Hindu)*
October 12	Yom Kippur (Jewish) - Day of Atonement (Christian, Church of God, Philadelphia Church of God)
October 17-23	Sukkot (Jewish) - Feast of Tabernacles (Church of God, Philadelphia Church of God)
October 20	Installation of the Scriptures as Guru Granth (Sikh) - Birth of B'ab (Bah'i)
October 23	Milad Syedna Mohammed Burhanuddin (Islam Dawood Bohra)
October 24-25	Sh'mini Atzeret (Jewish)
October 25	Simchat Torah (Jewish)
October 31	Samhain (Wicca)
	NOVEMBER 2024
November 1	All Saints' Day (Christian) - Bandi Chhor Diwas (Sikh) - Diwali (Hindu, Jain, Puja, Deepavali)*
November 2	All Souls' Day (Christian) - Birth of B'ab (Bah'i) - Goverdhan Puja (Hindu)*
November 3	Birth of Baha'u'llah (Bah'i)
November 15	Nativity Fast begins (Eastern Orthodox Christian)
November 21	The Presentation of the Theotokos to the Temple (Eastern Orthodox Christian)
November 24	Martyrdom of Guru Tegh Bahadur (Sikh)
November 25	Day of Covenant (Baha'i) -
November 27	Guru Nanak Dev Sahib Birthday (Sikh)
November 28	Ascension of Abdul'l Baha (Baha'i)
	DECEMBER 2024
December 1	First Sunday of Advent (Christian)
December 8	Bodhi Day (Buddhist)
December 9	Immaculate Conception (Christian)
December 21	Yule (Christian and Wicca) - Martyrdom of Wadde Sahibzade (Sikh)
December 25	Christmas (Christian)
Dec. 25-January 2	Hanukkah (Jewish)
December 26	Zarathosht Diso (Zoroastrian) Martyrdom Chotte Sahibzade (Sikh)

	JANUARY 2025
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-Lohri (Sikh) Foundation of Shri Darbar Sahib (Maghi)
January 14	Makar Sankranti and Pongal (Hindu)* - Ayyam al Beez (Islam Dawoodi Borha)
January 18	Urus - Syedna Taher Saifuddin (Islam Dawoodi Borha)
January 19	World Religion Day (Baha'i)
January 26	Yawm al-Mab'ath (Islam Dawoodi Bahra)
January 27	Lailat al Miraj (Islam)
January 29	Chinese/Lunar New Year (Confucian, Daoist, Buddhist)
January 31-February 9	Midwinter Ceremonies (Native Americans)
	FEBRUARY 2025
February 1	Imbolic-Candlemas (Wicca & Christian)
February 2	The Presentation of Our Lord to the Temple (Eastern Orthodox Christian) - Vasant Panchami (Hindu)*
February 10-12	Jonah's Passover (Eastern Orthodox Christian)
February 13	Tu B'shvat (Jewish)
February 14	Lailat al Bara'ah (Islam)
February 15	Nirvana Day (Buddhist)
February 26	Maha Shivaratri (Hindu)*
February 26-March 1	Intercalary Days (Baha'i)
February 28-March 30	Ramadan (Islam)
	MARCH 2025
March 3	Clean Monday (Eastern Orthodox Christian)
March 4	Shrove Tuesday (Christian)
March 5	Ash Wednesday (Christian)
March 10	Govinda Dwadashi (Hindu)
March 13	Holika Dahan (Hindu)* - Ron Hubbard's Birthday (Church of Scientology)
March 14	Holi (Hindu)* - Meena Sankranti (Hindu) - Purim (Jewish)
March 15-16	Hola Mohalla (Sikh)
March 20	Naw-Ryz (Baha'i) - Nowruz (Zoroastrian) - Ostara (Wicca)
March 21-22	Laylatul Qadr (Islam Dawoodi Bohra)
March 22	Milad Syedna Mufaddal Saifuddin (Islam Dawoodi Bohra)*
March 25	The Annunciation of the Theotokos (Eastern Orthodox Christian) - The Annunciation of the Virgin Mary (Christian)
March 26	Khordad Sal (Zoroastrian)
March 28	Aakhir Jumo'a (Islam Dawoodi Bohra)
March 30	Souramana Yugadi (Hindu)* - Chandramana Yugadi (Hindu)* Eid al Fitr (Islam Dawoodi Bohra)
	APRIL 2025
April 6	Ramnavami (Hindu)
April 10	Mahavir Jayanti (Jain)*
April 12	Hanuman Jayanti (Hindu)* - Lazarus Saturday (Eastern Orthodox Christian)
April 12-20	Passover (Jewish) - Passover (United Church of God) - Passover/ Days of Unleavened Bread (Church of God and Saints of Christ)
April 13	Vaisakhi (Sikh) - First day of Unleavened Bread (Church of God) - Theravadin New Year (Buddhist) - Palm Sunday (Christian, Eastern Orthodox Christian)
April 13-19	Days of Unleavened Bread (Philadelphia Church of God)

April 17	Lord's Evening Meal (Christian, Jehovah's Witness) - Holy Thursday (Christian, Eastern Orthodox Christian)
April 18	Prakash Guru Tegh Bahadur J (Sikh) - Holy Friday (Christian, Eastern Orthodox Christian) - The Last Friday of the Great Lent (Eastern Orthodox Church)
April 20	Last Day of Unleavened Bread (Church of God)
April 21	Easter (Christian, Eastern Orthodox Christian)
April 23-29	Memorial of the Feast of the Lord's Passover and Days of Unleavened Bread (Church of God and Saints of Christ)
April 25	The 11th Panchen Lama's Birthday (Buddhist)
April 29	Ninth Day of Ridvan (Baha'i)
	MAY 2025
May 1	Beltane (Wica) - Twelfth Day of Ridvan (Baha'i)
May 3	Yom Ha'Azmaut (Jewish)
May 5	Buddha's Birthday/Buddha Day
May 12	Visakha Puja (Buddhist)
May 16	Lag B'Omer (Jewish)
May 23	Declaration of the Bab (Baha'i)
May 28	Ascension of Baha'u'llah (Baha'i)
May 29	Ascension of Our Lord (Christian) - Feast of Ascension (Eastern Orthodox Christian)
	JUNE 2025
June 1-3	Shavuot (Jewish)
June 4-9	Hajj Day (Islam)*
June 5	Yawm al-Arafa (Islam Dawoodi Bohra)*
June 6	Eid al-Adha (Islam, Islam Dawoodi Bohra)*
June 8	Pentecost (Eastern Orthodox Christian)
June 14	Eid-e-Ghadeer (Muslim, Islam Dawoodi Bohra)*
June 16	Martyrdom of Guru Arjan Dev Sahib (Sikh) Fast of the Holy Apostles (Eastern Orthodox Christian)
June 20	Litha (Wicca)

**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.*

District School Calendar

TEANECK PUBLIC SCHOOL DISTRICT

2024-2025 DISTRICT CALENDAR

REVISION PRESENTED 8/21/2024

July 2024							JULY 2024							January 2025						
Su	M	T	W	TH	F	Sa								Su	M	T	W	TH	F	Sa
1	2	3	4	5	6		4 Independence Day - District Closed									1	2 B	3 A	4	
7	8	9	10	11	12	13	AUGUST 2024							5	6 B	7 A	8 B	9 A	10 B	11
14	15	16	17	18	19	20	19-21 Administrator/Superintendent Workshops							12	13 A	14 B	15 A	16 B	17 A	18
21	22	23	24	25	26	27	27-29 New Teacher Orientation							19	20	21 B	22 A	23 B	24 A	25
28	29	30	31				SEPTEMBER 2024							26	27 B	28 A	29 B	30 A	31 B	
August 2024							2 Labor Day - District Closed							February 2025						
S	M	T	W	T	F	S	3 Teachers/Paras & 10 Month Secretaries Report							S	M	T	W	T	F	S
				1	2	3	4 Superintendent's Convocation													1
4	5	6	7	8	9	10	5 Schools Open/Students Return							2	3 A	4 B	5 A	6 B	7 A	8
11	12	13	14	15	16	17	Back to School Nights - Half Day / Early Dismissal							9	10 B	11 A	12 B	13 A	14 B	15
18	19	20	21	22	23	24	17 Bryant/TELC BTS - Half Day							16	17	18 A	19 B	20 A	21 B	22
25	26	27	28	29	30	31	19 Lacey BTS Half Day - Half Day							23	24 A	25 B	26 A	27 B	28 A	
September 2024							24 BFMS/TJMS BTS - Half Day							March 2025						
S	M	T	W	T	F	S	26 Hawthorne, Lowell, Whittier BTS - Half Day							S	M	T	W	T	F	S
1	2	3	4	5 A	6 B	7	OCTOBER 2024													1
8	9 A	10 B	11 A	12 B	13 A	14	3-4 Rosh Hashanah - District Closed							2	3 B	4 A	5 B	6 A	7 B	8
15	16 B	17 A	18 B	19 A	20 B	21	10 THS Back to School Night - Half Day							9	10	11 A	12 B	13 A	14 B	15
22	23 A	24 B	25 A	26 B	27 A	28	11 Yom Kippur - Half-Day for Students and Staff							16	17 A	18 B	19 A	20 B	21 A	22
29	30 B						14 Staff Prof. Development (Full Day) - Schools Closed (Students Only)							23	24 B	25 A	26 B	27 A	28 B	29
October 2024							NOVEMBER 2024							30	31					
S	M	T	W	T	F	S	5 Election Day - District Closed							April 2025						
		1 A	2 B	3	4	5	7-8 NJEA Convention - Schools Closed							S	M	T	W	T	F	S
6	7 A	8 B	9 A	10 B	11 A	12	Fall Parent Teacher Conferences - Half Day / Early Dismissal									1 A	2 B	3 A	4 B	5
13	14	15 B	16 A	17 B	18 A	19	12 Lacey Fall PT Conference / THS Fall PT Conferences - Half Day							6	7 A	8 B	9 A	10 B	11 A	12
20	21 B	22 A	23 B	24 A	25 B	26	14 Hawthorne, Lowell, Whittier Fall PT Conferences - Half Day							13	14	15	16 B	17	18	19
27	28 A	29 B	30 A	31 B			21 Bryant/TJMS/BFMS Fall PT Conferences - Half Day							20	21 B	22 A	23 B	24 A	25 B	26
November 2024							27 4 hour session for Students and Staff							27	28 A	29 B	30 A			
S	M	T	W	T	F	S	28-29 Thanksgiving - District Closed							May 2025						
						1 A	DECEMBER 2024							S	M	T	W	T	F	S
3	4 B	5	6 A	7	8	9	9 Staff Prof. Development - Half Day for Students Only													
10	11 B	12 A	13 B	14 A	15 B	16	23-31 Holiday Recess - Schools Closed							4	5 B	6 A	7 B	8 A	9 B	10
17	18 A	19 B	20 A	21 B	22 A	23	25 Christmas - District Closed							11	12 A	13 B	14 A	15 B	16 A	17
24	25 B	26 A	27 B	28	29	30	JANUARY 2025							18	19 B	20 A	21 B	22 A	23 B	24
December 2024							1 New Year's Day - District Closed							25	26	27 A	28 B	29 A	30 B	31
S	M	T	W	T	F	S	2 Schools Re-open							June 2025						
1	2 A	3 B	4 A	5 B	6 A	7	20 MLK Jr. Day - District Closed							S	M	T	W	T	F	S
8	9 B	10 A	11 B	12 A	13 B	14	29 Lunar New Year							1	2 A	3 B	4 A	5 B	6	7
15	16 A	17 B	18 A	19 B	20 A	21	FEBRUARY 2025							8	9 A	10 B	11 A	12 A	13 A	14
22	23	24	25	26	27	28	4 Lacey Spring VIRTUAL PT Conferences Half Day							15	16 B	17 B	18 A	19	20 B	21
29	30	31					17 President's Day - District Closed							22	23 A	24	25	26	27	28
January 2025							Spring VIRTUAL PT Conferences - HALF DAY / EARLY DISMISSAL							29	30					
S	M	T	W	T	F	S	20 Hawthorne, Lowell, Whittier Spring VIRTUAL PT Conferences - Half Day							SUMMARY OF DAYS						
1	2 A	3 B	4 A	5 B	6 A	7	25 BFMS/TJMS Spring VIRTUAL PT Conferences - Half Day								STAFF	STUDENTS				
8	9 B	10 A	11 B	12 A	13 B	14	27 THS Spring VIRTUAL PT Conferences Half Day							AUG		0	0			
15	16 A	17 B	18 A	19 B	20 A	21	MARCH 2025							SEPT		20	18			
22	23	24	25	26	27	28	10 Staff Prof. Development (Full Day) - Schools Closed (Students Only)							OCT		21	20			
29	30	31					31 Eid ul Fitr - District Closed							NOV		16	16			
February 2025							APRIL 2025							DEC		15	15			
S	M	T	W	T	F	S	3 Bryant/TELC Spring VIRTUAL PT Conference - Half Day							JAN		21	21			
						1 A	14-18 Spring Recess - Schools Closed							FEB		19	19			
3	4 B	5	6 A	7	8	9	18 Good Friday - District Closed							MAR		20	19			
10	11 B	12 A	13 B	14 A	15 B	16	MAY 2025							APR		17	17			
17	18 A	19 B	20 A	21 B	22 A	23	23 4 hour session for Students and Staff							MAY		21	21			
24	25 B	26 A	27 B	28	29	30	26 Memorial Day - District Closed							JUN		14	14			
March 2025							JUNE 2025													
S	M	T	W	T	F	S	6 Eid Al Adha - District Closed													
1	2 A	3 B	4 A	5 B	6	7	19 Juneteenth - District Closed													
8	9 A	10 B	11 A	12 A	13 A	14	20 Half Day for Students													
15	16 B	17 B	18 A	19	20 B	21	23 Last Day Students/10 Month Staff & Secretaries													
22	23 A	24	25	26	27	28	Half Day for Students													
29	30	31					THS Class of 2025 Graduation - 6PM													
April 2025							MAY 2025													
S	M	T	W	T	F	S	6 Eid Al Adha - District Closed													
1	2 A	3 B	4 A	5 B	6	7	19 Juneteenth - District Closed													
8	9 A	10 B	11 A	12 A	13 A	14	20 Half Day for Students													
15	16 B	17 B	18 A	19	20 B	21	23 Last Day Students/10 Month Staff & Secretaries													
22	23 A	24	25	26	27	28	Half Day for Students													
29	30	31					THS Class of 2025 Graduation - 6PM													
May 2025							JUNE 2025													
S	M	T	W	T	F	S	6 Eid Al Adha - District Closed													
1	2 A	3 B	4 A	5 B	6	7	19 Juneteenth - District Closed													
8	9 A	10 B	11 A	12 A	13 A	14	20 Half Day for Students													
15	16 B	17 B	18 A	19	20 B	21	23 Last Day Students/10 Month Staff & Secretaries													
22	23 A	24	25	26	27	28	Half Day for Students													
29	30	31					THS Class of 2025 Graduation - 6PM													
June 2025							MAY 2025													
S	M	T	W	T	F	S	6 Eid Al Adha - District Closed													
1	2 A	3 B	4 A	5 B	6	7	19 Juneteenth - District Closed													
8	9 A	10 B	11 A	12 A	13 A	14	20 Half Day for Students													
15	16 B	17 B	18 A	19	20 B	21	23 Last Day Students/10 Month Staff & Secretaries													
22	23 A	24	25	26	27	28	Half Day for Students													
29	30	31					THS Class of 2025 Graduation - 6PM													

LEGEND	
	Admin. Workshops
	New Teachers Orientation
	District Closed
	Teachers/Paras/10 Month Secretaries First Day back (Sept)
	Superintendent's Convocation
	Students First Day back (Sep), Re-Open (Jan)
	Early Dismissal/Half Day for Students and Staff
	Prof. Development
	Schools Closed
	Half Day for Students
	Last Day Students/10 Month Staff & Secretaries - Half Day for Students
	THS GRADUATION - 6PM



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Important Dates

Back-to-School Night:

Tuesday, October 10, 2024

6:15 pm

Parent/Teacher Conferences:

Fall 2024

Tuesday, November 12, 2024

Afternoon Session 1:30 pm - 4:00 pm

Evening Session 6:30 pm - 9:00 pm

Spring 2025

Thursday, February 27, 2025

VIRTUAL

Students will have a half-day, dismissal at 12:35 pm for Back to School Night and 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.1010AM; 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.

2024 – 2025 Bell Schedules

I. REGULAR (80 minute classes/46 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		
8:14 - 8:28	Homeroom		
8:33 - 9:53	Instructional Period	1	2
9:58 - 11:18	Instructional Period	2	6
11:19- 12:05	Lunch A		
12:10 - 1:30	Instructional Period After lunch A	3	7
11:23- 12:43	Instructional Period Before Lunch B	3	7
12:44 - 1:30	Lunch B		
1:35 - 2:55	Instructional Period	4	8

II. FOUR HOUR SESSION - HALF DAY

54 minute classes - no lunch

TIME		A DAY	B DAY
8:10	Warning Bell		
8:14 - 8:28	Homeroom		
8:33 - 9:28	Instructional Period	1	5
9:33 - 10:28	Instructional Period	2	6
10:33- 11:28	Instructional Period	3	7
11:33- 12:30	Instructional Period	4	8

III. PEP RALLY

60 minute classes, 60 minute lunch

TIME		A DAY	B DAY
8:10	Warning bell		
8:15 - 8:30	Homeroom		
8:34 - 9:34	Instructional Period	1	2
9:38 - 10:38	Instructional Period	2	6
10:42 - 11:42	Lunch A		
10:42 - 11:42	Instructional Period After lunch A	3	7
11:46 - 12:46	Instructional Period Before Lunch B	3	7
11:46 - 12:46	Lunch B		
12:50 - 1:50	Instructional Period	4	8
1:55 - 2:55	Pep Rally		

IV. DOUBLE ASSEMBLY SCHEDULE

60 minute classes, 60 minute lunch, 60 minute Assembly

TIME		A DAY	B DAY
8:10	Warning Bell		
8:15 - 8:25	Homeroom		
	<u>First Assembly</u>		
8:30 - 9:30	First Assembly		
8:30 - 9:30	Instructional Period	1	5
	<u>Second Assembly</u>		
9:35 - 10:35	Instructional Period	1	5
9:35 - 10:35	Second Assembly		
10:40 - 11:40	Instructional Period	2	6
11:45 - 12:45	Lunch A		
12:50 - 1:50	Instructional Period After Lunch A	3	7
11:45 - 12:45	Instructional Period Before Lunch B	3	7
12:50 - 1:50	Lunch B		
1:55 - 2:55	Instructional Period	4	8

V. DELAYED OPENING DUE TO INCLEMENT WEATHER

50 minute classes, 50 minute lunch

Periods 3 and 7 reversed with Periods 2 and 6

TIME		A DAY	B DAY
10:10	Warning Bell		
10:15 - 10:25	Homeroom		
10:30 - 11:20	Instructional Period	1	5
11:25 - 12:15	Instructional Period	3	7
11:25 - 12:15	Lunch A		
12:20 - 1:10	Instructional Period	3	7
12:20 - 1:10	Lunch B		
1:15 - 2:05	Instructional Period	2	6
2:10 - 2:55	Instructional Period	4	8

VI. FINAL EXAMS

1/2 Day

TIME		A DAY	B DAY
8:10	Warning Bell		
8:15	Test Begins		
10:15	Test Ends		
10:30	Test Begins		
12:30	Test Ends		

VII. TESTING

50 minute classes, 50 minute lunch

Periods 3 and 7 reversed with Periods 2 and 6

TIME		A DAY	B DAY
10:10	Warning Bell		
10:15 - 10:25	Homeroom		
10:30 - 11:20	Instructional Period	1	5
11:25 - 12:15	Instructional Period	3	7
11:25 - 12:15	Lunch A		
12:20 - 1:10	Instructional Period	3	7
12:20 - 1:10	Lunch B		
1:15 - 2:05	Instructional Period	2	6
2:10 - 2:55	Instructional Period	4	8

Grade Level Teacher On Assignment/Dean of Students

9 th & 11 th Grade	Room 128	James Lagomarsino	201.862.2479
11 th Grade	Room 303	Natasha Green	201.833.5414

NJ Attendance Guidelines

A locally excused absence is defined by a local district board of education policy. Local education agencies (LEAs) can use locally excused absences for local purposes, such as determining truancy, student conduct, promotion, retention, and the award of course credit.

Locally excused absences are considered as days absent and can never be considered as present for state accountability purposes. State-excluded absences are state-defined excused absences that are not counted as either a day in membership or as an absence for the purpose of chronic absenteeism calculations. Per N.J.A.C. 6A:32-8.4(e) and per P.L.2023, c.274, seven allowable reasons for a state-excused absence are:

- Religious observance;
- College visit(s), up to 3 days per school year for students in grades 11 and 12;
- "Take Our Children to Work Day";
- Participation in observance of Veterans Day;
- Participation in district board of election membership activities;
- Closure of a busing district that prevents a student from having transportation to the receiving school;
- Participation in one "civic event" for students in grades 6-12 - can only be applied to an event sponsored by a government entity, a community-based organization, or a nonprofit. The civic event is required to incorporate an element of service learning and address a public issue or concern.

For more information regarding State Truancy Guidelines see below:

<https://www.nj.gov/education/safety/sandp/attendance/docs/ReportingStudentAttendanceandDeterminingChronicAbsenteeismRates.pdf> Attendance Policy

Attendance Policy at Teaneck High School (LEA)

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. The 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:

- Court ordered appearance
- Death in immediate family
- Authorized school field trips of athletic events

- Official appointment with Assistant Principal, Dean of Students, Guidance Counselors or other school personnel
- State recognized religious holidays
- **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).
- Suspension - in or out of school
- 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.

- The appeal must clearly state the reasons that the consequences from excessive absences should not be imposed
- 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.

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.
- Students that are more than 20 minutes late to a class period will be considered absent.

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.

Corridor Passes

At THS, students must carry a pass 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).

Counselor Visits

To see a school counselor during the school day, a student must have a pass giving permission to go to the School Counseling Department. If the student is called by his/her counselor from class, the teacher must provide the student with a pass before allowing him/her to leave the room. Parents may also call the counselor to arrange an appointment; appointments should be made in advance for conferences.

Prohibited Items

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 passings**. Students who violate this policy will be subject to further discipline in accordance with District policy and Code of Conduct.

Upon entering the classroom, students are to relinquish their phone to the caddy. During class time the phone must remain in the caddy and either be turned off or in silent mode for the duration of the class. Teachers do have the right to allow the use of phones for educational/instructional purposes with prior written approval from an administrator.

TEANECK HIGH SCHOOL FACULTY AND STAFF **WILL NOT** BE RESPONSIBLE FOR BROKEN, LOST, OR STOLEN PHONES

Students who violate this policy will be subject to the following disciplinary steps:

1. First Offense: Verbal warning and phone must be placed in the caddy.
2. Second Offense: Phone placed in caddy and student gets written up to dean for lunch or after school detention. Parent is notified by the teacher.
3. Third Offense: Phone placed in caddy and student gets written up to dean for Saturday detention and or Structured Day. Parents are notified by the dean.
4. Fourth Offense: Dean gets called to the room to confiscate the phone until the parent comes in for a conference.

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 devices will be returned that day at 3:30 pm or lunch or after school detention. |
| Second Offense: | Confiscated electronic devices will be returned that day at 3:30 pm/Saturday Detention or Structured Day. |
| Third Offense: | Confiscated electronic devices will be returned that day at 3:30 ISS/parent conference or OSS. |

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

Headphones

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, damaged, or stolen regardless of the circumstances. Students who violate this policy will have the item taken away by the administration and/or faculty.

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:

1. "Short-term Suspension" and/or
2. "Long-term Suspension"; and/or
3. "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, the principal may remove the student from school (with recommendation of school nurse/physician). While removed, students 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/VAPING

The District prohibits smoking/vaping and the use of tobacco/nicotine 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. "Vaping" includes the use of all versions of e-cigarettes or vaping devices.

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

Rules and Regulations

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 their 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 a verbal warning and notify parent.
- Second Offense: Reissue of ID, charge of \$5.00, notify parent and lunch/after school detention.
- Third Offense: Reissue of ID, charge of \$5.00, notify parents and Saturday detention.

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 or 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.

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, online 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.

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.

Township parking passes are available in the THS main office free of charge for students to allow them to park on Elizabeth Avenue. Students must provide their driver's license plate number to receive a parking pass. Parking passes must be displayed in the front windshield at all times. Township passes are valid for one calendar year and must be replaced each January.

Dress Code:

[BOE Policy 5511](#)

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 judgment 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.

A. General Prohibitions

1. Pupils shall dress in attire that is neat and clean and shall observe healthy grooming practices. Pupils shall not wear clothing, jewelry or accessories which could present a health or safety risk to the pupil or others.
2. Clothing shall cover the torso and legs to the mid-thigh. Pupils shall not wear clothing that is transparent, distracting or disruptive to the school environment. Pupil attire shall not damage school property or cause excessive wear to it.
3. Safety and protective clothing, as well as athletic/gym clothing, shall be worn as required by the teacher/club instructor, only while participating in the related activity.
4. Pupils are prohibited from wearing halters, tube tops, half-shirts, inappropriate tank tops, underwear as outerwear or that is otherwise exposed, outerwear as indoor wear, bathing suits, pants that drag, and clothing that is torn or cut.
5. Pupils are prohibited from having visible tattoos and wearing clothing, jewelry, buttons or accessories that is distracting; disruptive; or that has symbolic or printed messages, slogans or advertising that are obscene, lewd, vulgar, offensive or insulting, or that provides or encourages behavior contrary to valid educational purposes such as smoking, drinking, drug use, physical or sexual violence. Sunglasses and hair curlers are not permitted.
6. Pupils must wear footwear at all times and laces must be tied. Footwear that is potentially unsafe in design (i.e. beach thongs, platform shoes with heels of two inches or more) is not permitted.
7. Pupils may not wear head coverings unless they are worn for religious reasons.
8. Pupils may not wear any type of gang-related clothing, apparel or accessory.

B. Exceptions

1. When a pupil's attire is conveying a particular message on matters of public concern that is understandable to those who view it, such dress may, in certain circumstances, be permitted. This does not include simple expressions of individuality or group membership.

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 a 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 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.

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 verify that the 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.

School Insurance

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

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 the 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 or 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 the 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 professionals if he/she mistakenly accesses inappropriate information.
- Notifying responsible school professionals of other user's access to 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.

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 directions 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.

We have initiated a multi-tiered approach to disciplinary and restorative practices. The gradual tiers and their intended outcomes are as follows:

Lunch Detention- Depending on the infraction, students spend a lunch period in the C.A.S.T.L.E. (Choices, Actions, Self-Reflection, Teachable, Learn, Elevate) Academy Hall (*formerly referred to as the ISS room). While in attendance, students receive school lunch (no outside deliveries) and have the opportunity to reflect on and discuss the behavior that resulted in the detention. In addition, students explore future choices that will help to avoid a repeat of past behavior. All students serving lunch detention must review a google slides presentation.

After School Detention- Students who engage in behaviors that require additional consequences other than lunch detention attend the C.A.S.T.L.E. Academy Hall after school hours for 45 minutes. While there, students reflect on the decisions they made as a staff member engages them in conversation, stressing the importance of making more responsible, positive choices. Depending on the infraction, students can be assigned single day or multiple after school detentions. All students must complete a written reflection with regards to the behaviors that constituted them earning an after-school detention.

Saturday Detention- Students who do not respond positively to lunch and after school detentions may be assigned a Saturday detention. These supervised sessions run from 9:00am-12:00pm. While in attendance, students are required to complete school work in addition to a reflective assignment that is reviewed by the proctoring Teacher-Dean.

Structured Day- In an effort to provide more restorative practices, we have implemented a Structured Day for students who in the past may have received an In School Suspension (ISS). If a student engages in behavior that results in a repeated or higher level code of conduct infraction, the grade-level Teacher Dean and Assistant Principal assign that student to Structured Day to allow the student to reflect on and correct the behavior. See below:

While participating in a Structured Day, students are expected to do the following:

- Report to class on time and abide by classroom rules.
- Only utilize the restroom during passing time, not during class time.
- Report to the C.A.S.T.L.E. Academy Hall with Mr. Clark during their assigned lunch period.
- Report to the C.A.S.T.L.E. Academy Hall at 3:00pm to work on and complete a Character Connections research project. (*The Character Connections project requires students to proactively research the specific infraction(s), the potential outcomes if this behavior continues, and strategies to avoid making similar decisions in the future.)
- Present the Character Connections presentation to a select group of adults and peers

Students who are able to meet these expectations and complete a Character Connections project early may have the number of days spent in a Structured Day reduced.

C.A.S.T.L.E. (Choices, Actions, Self-Reflection, Teachable, Learn, Elevate) Academy Hall

(*formerly referred to as the ISS room)- There are instances when a student engages in behavior that warrants a regular visit to the C.A.S.T.L.E. Academy Hall and needs to be removed from the regularly scheduled school day based on the severity of the infraction(s). During their visit to the C.A.S.T.L.E. Academy Hall students spend the day(s), including their lunch period. While in The C.A.S.T.L.E. Academy Hall, students complete classroom assignments asynchronously while also receiving intervention-based services. All students must complete a Character Connections research project during their stay.

Out of School Suspension (OSS)- When students engage in code of conduct infraction(s) that affect or may affect their personal safety and/or the safety of others in the school setting, an Out of School Suspension (OSS) is assigned. Other instances, including but not limited to physical violence/threats, use/possession of controlled substances, Harassment, Intimidation, and Bullying (HIB), and other high level infractions warrant immediate attention and the removal of a student(s) from the school setting for a single or multiple days. Students who are assigned OSS are expected to complete their school assignments asynchronously and are required to be escorted by a parent/guardian upon returning to school for a collaborative re-entry meeting with the grade-level Assistant Principal and the Teacher Dean. Depending on the infraction(s), students often receive guidance-based interventions/support services in addition to the OSS consequence when necessary. All students must complete a written reflection exercise before returning to school.

Suspensions and Expulsions

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 a student can return to the 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 days 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.

The FORUM

Room 127 - Teaneck High School

The Forum's Mission is to inspire the positive emotional, physical, social, and academic development of Teaneck's residents aged 13-19 through comprehensive easily accessible services.

What does F.O.R.U.M. stand for?

The FORUM stands for Forging Opportunities for Reasoning, Understanding and Maturity.

FORUM Services:

The FORUM offers a full range of services that gives you a chance to get involved, get advice, and get help wherever you need it. The following services are offered free of charge: academic support, counseling, employment development, referrals, recreation and clubs.

The FORUM is funded by the NJ Department of Children & Families-Division of Family and Community Partnerships, Teaneck Board of Education, The Township of Teaneck & The Bergen County Department of Human Services.

FORUM Staff

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Jessica Murphy, Secretary (201) 833-5126
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School Counseling Department

The mission of the School Counseling Department is to provide a comprehensive program to address the academic, career, and social-emotional development of all students. Through collaboration with school faculty and administration, as well as family and community partners, school counselors facilitate, encourage, and promote development in the following areas: social-emotional growth, career exploration, and college readiness.

School counseling is an essential part of the educational process. Our counselors act as advocates for and liaisons between students and their teachers, parents, and administrators. This is accomplished through cultivating and nurturing the necessary skills required to navigate each student's unique academic, personal, social and career path on his/her way to becoming a positive and productive global citizen.

The program objectives, activities, and expanded outcomes recognize and support individual uniqueness, celebrate diversity, and promote the maximum development of human potential.

Staff & Information

Teaneck High School - School Counseling Department supports the school's mission to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. At the high school there are 6 School Counselors.

Students are assigned to School Counselors. Every attempt is made to retain the assignment of the same school counselor to a student throughout the student's high school career. Students are encouraged to make appointments with their school counselor for leadership, support and planning throughout their years at the high school.

The Teaneck High School - School Counseling Department is ready to help students and parents with academic and individual concerns.

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

Parent/Student Meetings	College and Career Explosion
Planning, Academic Transcripts	On Site & Virtual College and Career Fair
On Site & Virtual Meetings with College Admissions Representatives	SAT/ACT and TOEFL Registration Booklets and Information
On Site & Virtual College Instant Decision Days	Academic Summer Credit Recovery Programs
Scholarship Applications and Information	Financial Aid information and Assistance
Personal and Social Concerns - Mental Health Initiatives, HIB	Summer School Programs
Working Papers https://www.nj.gov/labor/youngworkers/	Job Fairs

We look forward to supporting students and families during their time at the "Castle on the Hill."

Patricia Dent

Director of Guidance, Career Services and Vocational Education, K-12

pdent@teaneckschools.org

201-833-5432

School Counselors:

Douglas Book	201-833-5427	dbook@teaneckschools.org
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Jennifer Taylor	201-833-5433	jtaylor@teaneckschools.org

Student Assistance Coordinator

Adrienne Williams	201-833-5468	awilliams@teaneckschools.org
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Teaneck High School Graduation Requirements

Credit and Graduation Benchmarks

I. Credits Required For Graduation

To be eligible for graduation and a Teaneck High School diploma, a total of 140 credits are required. Included in the 140 credits are the core courses required by the State of New Jersey. [Note: A year of study is typically equated to 5 credits in each course]

II. Competencies

As set forth by the New Jersey State Department of Education students must meet the competency requirements in English Language Arts and Mathematics via the Partnership for Assessment of Readiness for College and Careers assessment test (NJSLA).

III. Carnegie Units

Students who wish to be eligible for college admission are reminded that their schedules for grades 9 through 12 must include a specific number of Carnegie units ranging between 14 and 16, depending on the college. All New Jersey four-year state colleges and universities require a minimum of 16, which include three years of college preparatory mathematics (Rutgers University recommends four years). One Carnegie unit is earned for each year of college preparatory work passed in English, Social Studies, Science, World Language and Mathematics.

IV. Community Service

Students are required to complete a minimum of 60 hours of community service. Community service is a mandatory portion of the graduation requirement that focuses on the development of character, self-esteem, and leadership qualities attained not only through academic achievement, but through a contribution to one's community. Community service will help students develop a sense of social responsibility and give them the opportunity to meet and interact with people of all ages, capabilities and interests.

Students who register late into Teaneck High School will have their community service hours prorated based on time spent at the high school. The total number of hours will be based on the time of year the students arrived.

Teaneck High School's graduation requirements have been constructed with full knowledge of the Core Content Standards of the New Jersey Department of Education.

Required Courses

140 Credits are required for graduation and are as follows:

Subject	Total Number of Credits Required
English	20
Mathematics	20
Physical Education/Health/Drivers Ed	20
Global History, American History I, American History II	15
Science	15
World Language	5
Visual and Performing Arts	5
21st Century Life and Careers	5
Financial Literacy	2.5
Electives	32.5
TOTAL REQUIRED CREDITS	140

Classes of 2025 High School Graduation Assessment Requirements

The New Jersey Student Learning Assessments (NJSLA) are statewide assessments that assess students' progress toward the New Jersey Student Learning Standards in English Language Arts (ELA), mathematics, and science. The New Jersey Graduation Proficiency Assessment (NJGPA) consists of an ELA and a mathematics component to be administered to students in grade 11 for the purpose of meeting the state graduation assessment requirement. Each assessment is typically administered in computer-based (CBT) format, although paper-based testing (PBT) is available as an accommodation. ELA assessments will focus on writing effectively when analyzing text. Mathematics assessments will focus on applying skills and concepts and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. Science assessments will focus on applying scientific concepts and practices within the domains of Earth & space, life, and physical science. Students will demonstrate their acquired skills and knowledge by answering selected-response items, constructed response items and technology-enhanced questions.

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

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

Pathways Available

First Pathway

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

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

First Pathway-NJGPA

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

English Language Arts/Literacy (ELA)	Mathematics
New Jersey Graduation Proficiency Assessment --- ELA > 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment --- Mathematics > 725 (Graduation Ready)

Second Pathway

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

Students who sat for the New Jersey Graduation Proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests in the table for the second pathway (below).

Second Pathway -- Menu of Substitute Competency Tests

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

English Language Arts/Literacy (ELA)	Mathematics
One of the following: <ul style="list-style-type: none">• ACT Reading ≥ 17• Accuplacer WritePlacer ≥ 5• Accuplacer WritePlacer English Second Language ≥ 4• PSAT 10 Evidence Based Reading and Writing (EBRW) ≥ 420• PSAT 10 Reading ≥ 21• PSAT/NMSQT EBRW ≥ 420• PSAT/NMSQT Reading ≥ 21• SAT EBRW ≥ 450• SAT Reading ≥ 23	One of the following: <ul style="list-style-type: none">• ACT Math ≥ 17• Accuplacer Elementary Algebra ≥ 49• Accuplacer Next-Generation QAS ≥ 250• PSAT 10 Math Section or PSAT/NMSQT Math Section ≥ 420• PSAT 10 Math or PSAT/NMSQT Math ≥ 21• SAT Math Section ≥ 440• SAT Math Test ≥ 22

Third Pathway

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

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

Third Pathway Portfolio Appeals

English Language Arts/Literacy (ELA)	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for	Meet the criteria of the NJDOE Portfolio Appeal for Math

For questions or concerns, please reach out to assessment@doe.nj.gov.

Course Selection Process

Students are expected to give careful consideration to the courses chosen during the Course Selection Process conducted each year under the advisement of their current teachers and school counselor. School counselors begin meeting with students in January for the course selection process for the next school year. When selecting courses, students should think in terms of a four-year, high-school program of courses, and how the program will prepare them for their goals after high school. Since staffing needs and class size considerations are determined by initial student course selections, course changes must be made before the first day of school.

Teaneck High School Curriculum Course Guide

An updated Curriculum Course Guide is [available online](#) under the Counseling tab on the Teaneck Public Schools website homepage. The Curriculum Course Guide provides specific information about the complete high school curriculum, sequencing of courses, and a description of how GPA is determined. Please reference the Curriculum Course Guide for more information about these topics:

- Assistance with course selection
- Help in the determination of grade point average (GPA)
- Assistance with the criteria for honor roll
- Determination of graduation requirements and college requirements

Schedule Change Policy

CHANGE REQUEST	WHEN PERMITTED	APPROVAL REQUIRED	CONDITIONS
A request for change of course selection	Through September 1	<ol style="list-style-type: none"> 1. Schedule Change form signed by parent 2. Processed by Counselor 	Available space in course
To correct any error (includes prior failure with teacher, summer school completion)	Summer or first two (2) weeks of school, not to exceed ten (10) school days	<ol style="list-style-type: none"> 1. Schedule Change form signed by parent 2. Processed by Counselor 	A substitute course must be added as explained under the Drop/Add section for all students in grades 9 through 11.
Withdrawing from a course	<p>Without notation on the transcript: until December 1</p> <p>With notation on the transcript from December 1 - February 1</p> <p>When students withdraw from a course their transcript will have one of the following notations depending upon student's academic status at that time:</p> <p>WP = Withdraw Passing or WF = Withdraw Failing</p>	<ol style="list-style-type: none"> 1. A request must be submitted via the "Schedule Change Request" Google form from the student's THS email address. 2. <u>Processed by Counselor</u> The School Counselor will contact parent/guardian via phone, or a parent email (listed in Skyward), for a request to be confirmed. 	<p>12th grade students (only) may choose to carry 35 credits if they have sufficient credits to graduate.</p> <p>All other students must carry a full schedule of 40 credits.</p> <p>No changes of schedule will be honored after February 1.</p>
Academic Misplacement	Within twenty (20) class meetings.	An academic misplacement is initiated by the teacher, approved by the parent and authorized by the student's school counselor	

Definition of Academic Misplacement

An academic misplacement is rectified by a student moving from one level of a course to another level of the same course in the same subject, e.g., Honors Biology to Biology. An academic misplacement is initiated by the teacher, approved by the parent and authorized by the student's school counselor. Academic misplacement changes are possible within the following areas that offer different levels of the same subject: English, 9, 10, 11, 12, Global History, U.S. History I, II, Biology, Chemistry, Physics, French, Spanish, Computers and Mathematics. When an academic misplacement change is not possible in the same subject, a drop/add schedule change or an appeal is required.

Drop/Add: Students dropping a class may add a new one under the following circumstances:

- The change must be requested after the first two (2) weeks of school, ten (10) school days.
 - The new course must meet during the same period as the course being dropped.
 - The new course must be different from the course being dropped.
 - Space must exist in the new class.
 - Students in grades 9 and 10 must maintain a minimum of 40 credits.
 - If a student requests a schedule change that is not permitted under the above guidelines, and he/she believes there are special circumstances, he/she may file a Schedule Change Appeal.
 - The Schedule Change Appeal will be reviewed by the Director of Guidance and an Assistant Principal who will make the final determination.
 - If a Schedule Change Appeal is granted it is required that all missed work, within the Drop/Add Policy, be completed within 2 weeks of entrance into the new class.
- ★ A drop/add request to change a teacher is not permitted.
- ★ Exceptions: New registrants who may need to have adjustments made in their original schedules.

Withdraw Passing (WP) and Withdraw Failing (WF)

- A student may withdraw from a class by accepting a grade of WP or WF. The individual teacher will notify guidance, in writing, of the grade on the appropriate form. The teacher will also indicate the WP or WF during grade reporting at the end of the marking period.
- Requests from seniors who are withdrawing from a course will only be considered until February 1. 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.
- No student in grades 9, 10, or 11 will be allowed to receive a WP/WF in any course.
- If a student requests a WP/WF, which is not permitted under the above guidelines, and he/she believes there are special circumstances, he/she may appeal the decision to the Director of Guidance and the grade-level Assistant Principal.

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 desired change; include reason(s) for desired change, the extenuating circumstances that make the change necessary, and why the student feels an exception to the policy should be made.
- Submit the appeal to the student's counselor, who in turn will review it with the Director of Guidance first and submit it to the Assistant Principal, with an appropriate recommendation.
- 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 speak with the Assistant Principal.
- If the issue is still unresolved, the student may request that the schedule appeal be referred to the Principal for final decision.

Skyward Parent Portal (Web Access-Portal to grades)

The Skyward Parent Portal (Family Access) is an online resource through which parents can check on attendance records, progress reports, report card grades, and midterm and final exam grades. Parent Portal may be accessed from any place the parent/guardian can access the Internet. If you do not have access to the Parent Portal (Family Access), please contact your child's school counselor in order to obtain your ID and access code.

INTERIM PROGRESS REPORTS

Due to the implementation of parental access to student grade books, teachers will no longer mail interim or progress reports for students. Interim dates are provided at the beginning of the school year. Parents are encouraged to access their child's grades on a regular basis. As always, parents may request a conference with teachers to discuss the progress of students.

REPORT CARDS

Report cards are available to students four times during the school year. Dates are provided at the beginning of the school year. Students are expected to discuss their report cards with their parents. Listed on each report card are the student's letter grade, any teacher comments, and the number of days the student has been absent or tardy.

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.

High School Grading Periods				
	Start Date	End Date	Progress Report Distribution	Report Cards Distribution
Progress Report MP1	9/05/2024	10/08/20234 (22 DAYS)	October 23, 2024	
Grade Reporting MP1	9/05/2023	11/14/2024 (45 DAYS)		December 3, 2024
Progress Report MP2	11/15/2023	12/18/2024 (22 DAYS)	January 13, 2025	
Grade Reporting MP2	11/15/2024	1/31/2025 (45 DAYS)		February 14, 2025
Progress Report MP3	1/31/2024	3/05/2025 (22 DAYS)	March 20, 2025	
Grade Reporting MP3	2/3/2025	4/09/2025 (45 DAYS)		April 30, 2025
Progress Report MP4	4/10/2025	5/16/2025 (22 DAYS)	May 30, 2025	
Grade Reporting MP4	4/10/2025	6/13/2025 (40 DAYS)		June 23, 2025

Grade Point Average / Class Rank Procedure

Grade Point Average (GPA) is computed by multiplying the number of credits for a given course by the point value earned in the course. Class rank is based on grade point average. Class ranking is a mathematical summary of a student's academic record as compared with other students in his/her class.

A student's first calculated GPA/class ranking is "unofficial" and 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 the credit weight). An official GPA/ranking will be calculated at the conclusion of semesters 6 and 7. The 6th semester GPA/rank is based on the final marks in all subjects taken in Grades 9, 10, and 11 and is printed on transcripts sent to all colleges. The 7th semester GPA/rank is based on the final marks received in all subjects taken in Grades 9, 10, and 11, plus the first semester of Grade 12 (at half the credit weight).

INT VALUES			
GRADE	REGULAR	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-	0.8	1.8	2.3
E	0.0	0.0	0.0

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)

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

GRADING PROCEDURES

(subject to revision)

Final grades will be based on:

- 1st Marking Period (22.5%)
- 2nd Marking Period (22.5%)
- 3rd Marking Period (22.5%)
- 4th Marking Period (22.5%)
- Final Examinations (10%)

Working Papers

State law requires that persons 14 - 18 years of age are required by the State of New Jersey to obtain employment certificates (working papers). Such certificates can only be issued after the student has obtained a job. As of June 1, 2023, Working Papers have gone digital. Visit <https://www.nj.gov/labor/youngworkers/> to get your working papers.

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.

Withdrawal/Transfer from School

The procedure for students withdrawing or transferring is as follows:

1. Parents/ Guardians must come to the School Counseling Department to complete necessary forms. No forms will be faxed. If the student is transferring to another school, the parent/guardian must provide the School Counseling Department with the name, address, and phone number for the new school.
2. Students are responsible to return all school books and property (i.e. Chromebook, charger, athletic equipment), and make sure all fees are paid prior to the last day of attendance.

Career & College Exploration

Most students continue with some form of post-secondary education upon graduation from Teaneck High School. The School Counseling Department provides students with assistance in planning their post-secondary school career. This help is provided through the following services: individual conferences; classroom lessons; college/career school fairs; college and vocational school visits. In addition, students and parents have access to Naviance, an internet-based web tool, which can be utilized at each grade level to explore careers, participate in career interest inventory programs and in the college search and application process.

Naviance Student

The Naviance Student will play two major roles at Teaneck High School. The school counseling curriculum and post-secondary planning with students are planned through Naviance. The communication of important information between THS and the parents/students are also transmitted through Naviance.

It is important that parents/students/teachers register immediately. Information on how to register is available on the high school website. Information about how to register will go out to the parents/students/teachers new to the high school during the first weeks of school. Parents/Students/Teachers can contact the School Counseling Department for assistance as well.

The Naviance Student provides parents and students with necessary information and tools to help with post-secondary plans. Naviance Student is a web-based program designed to assist students and parents with all aspects of college and career planning. Early research and ongoing planning leads to better preparation and more opportunities!

College Admissions Testing

PSAT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) now measures not only critical reading, verbal reasoning, and math problem-solving skills, but also writing skills. By taking the PSAT/NMSQT students practice for the SAT, compete for national scholarships, receive information from colleges, and get feedback about important academic skills. Taking the PSAT/NMSQT is an excellent way to prepare for college.

All sophomores and juniors take the PSAT in the fall (October). This test, paid for by the Board of Education, is administered during school time and is the qualifying test for juniors for National Merit Scholarship Program.

SAT and ACT

The SAT and ACT are nationally administered tests that help colleges evaluate candidates. Colleges accept your SAT and ACT scores interchangeably. This means that you have the opportunity to decide on which test you'll perform better. Some students prepare for and take both exams. The test is typically taken by high school juniors and seniors. The test tells students how well they use the skills and knowledge they have attained in and outside of the classroom - including how they think, solve problems, and communicate. The test dates for both are indicated below.

Please note that colleges require SAT and ACT test scores to be sent to them directly from CollegeBoard (SAT) and American College Test(ACT) programs. Students must therefore make their request directly to the testing services asking that their scores be sent to the appropriate college(s), scholarship programs, and/or National Collegiate Athletic Association (NCAA).

SAT AND ACT FEE WAIVER ELIGIBILITY

If a student qualifies for free or reduced lunch, he/she is eligible for a SAT and/or ACT fee waiver which covers 100% of the registration fee for a single test. Qualified students are responsible for obtaining a fee waiver from their school counselor prior to registration. Fee waivers will not be honored during late registration.

Students can register to take the SAT at www.collegeboard.org.

Students can register to take the ACT at www.act.org.

Examination schedule

*Subject to change - June dates are tentative

PSAT/NMSQT	October 29, 2024
Senior Exams	June 4-5, 2025
Final Exams	June 12 - 17, 2025

ACT Test Schedule 2024- 2025 (THS is not a test site)

<u>Test Dates</u>	<u>Registration Deadline</u>
October 26, 2024	September 20, 2024
December 14, 2024	November 8, 2024
February 8, 2025	January 3, 2025
April 5, 2025	February 28, 2025
June 14, 2025	May 9, 2025
July 12, 2025	June 6, 2025

SAT Test Schedule 2024- 2025 (THS Testing Site)

Online Registration - www.collegeboard.com

<u>Test Dates</u>	<u>Registration Deadline</u>
October 5, 2024	September 10, 2024
November 2, 2024	October 18, 2024
December 7, 2024	November 26, 2024
March 8, 2025	February 11, 2025
May 3, 2025	April 18, 2025
June 7, 2025	May 22, 2025

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

Advanced Placement - 2025

Administered between:

- May 5 - 17, 2025
- To see a list of specific test dates by AP subject, visit the College Board AP website:
<https://apcentral.collegeboard.org/exam-administration-ordering-scores/exam-dates>

2024 - 2025 New Jersey Assessments

- New Jersey Graduation Proficiency Assessment (NJGPA)
 - Administered Spring 2025. Dates will be updated when NJDOE releases dates
- New Jersey Student Learning Assessment (NJSLA)
 - Administered Spring 2025. Dates will be updated when NJDOE releases dates

Senior Exam Exemption

- Automatic exemption if the student has an A in the class as a senior.
- Teacher's discretion for all other seniors.

Senior Service

Seniors in good standing academically, behaviorally, and from an attendance standpoint will have the option to participate in Senior Service. Senior Service is a structured learning experience by which 12th-grade students are permitted to engage in an unpaid, internship-based opportunity in lieu of attending classes for approximately the last six weeks of their senior school year. In order to participate in Senior Service, students must adhere to the following.

Expectations

- Students must work a minimum of 4 hours daily, Monday - Friday, excluding lunch
- Students who will be absent must notify their supervisor no later than 8:30 a.m. the day of the absence.
- Students must maintain daily time sheets
- Students are not permitted in the high school or another district school grounds unless assigned there or under the direct supervision of a THS staff member.
- Students must adhere to the code of conduct and the other rules and regulations stated in the THS Student/Parent handbook.
- Students failing to comply with the above will be removed from Senior Service and returned to their regularly scheduled classes.

Appeal Process

Students who believe that they have been incorrectly excluded from Senior Service have the ability to appeal the decision. All appeals, which are reviewed on an individual basis, must be submitted to the senior class dean and assistant principal for consideration.

Community Service

see [Graduation Benchmarks "IV"](#)

Additional Academic Assistance

Teachers are available to provide assistance to students. If students are experiencing difficulty with class work, this is an opportunity to get the help needed.

Summer School

Failure of a course(s) may prevent promotion to the next grade (depending on the amount of credits the student has successfully completed) and may alter the original date of high school graduation.

We recommend that your child **make up failed core academic course(s)** during summer school, if possible. In order to do so, an External Coursework Request form must be completed and submitted by the last day of school in June. Teaneck High School will approve external courses provided by the online programs Teaneck High School will facilitate.

Every Teaneck High School graduate must **successfully complete** a total of 140 credits which must include: 4 years of English, Mathematics and Health/Physical Education; 3 years of Science and History; 1 year of World Language, Visual and Performing Arts, 21st Century Life and Careers and Financial Literacy. In addition to 32.5 credits of electives.

External Summer Course Work Policy for Advancement

Students that request to enroll in a summer course for the purpose of qualifying for advancement must submit the External Coursework Request Form prior to enrolling. The course(s) must be approved prior to taking the summer course.

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 graders are required to stay on campus during lunch hours.
- All 10th, 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.
- Any pupil who leaves the school building and/or school grounds during lunch without authorization will be subject to disciplinary action.

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 a 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 \$2.25 Lunch \$4.00 (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. 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 7:30 am to 4:00 pm Tuesday, Wednesday, Thursday and from 7:30 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

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

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 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.

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 an 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 Activities

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.

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.

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 extracurricular 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 the building 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 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 "checklist" should be used:

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

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:

- National Forensic League
- Art Club
- Be All You
- Book Club
- Chess Club
- National Honor Society
- Black Youth Organization
- Newspaper Club
- Christian Club
- Asian Student Union
- Computer Robotics
- Gaming
- Peer Leadership Advisor
- Dance Ensemble
- Producers Club
- Environmental Club
- Senior Class
- Fashion Club
- French Club
- Audio Visual
- 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
- Red Cross

This is just a small list of all the clubs that are available to our students. If you have any questions please reach out to your Teacher/Dean.

Secret Societies –

The New Jersey State Law forbids sororities and fraternities. Clothes or other body covers or markings 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. Students 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 judgment 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."

Board Policies

Please click here:

[Policy 5600: Student Discipline/Code of Conduct](#)

The Board of Education adopts this Student Discipline/Code of Conduct Policy to establish standards, policies, and procedures for positive student development and student behavioral expectations on school grounds and, as appropriate, for conduct away from school grounds. Every student enrolled in this district shall observe promulgated rules and regulations and the discipline imposed for infraction of those rules. The Student Discipline/Code of Conduct Policy shall be based upon concepts of restorative justice that focus on mediation and agreement rather than punishment and shall be based on respect, responsibility, accountability, relationship-building and relationship-repairing.

The Superintendent of Schools will establish a process for the annual review and update of the district's Student Discipline/Code of Conduct Policy and Regulation that may involve a committee of parents, students, and community members that represent, where possible, the composition of the district's schools and community. This annual review shall examine ways of building a strong community within the school and laying the groundwork for responsibility and respect; attempts to resolve conflicts within the schools and heal the harm caused by students behaviors that are in violation of the Code of Conduct; supports for students reentering the school community after a suspension or expulsion and individualized support. The Superintendent will report to the Board the process used for the annual review of this Policy and Regulation and will recommend to the Board updates, if any, to the Student Discipline/Code of Conduct Policy and Regulation.

The Student Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, students, and parents. The Board of Education shall provide to all employees annual training on the Student Discipline/Code of Conduct Policy and Regulation, which shall include training on restorative justice, the prevention, intervention, and remediation of student conduct that violates the district's Policy and Regulation. Information on the Student Discipline/Code of Conduct Policy and Regulation shall be incorporated into the orientation for new employees.

The Board provides for the district's Student Discipline/Code of Conduct's equitable application. Student discipline and the Code of Student Conduct will be applied without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical or sensory disability; or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5.-1 et seq.

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. §1400 et seq., the Individuals with Disabilities Education Improvement Act and accommodation plans under 29 U.S.C. §§ 794 and 705(20), the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

The Student Discipline/Code of Conduct is established for the purposes outlined in N.J.A.C. 6A:16-7.1(b).

Policy and Regulation 5600 include a description of student responsibilities that include expectations for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 12.1; a description of behaviors that will result in suspension or expulsion, pursuant to N.J.S.A. 18A:37-2; and a description of student rights pursuant to N.J.A.C. 6A:16-7.1(c)3.i through vii ; a description of mediation, peer mediation and conflict resolution programs centered upon preventing harmful behavior and repairing and restoring positive relationships.

The Board of Education approves the use of comprehensive behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports include, but are not limited to, positive reinforcement for good conduct and academic success including the programs that honor and reward student conduct and academic achievement; supportive intervention and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the behavior's nature, the students' developmental ages and the students' histories of problem behaviors and performance; and for students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

Policy and Regulation 5600 include a description of school responses to violations of behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

Students are required to be in compliance with Policy and Regulation 5200 - Attendance pursuant to N.J.A.C. 6A:16-7.6 and Policy 5512 - Harassment, Intimidation, and Bullying pursuant to N.J.A.C. 6A:16-7.7.

The Building Principal shall maintain a current list of community-based health and social service provider agencies available to support a student and the student's family, as appropriate, and a list of legal resources available to serve the community.

The Building Principal or designee shall have the authority to assign discipline to students. School authorities also have the right to impose a consequence on a student for conduct away from school grounds that is consistent with the district's Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.5. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences pursuant to N.J.A.C. 6A:16-7.5 shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.4. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

Consequences and appropriate remedial action 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. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are listed in Policy 5512 - Harassment, Intimidation, and Bullying. Consequences for a student who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and shall be consistent with this Policy and the school district's Student Discipline/Code of Conduct Policy pursuant to N.J.A.C. 6A:16-7.1. Remedial measures for one or more acts of harassment, intimidation, or bullying 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.

Consequences and remedial measures to address acts or incidents of dating violence at school shall be consistent with the school district's Student Discipline/Code of Conduct Policy. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are included in Policy and Regulation 5519 - Dating Violence at School and 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 aggressor have been involved. Consequences for acts or incidents of dating violence at school may range from admonishment to suspension or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the aggressor based on the severity of the act or incident. Remedial measures/interventions for acts or incidents of dating violence at school may include, but are not limited to: parent conferences, student counseling (all students involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive student interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

The Board of Education may deny participation in extra-curricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment, in accordance with N.J.A.C. 6A:16-7.1(d).

Any student to be disciplined shall be provided the due process procedures for students and their families as set forth in Policy and Regulation 5600 and N.J.A.C. 6A:16-7.2 through 7.4.

In accordance with the provisions of N.J.A.C. 6A:16-7.9, when a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information, Penalties for Disclosure, shall

be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a) and N.J.A.C. 6A:32-7.5.

The Superintendent may be required to submit a report annually to the New Jersey Department of Education on student conduct, including all student suspensions and expulsions, and the implementation of the Student Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education. The Superintendent shall report to the Commissioner of Education each incident of violence, including harassment, intimidation, and bullying, vandalism, and alcohol and other drug offenses, pursuant to N.J.A.C. 6A:16-4.3, in the school district utilizing the Student Safety Data System (SSDS), pursuant to N.J.A.C. 6A:16-5.3.

N.J.S.A. 18A:6-1; 18A:36-25.1; 18A:25-2; 18A:36-19a;

18A:37-1 et seq.; 18A:37-13.1 et seq.

N.J.A.C. 6A:16-7.1 et seq.; 6A:14-1.1 et seq.

Adopted: 14 March 2012

Revised: 10 December 2014

Revised: 12 May 2021

Policy 5200: Attendance

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 or 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 trancies 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 or 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

Policy 5250: Excusal From Class or Program

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

Policy 8601: Pupil Supervision After School Dismissal

The Board of Education adopts this Pupil Supervision After School Dismissal Policy as a result of the New Jersey Supreme Court's decision in *Joseph Jerkins, an infant by his Guardian Ad Litem, Charles Jerkins; Charles Jerkins and Toni Jerkins, individually, v. Soweto Anderson; 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 3283: Electronic Communications between Teaching Staff Members and Students

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 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 email address to any student. If a student sends an e-mail to a teaching staff member's personal email address, the staff member shall respond to the email through the school district email system and inform the student his/her personal email address shall not be used for any electronic communication between the teaching staff member and the student.
 - c. A teaching staff member's school district email account is subject to review by authorized school district officials. Therefore, a teaching staff member shall have no expectation of privacy on the school district's e-mail system.
2. Cellular Telephone Electronic Communications between a Teaching Staff Member and a Student
 - a. Communications between a teaching staff member and a student via 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 on 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 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

Policy 4283: Electronic Communications between Support Staff Members and 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 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. 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 email address to any student. If a student sends an e-mail to a support staff member's personal email address, the staff member shall respond to the email through the school district email system and inform the student his/her personal email address shall not be used for any electronic communication between the support staff member and the student
 - c. A support staff member's school district email account is subject to review by authorized school district officials. Therefore, a support staff member shall have no expectation of privacy on the school district's e-mail system.
2. Cellular Telephone Electronic Communications between a Support Staff Member and a student.
 - a. Communications between a support staff member and a student via 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 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

Policy 2460: Special Education

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;
17. 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.

18. 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.
19. 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.
20. 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

Policy 5512: Bullying and Harassment

Harassment, Intimidation and Bullying

- 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
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- 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. 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 Education 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

Policy 5519: Dating Violence at School

The Board of Education believes a safe and civil environment in school is necessary for children to learn. A pupil who is a victim of dating violence suffers academically and the pupil's safety at school is jeopardized. Acts or incidents of dating violence at school whether they are verbal, sexual, 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 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.

Policy 5350: Pupil Suicide

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, 2nd Floor,
Hackensack, NJ 07601
201.336.7350

Comprehensive Behavioral Health Care Group, Individual & Family Counseling
395 Main Street,
Hackensack, NJ 07601
201.646.0333

Vantage Behavioral Health Counseling
93 West Palisade Avenue,
Englewood, NJ 07631
201.567.0500

Care Plus NJ Family Counseling, Violence Prevention, Crisis Situations
610 Valley Health Plaza,
Paramus, NJ 07652
201.265.8200

Holy Name Hospital Health Services & Education
718 Teaneck, NJ 07666
201.833.3000