

BRIDGETON PUBLIC SCHOOLS

BRIDGETON, NEW JERSEY



2023 - 2024 CALENDAR HANDBOOK

CELESTE L. MERRIWEATHER, PH.D. • ACTING SUPERINTENDENT OF SCHOOLS

Bridgeton Board of Education

41 Bank Street • Bridgeton, New Jersey 08302

www.bridgeton.k12.nj.us



Ms. Erica Williams Mosley
President



Ms. Angelia Edwards



Rev. Dr. Albert Morgan



Message from the Acting Superintendent

It is with great excitement and expectation that I welcome you to the 2023-2024 school year! Bridgeton Public Schools is a dynamic district intentionally focused on student achievement. This calendar/handbook is designed to provide helpful information to families, students, and staff, and to better inform all visitors about Bridgeton Public Schools and our many strengths.

In the Bridgeton Public School District, you will find that we place our greatest priority on meeting the academic expectations of our parents and students, and the State of New Jersey. We have defined and established clear student learning standards for our educational programs and provide the resources to meet these expectations. We offer a rich array of music, athletics, fine arts, and other extracurricular programs to help develop the whole student. At Bridgeton Public Schools, you also will find emphasis on the technical fields which will help prepare students to enter career fields with job-ready skills. Please know that keeping our students and staff safe in a supportive and welcoming learning environment is and will always remain our top priority.

Together will meet the ever-increasing educational demands of a complex and technologically advanced society. Have a great year!

Celeste L. Merriweather, Ph.D.



Ms. Markida Taylor
Vice President



Mrs. Dionne Edwards



Mrs. Mary Peterson



Mr. Kenny Smithbey Jr.



Dr. Colleen Turner



Mr. Tyrone Williams

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Information contained herein is based on Board of Education policy, edited for content and subject to Board revision and can be found in its entirety on Board Docs on the district website: www.bridgeton.k12.nj.us.

Board of Education

The general mandatory powers and duties of the Board of Education are defined in Title 18A of New Jersey statutes. Other sections of the statutes state or imply that a local Board of Education has full power to operate the local public schools as it deems fit in compliance with state and federal mandates and pertinent laws of the municipality. The Board functions only when in session.

The nine elected members are residents of Bridgeton and each serve a three-year term of office with three terms expiring annually. The regular meeting shall be held on the second Tuesday of each month at 6:00 p.m. in the Board of Education Room of the Administration Building on Bank Street. The president may call special and adjourned meetings as the necessity arises. Regular, agenda and special meetings of the Board are open to the public; except when by resolution at the public meeting, the Board excludes the public from part of a meeting in accordance with law. The Board welcomes participating of interested organizations and individuals and will schedule time at the regular public action meeting during the public comment portion.

Thorough and Efficient

The Bridgeton Board of Education adopts the goal of a thorough and efficient system of free public schools to provide all children, regardless of a socio-economic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society, and will implement the goal of a thorough and efficient system of free public schools to the best of its financial ability, pursuant to Title 18A of New Jersey Statutes Annotated as supplemented and amended by Chapter 212, Laws of 1975.

Mission Statement

The Mission of the Bridgeton Public School District is to provide multiple pathways for all students to attain the New Jersey Student Learning Standards and to meet the needs of our diverse student population. All students will be provided with the opportunity and resources to succeed through the creation of state-of-the-art safe learning environments, which will ultimately enable all students to graduate from high school and become productive members of a global community.

Vision Statement

To create a transparent school system, with state of the art facilities, clearly focused on having all students achieve academic and interpersonal excellence, supported by committed parents, community members and staff who feel a moral obligation to help all students meet the highest standards.



District Goals

College and Career Readiness
Virtual Learning Engagement and Attendance
Social Emotional Learning and Student Mental Health
Communication and Community Relations
Financial Management and Facilities
Staffing Retention and Recruitment

Bridgeton Public Schools

Administration – District Office
41 Bank Street • Bridgeton, New Jersey 08302
8:00 a.m. – 4:00 p.m.

The central switchboard number is (856) 455-8030

Acting Superintendent of Schools.....**Celeste L. Merriweather, Ph.D.**
Ext. 2000

| | |
|---|---|
| Asst. Superintendent of Curriculum & Instruction..... Dr. Celeste Merriweather <i>Ext. 2005</i> | Supervisor of Guidance..... Ms. Terra Dower <i>Ext. 1200</i> |
| School Business Administrator..... Mrs. Nicole Albanese <i>Ext. 2040</i> | Supervisor of Curriculum (Math/Science)..... Ms. Kaitlynn Agostini <i>Ext. 1200</i> |
| Executive Director of Human Resources..... Mrs. Lennita Porter-Linen <i>Ext. 2016</i> | Supervisor of Curriculum (Social Studies)..... Mr. Stephen DiPatri <i>Ext. 1200</i> |
| Director of Special Education..... Dr. Eniola Ajayi <i>Ext. 2003</i> | Supervisor of Curriculum (English/ESL)..... Mrs. Samantha Terry <i>Ext. 1200</i> |
| Director of Curriculum (Math and Science)..... Dr. Tara Allen <i>Ext. 2008</i> | Supervisor of Special Education..... Mrs. Kristi Lancaster <i>Ext. 2025</i> |
| Director of Curriculum (LAL, Social Studies)..... Mrs. Barbara Wilchensky <i>Ext. 2039</i> | Supervisor of Creative and Performing Arts..... Mr. Matt Brenner <i>Ext. 1200</i> |
| Director of Bilingual Education..... Mr. Elmer Arreaga <i>Ext. 2025</i> | Supervisor of Athletics..... Mrs. Cynthia Wilks <i>Ext. 1200</i> |
| Director of Student Services..... Dr. Christopher Tavani <i>Ext. 2025</i> | Supervisor of Buildings and Grounds..... Mr. John Mangino <i>Ext. 2055</i> |
| Director of Technology..... Mr. Alix Silva <i>Ext. 2030</i> | Supervisor of Bilingual Education..... Ms. Leticia Carrasco <i>Ext. 2025</i> |
| Director of Innovative Programs & Community Partnerships..... Mr. Deionne ThrBak <i>Ext. 2021</i> | Coordinator of Grants and Funded Programs..... Ms. Eileen Ramos <i>Ext. 2011</i> |
| Director of Food Services..... Mr. Warren DeShields <i>Ext. 2062</i> | Supervisor of PK-2..... Ms. Chanel Wilson <i>Ext. 1809</i> |
| Director of Safety and Security..... Mr. Kenneth Farrell <i>Ext. 2036</i> | STEM Supervisor..... Mrs. Amanda Thistle-Natalie <i>Ext. 1941</i> |

School Directory

Broad Street School

Mr. Phil Silva, Principal
 251 W. Broad Street
 Ext. 1000

Quarter Mile Lane School

Mrs. Esther Carter, Acting Principal
 300 Quarter Mile Lane
 Ext. 1800

Dr. Geraldyn O. Foster Early Childhood Center

Mrs. Monica Poland, Principal
 550 Buckshutem Road
 Ext. 1600

Buckshutem Road School

Mr. Derek Macchia, Principal
 550 Buckshutem Road
 Ext. 1900

West Avenue School

Mr. Joseph Maurizio, Principal
 51 N. West Avenue
 Ext. 2250

Cherry Street School

Mr. Terrence Spencer, Principal
 20 Cherry Street
 Ext. 1500

Bridgeton High School

Mr. Michael Eckmeyer, Principal
 111 N. West Avenue
 Ext. 1200

Early College High School

Dr. Azeem Ahmad, Site Administrator
 Rowan College of South Jersey, Ext. 1200

Indian Avenue School

Mr. Karl Brown, Principal
 399 Indian Avenue
 Ext. 1700

ExCEL (Grades 6-8)

Mrs. Gloria Wilks, Head Teacher
 398 N. Pearl Street, Ext. 2400

Principal on Assignment

Mrs. Reina Hernandez

Emergency School Closing

When hazardous weather conditions or other extraordinary circumstances necessitate the closing of school for the entire day or if there is a delayed opening of school, the announcement will be posted on the district's website: www.bridgeton.k12.nj.us. The district's automated phone system also will call the phone numbers provided by parents to inform them of the closing.

If it is necessary to close school early after students have arrived, the automated phone system will be used to contact the home phone numbers and emergency numbers provided by parents. **It is very important that parents and/or the emergency numbers are able to be contacted during the day using the numbers provided to the school district. If those numbers change, parents must inform the school Principal.**

Emergency closing make-up days in order of use:

- | | |
|------------|------------|
| 1. June 21 | 6. April 5 |
| 2. June 24 | 7. April 4 |
| 3. June 25 | 8. April 3 |
| 4. June 26 | 9. April 2 |
| 5. June 27 | |

Website: www.bridgeton.k12.nj.us

Parents, students and staff should not plan vacations, trips and other activities that require deposits, non-refundable fees, etc. prior to July 1, 2024, as the school year may be extended beyond the last day of school in June.

School Security Drills

The law requires drills shall be held at least twice a month for all students. One drill must be a fire evacuation drill. A second security drill consisting of an active shooter, bomb threat, lockdown or evacuation (non-fire) must also be held. The chief school administrator may order a modification of the fire drills so that they may take the form of indoor drills or of rapid dismissals with outdoor clothing when low temperatures prevail.

- Students may be assigned responsibility of closing windows, closing doors and turning off lights
- Students are not to stop for books or other personal items to take outside
- Students may be designated by teachers to hold doors open for other students
- Both sides of exit doors should be used
- Students should not walk along the side of the building to get to a safe area
- Teachers are to take roll books with them and promptly account for all students
- Teachers are to maintain control of their students while outside. All students are to remain with their own classes

- Students may not be assigned fire-fighting duties such as handling fire extinguishers
- Diagrams showing the evacuation plan for that room must be posted in a conspicuous place in each room

All personnel are to be evacuated from the building during fire drills.

Student Early Dismissal

The parent/guardian must first report to the Main Office to sign the student out of school. Parents/guardians are encouraged to inform the teacher and/or school staff in advance when possible.

Student Records

The Bridgeton Board of Education shall have the responsibility to compile and maintain student records and to regulate access, disclosure or communication of information from education records in a manner that assures the security of such records in accordance with New Jersey statutes. Only authorized organizations, agencies or persons, including but not limited to adult students, parents of a student under that age of 18 and students at least 16 years of age who are terminating their education in the district, shall have access to student records.

Visitors

The board welcomes visits to school by parents/guardians, board members, other adult residents of the community and interested educators, when they fit into the classroom or school routine. In order for the educational program to continue undisturbed when visitors are present, and to prevent the intrusion of disruptive persons into the schools, the chief school administrator shall devise regulations addressing visitors' access to the schools.

All visitors are required to report to Security to be screened and then directed to report to the main office.

Visitor Procedures for Contagion Prevention

In order to prevent the spread of disease during pandemic recovery and to protect the health and safety of students and staff against infection, no visitors shall be permitted in the schools until pandemic restrictions are lifted. The principal may admit a visitor if he or she determines that it is necessary. In all such cases, the visitor shall submit to the screening procedure (e.g., temperature and exposure questionnaire) and shall be required to wear a face covering while in the school building. The face covering shall be required in all cases. However, an accommodation may be made where the visitor can demonstrate that wearing a face covering is detrimental to the visitor's health. A child under two years of age shall not be required to wear a face covering.

Adopted 9-8-20 (complete policy #1250 on district website)



2023-2024 School Hours



| Schools | Regular Hours | 2-hour delay | One Session |
|---|---|--|--|
| Bridgeton High School | 7:40 a.m. - 2:25 p.m. <u>Breakfast</u> 7:25 a.m. | 9:40 a.m. | 12:25 p.m. |
| Early College High School | 7:40 a.m. - 2:25 p.m. <u>Breakfast</u> 7:25 a.m. | 9:40 a.m. | 12:25 p.m. |
| Broad Street School Buckshutem Road School Cherry Street School Indian Avenue School Quarter Mile Lane School West Avenue School | <u>Grades 5-8</u> 8:15 a.m. - 3:00 p.m. <u>Breakfast</u> 8:00 a.m. <u>Grades K-4</u> 8:45 a.m. – 3:30 p.m. <u>Breakfast</u> 8:15/8:30 a.m. | <u>Grades 5-8</u> 10:15 a.m. <u>Grades K-4</u> 10:45 a.m. | <u>Grades 5-8</u> 1:00 p.m. <u>Grades K-4</u> 1:30 p.m. |
| <u>Pre-School:</u> Dr. Geraldyn O. Foster Early Childhood Center & Quarter Mile Lane | 9:00 a.m. - 3:45 p.m. <u>Breakfast</u> 9:00 a.m. | 11:00 a.m. | 1:45 p.m. |
| ExCEL – grades 6-8 | 8:00 a.m. - 4:00 p.m. <u>Saturday</u> 8:00 a.m. – 12 Noon | 10:00 a.m. | 12:30 p.m. |

Dr. Geraldyn O. Foster Early Childhood Center



Mrs. Monica R. Poland, Principal
Mrs. Kelia Brown, Assistant Principal
Office: (856) 455-8030 ext. 1600
Fax: 856-453-8476



Mrs. Monica Poland

Lighting the spark for a bright future! 

Mission

The Dr. Geraldyn O. Foster Early Childhood Center serves as an entry point for our district's youngest learners. Our mission is to establish a strong foundation for future learning within a safe and welcoming environment. We utilize developmentally appropriate, inclusive practices and research to guide instruction in order to promote optimal growth and development for all students.

Vision

Our vision is to establish an Early Childhood program that educates the “whole child” and enhances the social-emotional, cognitive, and physical growth of all students regardless of developmental age or ability. This vision will be achieved through the collaboration and commitment of staff, parents/families, and community members.

Family & School Partnerships

We partner with families for student success. Families are an integral part of our school community. We are committed to involving and engaging families in every aspect of their child's educational experience. We aim to know our families by establishing a close connection between home & school. Families are invited to participate in a variety of programs and activities offered throughout the school year.

Our doors are always open, and there are many ways to join in. Parents and guardians can: schedule a visit to their child's classroom, make plans to share special talents or cultural insights with the class, volunteer to be a guest reader, join our Early Childhood Advisory Council, and so much more...



| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|--|--|--|---|---|---|-------------------------------|
| September 2023 | | | | | 1 | 2 |
| 3 | 4 <i>Labor Day</i> CLOSED | 5 Professional Development | 6 | 7 First Day of School One Session | 8 One Session | 9 |
| 10 | 11 | 12 <u>Back to School Night:</u> Cherry – 6 pm BOE meeting, 6 pm | 13 <u>Back to School Night:</u> Broad – 6 pm West – 6 pm | 14 <u>Back to School Night:</u> ExCEL – 6 pm Indian – 6 pm | 15 <i>Rosh Hashanah</i> <i>(begins at sundown)</i> | 16 |
| 17 | 18 | 19 | 20 <u>Back to School Night:</u> QML – 6 pm | 21 <u>Back to School Night:</u> BHS – 6 pm ECHS at BHS – 6 pm GOFECC – 6 pm <i>First Day of Summer</i> | 22 Closed for Students Professional Development | 23 ExCEL Closed |
| 24 <i>Yom Kippur</i> <i>(begins at sundown)</i> | 25 | 26 | 27 | 28 <u>Back to School Night:</u> Buckshutem – 6 pm | 29 | 30 |



Broad Street School

Mr. Phil Silva, Principal
Mrs. Kimberly Porch, Assistant Principal
Dr. Anne Marie K. Pai, Assistant Principal
Phone: (856) 455-8030, ext. 1000
Fax: (856) 453-7684



Mr. Phil Silva

National School of Character

We are so excited to build off of a year where students showed resilience and character. We will grow together and provide an inclusive environment where ALL students feel welcomed!

Mission

The mission of Broad Street School, a leader in personalizing education, ensures that children become responsible citizens who excel in their endeavors and are prepared to meet the many challenges of high school with courage, confidence and pride.

Vision

Broad Street School is driven to transform its students into productive adults who are equipped, willing and able to contribute to society. This effort will be accomplished through collaboration with our school, family, and community in an effort to foster global thinkers and lifelong learners.

Curriculum & Social-Emotional Learning

During the 2022-2023 school year we will continue to focus on our staff and students Social Emotional Wellbeing. With the addition of our Health Centered Engagement grant, which is focused on "Healing the Healer," we will equip our teachers with the tools to provide self-care and help heal our students from consecutive years of unconventional instructional practices and school environments. Our Broad Street students will continue to acquire skills such as: **self-awareness, self-management, responsible decision making, social awareness and relationship skills.** Through our New Jersey State Standards, we will have an added focus on Diversity, Equity and Inclusion. We will promote this by reflecting on beliefs, reducing barriers, and accommodating learning styles and disabilities.



| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----------------|---|-------------------------|--|---|---|---|
| 1 | 2 | 3 | 4 Wellness Wednesday One Session for all students | 5 | 6 | 7 ExCEL CLOSED for <i>Columbus Day</i> |
| 8 | 9 <i>Columbus Day</i> CLOSED | 10 BOE meeting, 6 pm | 11 Progress Reports One Session for grades 11-12 only | 12 | 13 Progress Reports | 14 |
| NJGPA Gr. 11-12 | | | | ExCEL Parent Conferences – One Session Days | | |
| 15 | 16 | 17 | 18 | 19 | 20 Closed for Students Professional Development | 21 ExCEL Closed |
| NJGPA Gr. 11-12 | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | October 2023 | | | |

Buckshutem Road School



Mr. Derek Macchia, Principal
Ms. Alesha Taylor, Assistant Principal
Phone: (856) 455-8030, ext. 1900
Fax: (856) 453-8225



Mr. Derek Macchia

Buckshutem Road School – Proud to be recognized as a “The Leader In Me” School

Buckshutem Road School students can look forward to a setting where they are surrounded by a dynamic, active, and engaging learning environment. Here at Buckshutem Road School, students are challenged to critically think, write and problem solve in lessons and experiences which will ensure their success in high school and beyond. Our staff addresses the intellectual, leadership, and the social-emotional well-being of students in grades K through 8. We equip our children with the tools and skills needed to compete and excel in a changing global environment.

Student Activities

Our staff, in conjunction with the district curriculum which is aligned with the New Jersey Student Learning State Standards, work tirelessly to provide activities and lessons which will engage students of all levels and learning styles. Assistance is provided for both at-risk and advanced students through our extended day and summer enrichment programs. These programs address skill areas which may need remediation and/or enrichment. Buckshutem Road School is an active participant in the Positive Behavior Support In Schools Program (PBSIS), ClassDojo, and The Leader In Me. Additional school activities include Southwest Council lessons, Reading Buddies, Safety Patrol, Student Ambassadors, Read Across America Day, Career Day, Community Service Projects, Kindergarten Expo, Science Fair, theater experiences, Pathways 21st CCLC, multicultural / motivational assemblies, Leadership Days, Win-Win Wellness Wednesdays, Spring/Winter Concert, Chorus/Instrumental Recitals, Student Government, National Junior Honor Society, Lighthouse & Student Lighthouse Teams, Family Game Nights, Family Movie Nights, Bulldog/Leader of the Month, Honor Roll Presentations, June Field Day, Service Learning Projects, Buckshutem News Network, Bobcat Pep Band, Fundraising activities, and Restorative Practice activities.

Curriculum

Students in Grades K-5 utilize the Journeys curriculum while students in grades 6-8 utilize the Holt/McDougal Literature Series for Language Arts Literacy. The Go Math Series is utilized for students in grades K-5, while students in Grades 6-8 are taught using the Glencoe math series. The Language Arts Literacy and Mathematics curriculums, coupled with excellent instructional practices, high expectations for all students, rigorous assessments, and differentiated learning activities, enables our students to become prepared learners in an educational environment where all students are valued and held to high academic standards.

Parents Are Welcome

This year we will continue to establish our Parent Lighthouse Team (PLT) as part of our continued focus with The Leader In Me process in order to build the connection with the 7 Habits between the school and home. In addition, the PLT will serve to enhance and support the educational experience of the students at Buckshutem Road School. The focus is on developing a closer connection between home and school by encouraging parental involvement, improving communication between teachers and parents, and advocating for parents and students needs within the educational system. Our School Climate & Safety Team (SCST) addresses the areas of school climate and culture, and identifies trends of behavior and programs to address those trends. The Intervention and Referral Services Team (I&RS) addresses at-risk student referrals in the areas of instruction, behavior, attendance, and health and assigns intervention strategies to students in need of assistance. Parents are encouraged to sign-up for your child's ClassDojo account. ClassDojo is a great way for parents and teachers to communicate with one another regarding academics and behavior, where notifications can be sent straight to your smartphone.

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|--------------------------------|-----|-------------------------|--|--|---------------------------------------|-------------------------------------|
| November 2023 | | | 1 <u>Wellness Wednesday</u> One Session for all students | 2 | 3 | 4 |
| | | | | | | |
| 5 Daylight Saving Time ends | 6 | 7 | 8 | 9 NJEA Convention | 10 NJEA Convention Veterans Day | 11 ExCEL CLOSED for Veterans Day |
| | | | CLOSED | | | |
| 12 | 13 | 14 BOE meeting, 6 pm | 15 1 st Marking Period Ends | 16 Report Cards | 17 | 18 |
| 19 | 20 | 21 | 22 One Session ExCEL 1 st Marking Period Ends | 23 Thanksgiving Day | 24 | 25 |
| | | | CLOSED | | | |
| 26 | 27 | 28 | 29 Evening Conferences Grades PK-8 | 30 Evening Conferences Grades 9-12 | | |
| | | | ONE SESSION - Parent Conferences | | | |



Cherry Street School

Mr. Terrence Spencer, Principal
Phone: (856) 455-8030, ext. 1500



Mr. Terrence Spencer

Cherry Street School is a K-8 elementary school which houses over 600 students with a staff of approximately 90. The school works hard to provide a fun, safe and orderly environment that fosters a love of learning.

Our Mission

The mission of Cherry Street School is to provide excellent instruction through high expectations and a curriculum that guides students to become proactive leaders with a high quality education. A culture of leadership is the expected and accepted norm at Cherry Street School.

Our Vision

The Cherry Street School community will empower students to take a leading role in their learning so they will become life-long learners and leaders who synergize and contribute to our global and diverse society.

Student Activities

Activities in which our students are involved: Math & Reading Readiness Club, Reading Club, Homework Club, Morning Announcement Club, National Junior Honor Society, National Association of Student Councils, and Safety Patrol. Sixth through eighth graders can participate in intramural athletics. Cherry Street School is a participant in the 21st Century Community Learning Centers grant through the Cumberland County Pathways. This program is open to all students in grades 5 through 8. Cherry Street School will enter its third year with “The Leader in Me: 7 Habits of Highly Effective People” program. This program focuses on leadership development into daily curriculum, activities, and culture. Students will learn to set meaningful goals, take responsibility for their learning, work well with others, and use their talents to better the school community.



Our students have access to some of the best technology available with classroom computer learning centers, Smart Boards, and a state-of-the-

art computer lab. The guidance program provides individual, small group and classroom lessons and counseling to help students grow emotionally and socially. Students are recognized for their achievements through incentive programs such as Positive Behavior Support in Schools (PBSIS), Honor Roll and Principal’s List, Attendance and Citizenship Awards, Students of the Month, Parade of Champions, Academic Excellence Banquet, and the National Junior Honor Society. Students in grades K-8 participate in an annual field day, where activities such as face painting and organized competitions are enjoyed.

Parent Involvement

Parents are welcome to attend a variety of programs and activities at Cherry Street School. Some programs include: perfect attendance, student of the month, honor roll assemblies, PBSIS awards, Winter Wonderland, Hispanic Heritage Night, Parent Literacy night, Family Math Night, Reading Rocks Magic Show, Read Across America, and PTO. Cherry St. School welcomes all parents to visit our new Community Garden. Our School Leadership Council (SLC) meets monthly to make important decisions about the school. The SLC is comprised of teachers, parents, support staff, students, community members and school and district administrators. The SLC is an asset and a vital tool to ensure that all students receive an excellent education. Parents are also invited to participate in our Family Learning through “The Leader in Me” program.

In the fall we have Back to School Night and conferences. Our Parent Liaison is a very important link between parents and the school, providing parents with information on workshops and activities. These activities support a school culture for students, teachers, parents, and community members by providing a greater focus on self-esteem and sense of belonging. Some activities include but are not limited to: Math and Literacy Nights, Book Fairs, Thanksgiving Food Drive, Chat and Chew, Breakfast with Dad, Character Education, and SEL assemblies.

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---------------------------------------|------------------------|-----------------------------|---|---|--|-----------------------|
| December 2023 | | | | | 1 One Session Parent Conference | 2 |
| 3 | 4 | 5 | 6 <u>Wellness Wednesday</u> One Session for Students | 7 <i>Hanukkah</i> (begins at sundown) | 8 | 9 |
| 10 | 11 | 12 BOE meeting, 6 pm | 13 | 14 | 15 One Session for Students Professional Development | 16 |
| 17 | 18 | 19 Progress Reports | 20 | 21 <i>First Day of Winter</i> | 22 One Session | 23 ExCEL Closed |
| 24 <i>New Year's Eve</i> 31 | 25 <i>Christmas</i> | 26 <i>Kwanzaa begins</i> | 27 | 28 | 29 | 30 |
| CLOSED for Winter Recess | | | | | | |

Indian Avenue School



Mr. Karl Brown, Principal
Ms. Mary Anne Keyes, Assistant Principal
Phone: (856) 455-8030, ext. 1700
Fax: (856) 455-7706



Mr. Karl Brown



“Soaring to Excellence”

Vision Statement

At Indian Avenue School we are dedicated to maintaining a highly engaging learning environment where each student feels supported and strives to reach his or her full potential for success.

Mission Statement

Our Mission is to inspire, educate and love every child as our own.

Parents and Families are Welcome

Indian Avenue School hosts a variety of programs and events to recognize outstanding behavior, attendance, and academic achievement including Student of the Month, Honor Roll, Perfect Attendance and Positive Behavior Supports. Students also participate in school and district-wide activities such as the Parade of Champions, Olympic Day, Academic Excellence, Career Day, and Field Day.

Our students benefit from a wide array of cultural programming and we celebrate the fact that we are a bilingual learning environment.

Parents and guardians are invited to attend Parent Spirit Committee functions, Winter and Spring Music Concerts, Marking Period Art Show and Activity Nights, Family Literacy and Math Nights, the Science Fair, and Student Recognition events such as Student of the Month and Honor Roll Celebrations. Parents of our eighth grade students are invited to our Step Up Ceremony at the end of the year. We also encourage parents to get involved in every aspect of the school by joining our active parent volunteer program.

Everyone from the local community is encouraged to take part in our “Community Garden” and has the opportunity to become members of our School Leadership Committee and join in the decision-making process as we work together to support student learning.

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----------|---|---|--|--|-----------|---|
| | <i>1</i> CLOSED <i>New Year's Day</i> | <i>2</i> BOE Reorganization meeting, 6 pm | <i>3</i> | <i>4</i> ExCEL Gr. 6-8 Evening Conferences <div>ExCEL Gr. 6-8 One Session/Parent Conferences</div> | <i>5</i> | <i>6</i> <i>Three Kings Day</i> |
| <i>7</i> | <i>8</i> | <i>9</i> BOE meeting, 6 pm | <i>10</i> <u>Wellness Wednesday</u> One Session for Students | <i>11</i> | <i>12</i> | <i>13</i> ExCEL CLOSED for M.L.K. Jr. Day |
| <i>14</i> | <i>15</i> <i>M.L.K. Jr. Day</i> CLOSED | <i>16</i> | <i>17</i> | <i>18</i> | <i>19</i> | <i>20</i> |
| <i>21</i> | <i>22</i> | <i>23</i> | <i>24</i> | <i>25</i> | <i>26</i> | <i>27</i> |
| <i>28</i> | <i>29</i> | <i>30</i> <div>One Session for Grades 9-12 only - Midterms</div> | <i>31</i> | <h1>January 2024</h1> | | |

Quarter Mile Lane School



“A School Community that Learns, Grows and Succeeds TOGETHER”

Mrs. Esther Carter, Acting Principal
Mrs. Kristi Schoppe, Assistant Principal
Phone: (856) 455-8030, ext. 1800
Fax: (856) 453-5644



Mrs. Esther Carter

Quarter Mile Lane School is a PreK-8 elementary school, which houses approximately 780 students with 115 staff members. We work diligently to provide each child with a well-rounded education rooted deeply in the New Jersey Student Learning Standards, while embracing essential skills necessary for growth and maturity, including respect, responsibility, citizenship, equity and others.

Our Mission

At Quarter Mile Lane School, we join to inspire and prepare all students for the world in which they live by encouraging critical thinking and growth mindset, respecting linguistic and cultural diversity, supporting positive relationships and a safe learning environment, establishing high expectations, accountability and perseverance.

Vision

Our vision is to lean into the experience of each member of our school community to promote Literacy and STEM (Science, Technology, Engineering, and Math) achievements upon the foundation of social-emotional stability and well-being.

Student Activities

Quarter Mile Lane provides a variety of extended day programs and clubs in order to meet the needs of all of our students. Most of these activities are held two or three days a week, and transportation is provided for all students that participate in the extended day activities. The intention is to provide interested and eligible students with the opportunity for remediation and enrichment in a variety of offerings. Some of which include Literacy, Math, Science and Technology Clubs, in addition to our district athletic programs/teams.



In conjunction with our regular school day, many activities and programs are available to our students throughout the school year. Programs and activities include: Career Day, Olympic Day, Read Across America, African American Read-In, Safety Patrol,

Winter and Spring Concerts, Spring Art Show, Student Banking, and a wide array of educational field trips at all grade levels.

Students are recognized for their school contributions in the areas of character traits, Principal List and Honor Roll, Attendance, and Student of the Month. Ice cream socials, luncheons, hall displays, National Jr. Honor Society inductions, Parade of Champions and Evening of Academic Excellence proudly recognizes our students who are committed to their academic progress and social and emotional growth.

Parent Involvement

Parents and guardians are encouraged and welcome to take an active role as participants in our student-family-school partnership. Parents are encouraged to become members of our School Leadership Council, which meets every month to discuss school wide goals, academic achievement and other topics crucial to the success of our school and our students. In addition to our SLC, we also look forward to those parents who can make time to attend our monthly Parent-Teacher organization (PTO) meetings to plan and organize school wide activities and fundraisers for the betterment of our students.

Aside from the monthly meetings, we look forward to working with our parents throughout the school year at our various student-centered activities, such as Back-to-School Night, Parent-Teacher Conferences and our Winter/Spring Concerts. We also offer Parent Informational Events and collaborate with community organizations to provide families with community resources and information. Our Community and Parent Involvement Specialist and our school Attendance Officer work alongside the QML staff to provide our families and students with the most up-to-date information regarding attendance, district and school expectations, and community and school events. In addition to our wonderful staff, we know that our greatest asset is the involvement of our parents and guardians in a partnership to educate our students.

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---------------|---|-------------------------------|-----------------------------------|--|---|-----------|
| February 2024 | | | | <i>1</i> 2 nd Marking Period Ends One Session for Grades 9-12 only (Midterms) | 2 Report Cards Closed for Students Professional Development | <i>3</i> |
| <i>4</i> | <i>5</i> One Session for Students Professional Development | <i>6</i> BOE meeting, 6 pm | <i>7</i> | <i>8</i> | <i>9</i> ExCEL 2 nd M.P. Ends | <i>10</i> |
| | ACCESS Testing K-12 | | | | | |
| <i>11</i> | <i>12</i> | <i>13</i> | <i>14</i> <i>Ash Wednesday</i> | <i>15</i> | <i>16</i> | <i>17</i> |
| | ACCESS Testing K-12 | | | | CLOSED for Presidents Day | |
| <i>18</i> | <i>19</i> <i>Presidents Day</i> CLOSED | <i>20</i> | <i>21</i> | <i>22</i> | <i>23</i> | <i>24</i> |
| | ACCESS Testing K-12 | | | | | |
| <i>25</i> | <i>26</i> | <i>27</i> | <i>28</i> | <i>29</i> | | |
| | ACCESS Testing K-12 | | | | | |

West Avenue School



Mr. Joseph Maurizio, Principal
Mrs. Jacqueline Huster, Assistant Principal
Phone: (856) 455-8030, ext. 2250
Fax: (856) 451-4935



Mr. Joseph Maurizio

A “Model Dual Language” School

Mission

The mission of West Ave. School is to Mentor, Educate, and Inspire our students to be academically, behaviorally, and socially successful.

Vision

It is West Avenue School’s vision to create a learning community where students achieve, succeed, and rise to challenges.

Student Activities

All programs and activities offered at West Avenue School support the district’s initiative in our quest for academic excellence. The following is a sampling of the activities in which our students are involved: Gifted and Talented Program, 21st Century, Literacy & Math Club, NJSLA Club, Minecraft Club, Art Club, Read Across America, Yearbook Club, STEM Club, Yoga Club, Learning Loss Academy, 24 Club, Good News Club, Olympic Day, and Field Day.

Assemblies and Board approved field trips enhance learning and provide students with real life experiences about the subjects they are studying. Sixth through eighth grade students can participate in intramural athletics. In addition to academic growth, students receive support for their social and emotional growth through individual, small group, classroom lessons and counseling sessions, which are coordinated through the guidance office.

Community Stakeholders

West Avenue School will work in partnership with parents, extended families, and community organizations as we embark upon the important job of educating the children of this community. Parents and guardians are encouraged to become frequent visitors to their children’s classrooms.

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|-----------------------|---------------------------|---|--|---|------------------------------------|
| March 2024 | | | | | 1 | 2 |
| | | | | | ACCESS Testing K-12 | |
| 3 | 4 Progress Reports | 5 | 6 Wellness Wednesday One Session for Students | 7 | 8 | 9 |
| ACCESS Testing K-12 | | | | | | |
| 10 Ramadan begins Daylight Saving Time begins | 11 | 12 BOE meeting, 6 pm | 13 | 14 | 15 One Session for Students Prof. Development | 16 ExCEL CLOSED |
| NJGPA Spring Testing Gr. 11 | | | | | | |
| ACCESS Testing K-12 | | | | | | |
| 17 | 18 | 19 First Day of Spring | 20 | 21 ExCEL Gr. 6-8 Evening Conferences | 22 | 23 ExCEL Closed for Students |
| | | | | ExCEL Gr. 6-8 One Session/Parent Conferences | | |
| NJGPA Spring Testing Gr. 11 | | | | | | |
| ACCESS Testing K-12 | | | | | | |
| 24 Palm Sunday | 25 | 26 | 27 | 28 | 29 Good Friday | 30 |
| Easter | ACCESS Testing K-12 | | | | CLOSED for Spring Break | |
| 31 | | | | | | |



Mr. Michael Eckmeyer, Principal
Dr. Azeem Ahmad, Assistant Principal
Mrs. Jennifer DeShields, Assistant Principal
Ms. Aquisha Livingston, Assistant Principal
Mr. Joseph Terrigno, Assistant Principal



Mr. Michael Eckmeyer

Bridgeton High School

Bridgeton High School is a comprehensive high school for students in grades 9 through 12 and features four different academies. Our ninth grade SUCCESS Academy, tenth grade ASPIRE Academy, eleventh grade STRIVE Academy, and twelfth grade ACHIEVE Academy, are student focused in order to prepare each child for a fruitful and successful life beyond high school as they progress through their four years at BHS. In addition to educating the children from the great city of Bridgeton, BHS serves as a receiving school for two neighboring school districts – Downe and Lawrence Townships.

A myriad of courses throughout multiple curricular areas, including career-based programs, the arts, and STEM electives, are accessible to all BHS students. Our scholars may take Advanced Placement (AP) courses in English, math, social studies, science, and art. Dual credit classes through our partnership with Stockton University and Rowan College of South Jersey are also offered for students to earn college credits here at BHS. Transitional and afterschool programs are also available to support students both academically and social-emotionally. To learn more about BHS offerings, you can visit the BHS website at <https://bhs.bridgeton.k12.nj.us>.

In addition to the fantastic program offerings at BHS, we currently have over 100 students enrolled in the tuition free, Early College High School Program of Bridgeton at Rowan College of South Jersey. These students will receive their high school diplomas and an opportunity to earn their Associates Degree by the completion of their senior year. Most of their college courses will be taken on campus at Rowan College of South Jersey while still maintaining access to the entire list of extra-curricular programs available to all BHS students.

Now in its seventh year, several BHS students have been awarded the Give Something Back Scholarship, which includes a full four-year ride, including tuition, books, and room & board to seven colleges in NJ upon high school graduation. Bridgeton High School's Give Something Back program provides mentoring, college readiness programs, and scholarships to students who face adversity on a daily basis, but continue to be academically driven despite their challenges.

Parents and community members are invited to join our Parent Teacher Organization. Our partnership committee, which includes school, family, and community members, is working cooperatively to better meet the needs of all BHS students. For more information or to become involved, please contact our Community and Parental Involvement Specialist at extension 1200.

Exciting programs and opportunities to excel in academics, athletics, and the arts are available for Bridgeton students. Many of our graduates from Bridgeton High School attend two- and four-year institutions, technical institutes, military service training, and vocational schools. Our students are also renowned throughout New Jersey for their athletic performance and prowess. Previous BHS athletes have won Cape Atlantic League Championships along with individual achievements at the state and national level. To view the complete list of BHS clubs/ activities please see below:



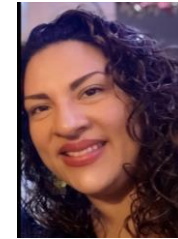
- ♦ African American Club
- ♦ Air Force ROTC Drill Team
- ♦ Asian Culture Club
- ♦ AV Club/AM in the Doghouse
- ♦ Baconian Yearbook
- ♦ Choir and Mixed Chorus
- ♦ Comic Book Club
- ♦ Dance/Drama/Musical Theater
- ♦ DECA
- ♦ Echo
- ♦ Environmental Club
- ♦ Fellowship of Christian Athletes
- ♦ Fitness
- ♦ HOSA
- ♦ Interact Club
- ♦ Latin American Cultural Club
- ♦ Leo Club
- ♦ Marching Band/Orchestra
- ♦ Mock Trial
- ♦ National Honor Society
- ♦ National Art Honor Society
- ♦ Native American Club
- ♦ Peer Mediation/Senior Mentors
- ♦ Pep Squad
- ♦ S.A.D.D.
- ♦ Scholar Athlete
- ♦ Science Fair
- ♦ Student Government
- ♦ T.E.L.A.
- ♦ Youth Court



| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|--|---|--|--|--|-----|--|
| April 2024 | | | | | | |
| | 1 | 2 | 3 | 4 One Session | 5 | 6 |
| | CLOSED for Spring Break | | | | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 3 rd Marking Period Ends | 17 Report Cards | 18 | 19 | 20 |
| 21 | 22 Passover begins | 23 | 24 Evening Conferences Grades PK-8 | 25 Evening Conferences Grades 9-12 | 26 | 27 ExCEL 3 rd Marking Period Ends |
| ONE SESSION/Parent Conferences (April 23-26) | | | | | | |
| 28 | 29 NJSLA Spring Testing, Gr. 3-9, 11 | 30 | | | | |



Mrs. Gloria Wilks, Head Teacher
398 N. Pearl Street
Phone: (856) 455-8030 ext. 2400



Mrs. Gloria Wilks

This program, known as ExCEL (Extra Commitment Enhances Learning), is a satellite school for students, grades 6-8, and is offered in a facility separate from the elementary schools. ExCEL is a demanding academic program that requires more in terms of commitment from the staff, parents and students. It involves a longer school day, Saturday school and beyond. This will be our twenty-second year of operation.

ExCEL's Extra Commitment

- ▶ **Extended School Day, Week, and Year**
 8:00am – 4:00pm Monday – Friday
 8:00am – 12:00pm Saturday
 September through mid-July
- ▶ **Dress Code**
 Friday: Office Attire
 Saturday: Casual Dress
- ▶ **Music Program**
 Each ExCEL student is required to play a string instrument (violin, viola, cello or bass)



Student Activities

- ▶ **Class Trips**
 Franklin Institute
 Eagle Theater Experience
 Statue of Liberty/Ellis Island
 Washington, DC
 Cumberland County Courthouse
- ▶ **Community Events**
 Service Activities with the American Littoral Society
- ▶ **Musical Performances**
 Winter Concert
 Spring Concert
- ▶ **Art Show**
- ▶ **Science Fair**
- ▶ **8th Grade Step Up**
- ▶ **Talent Show**
- ▶ **Field Day**

ExCEL's Parental Involvement

- ▶ **Open Door Policy**
 Parents can visit at any time
- ▶ **Parent/Teacher Conferences**
 Every Mid-Marking Period
 *4 Times a Year



| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---------------------------|--|----------------------------|--|---|---|---------------------------|
| May 2024 | | | 1 <u>Wellness Wednesday</u> One Session for Students | 2 | 3 <i>ExCEL 3rd Marking Period Ends</i> | 4 |
| 5 <i>Cinco de Mayo</i> | 6 | 7 BOE meeting, 6 pm | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 Progress Reports | 17 One Session for Students Professional Development | 18 ExCEL CLOSED |
| 19 | 20 | 21 | 22 | 23 BHS Prom, One-Session for Grades 9-12 only | 24 CLOSED for Memorial Day | |
| 26 | 27 <i>Memorial Day</i> CLOSED | 28 | 29 <i>Academic Excellence K-12 at BHS</i> | 30 | 31 | |



| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|----------------------|---|------------------------------|---|---|-----|---|
| June 2024 | | | | | | 1 |
| 2 | 3 | 4 | 5 Wellness Wednesday One Session for Students | 6 ExCEL Gr. 6-8 Evening Conferences <i>Merit Awards</i> | 7 | 8 ExCEL CLOSED for students |
| | | | | ExCEL Gr. 6-8 One Session/Parent Conferences | | |
| 9 | 10 | 11 BOE meeting, 6 pm | 12 | 13 ONE SESSION Finals for Grades 9-12 | 14 | 15 ExCEL CLOSED in observance of Juneteenth |
| 16 | 17 CLOSED in observance of Juneteenth | 18 Grades 9-12 Finals | 19 <i>Juneteenth</i> Grades 9-12 Finals Makeup | 20 Last Day of School BHS Graduation Last Day for Teachers | 21 | 22 |
| 23 30 | 24 | 25 | 26 | 27 | 28 | 29 |

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----------|------------------------------|-------------------------|-----|-----|-----|-----|
| July 2024 | | | | | | |
| 3 | 4 <i>Independence Day</i> | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 BOE meeting, 6 pm | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|------------------------|-----|-------------|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 BOE meeting, 6 pm | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | August 2024 | | |

Innovative Programs and Community Partnerships

- Academic Excellence

End-of-year event honors superior student achievement.

- Air Force Junior ROTC

Student cadets are offered course work to help prepare them for positions in a military or civilian career.

- Attendance Campaign

An elementary and middle school outreach program to encourage good attendance and grades and to provide early awareness of the School Counts program.

- BHS Distinguished Alumni Hall of Fame

Induction of BHS alumni who have made outstanding contributions to the community.

- BHS Visitation by 8th Grade Students

To familiarize students to Bridgeton High School and understand the opportunities and supports needed to succeed in high school.

- Big Brothers and Big Sisters

To promote self-esteem, confidence and responsible decision-making, fostering cultural and social growth from adolescence through adulthood.

- Early College High School (ECHS)

To provide the BHS students a dual enrollment that they may earn a high school diploma and an associate's degree or up to two years of college credits toward a bachelor's degree in high school at no cost to the students.

- ExCEL

"Extra Commitment Enhances Learning," a model that challenges students and staff to go beyond the expectations of a traditional school.

- Freshman Summer Academy – 9th grade

To prepare incoming 9th grade students for a successful start to their high school careers.

- Gifted and Talented Program

This program is designed to be responsive to students and meet their intellectual, creative and social-emotional needs while helping them reach their full potential.

- Heart Walk

To celebrate and honor individuals who have survived a cardiovascular-related surgery, heart attack, cardiac arrest or stroke.

- Leader in Me Program

An initiative that integrates leadership development into existing programs, curriculum and classroom lessons to improve relationships, transforming school culture, motivating staff, students, families, and the community at large.

- National Honor Society

Students in grades 10-12 who meet the requirements for membership are eligible for induction based upon the four pillars of NHS Scholarship, Service, Leadership and Character.

- National Jr. Honor Society

Students in grades 5-8 are qualified for induction based upon the pillars of Scholarship, Leadership, Service, Citizenship and Character.

- Neighborhood Walk/Ride

Bringing school and families together by walking/riding in the community, welcoming students and asking parents for their support.

- National Honor Society

Students in grades 10-12 who meet the requirements for membership are eligible for induction based upon the four pillars of NHS Scholarship, Service, Leadership and Character.

- Parade of Champions

Celebrates academic, athletic and extracurricular achievements of student and staff.

- Parent University

Promotes supporting parents and families in the education of all students by providing an introduction

- Restorative Practices

To provide adequate support to our school, students, staff, and community to reduce discipline referrals and out-of-school suspensions.

- Rowan Univ. ROPES Program

Rowan Univ. Opportunity for Postsecondary Excellence and Success program (ROPES), is a dual-credit program for BHS Juniors to obtain college credits while obtaining experience in workforce readiness skills, career exploration, integrating social and emotional strategies that will improve educational experiences and ease students transition to college

- SEL Integration Across All Grades in BPS

To equip students to focus on building relationships with others and use sound decision-making skills that will enable them to experience academic and social success.

- SNAP-ED Program

The Supplemental Nutrition Assistance Education Program, which partners with schools and communities to promote good nutrition, and ensure that healthy choices are the easiest choices to make where our students, parents and community members live, work, shop, play, eat and learn.

- Superintendent's Bulldogs of the Month

Students who have been selected from each school for demonstrating good character, grades and attendance for the month.

Nondiscrimination Affirmative Action

No student enrolled in the Bridgeton School District shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of race, color, creed, national origin, ancestry, age, marital status, domestic partnership status, affectional or sexual orientation, gender identity or expression, genetic information, sex, disability or atypical hereditary cellular or block trait of any individual, or because of liability for service in the armed forces of the United States, nationality, national origin, place of residence in the district, state of transition and/or homelessness, social or economic condition, nonapplicable disability or because of genetic information or refusal to submit to make available the results of a genetic test. The affirmative action team as led by the affirmative action officer shall be responsible for planning, implementing and monitoring the district's affirmative action program with respect to school and classroom practices.

Reporting to the Superintendent, the affirmative action team shall review the following areas for compliance with state department of education regulations and make suggestions and/or recommendations when necessary.

A. Curriculum Content

The team shall examine the following areas to ensure that curricula eliminate discrimination and promotes understanding and mutual respect among students, regardless of race, color, creed, religion, gender, affectional or sexual orientation, ancestry, national origin, socio-economic status or disability:

1. School climate
2. Courses of study
3. Instructional materials
4. Instructional strategies
5. Library materials
6. Technology/Software and audio-visual materials
7. Guidance and counseling
8. Extracurricular programs and activities
9. Testing and other assessments
10. Reducing or preventing the under representation of minority, female and male students in classes and programs.

The team shall monitor the curriculum to ensure inclusion of instruction on African American history in the teaching of United States history and inclusion of instruction on the Holocaust and genocide in the curriculum for all elementary and secondary students.

B. Staff Training

The affirmative action officer shall suggest a program of inservice training for school personnel designed to identify and solve problems of bias in all aspects of the school

program. An equity in-service program shall be held annually for all staff and for parents and community members as needed to facilitate participation and support.

C. Student access

The team shall review all school facilities, courses, programs, activities and services to ensure that all students are provided equal and bias-free access to them. Particular attention shall be paid to the following:

1. Ensuring equal access and barrier-free to all school and classroom facilities;
2. Assigning students in such a way that the racial/national origin composition of each school's enrollment reflects the composition of the district-wide enrollment at each grade level;
3. Refraining from locating new facilities in areas that will contribute to imbalanced, isolated or racially identifiable school enrollments;
4. Assigning students so that school and classroom enrollments are not identifiable on the basis of race, creed, color, national origin, nationality, ancestry, age, marital status, affectional or sexual orientation, gender identity or expression, gender, religion, disability or socio-economic status;
5. Ensuring that students are not separated or isolated within schools, courses, classes, programs or extracurricular activities
6. Ensuring that minority and male students are not over-represented in detentions, suspensions, dropouts, or special needs classifications
7. Ensuring equal and bias free access for all students to computers, computer classes and other technologically-advanced instructional assistance
8. Ensuring that all limited English-proficient students and students with disabilities have equal and bias-free access to all school programs and activities;
9. Ensuring equal and bias-free access for language-minority students and students with disabilities to multiple measures for determining special needs;
10. Ensuring that student support services (such as school-based youth services, health care, tutoring and mentoring) are available to all students, including LEP students
11. Ensuring that all pregnant students are permitted to remain in the regular school program and activities

D. District Support

The team shall ensure that like aspects of the school program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters, and that all grades within the district are comparable in those areas.

The Superintendent will report the Board annually on continuing compliance.

Policy #6121
Readopted July 17, 2018

Improving Academic Achievement and Parent and Family Engagement

The district shall comply with all state and federal requirements in developing, implementing, administering and evaluating funded compensatory education programs and in particular programs and activities provided with Title I funds.

The purpose of Title I funding is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Definitions

A Title I targeted assistance program provides supplemental Title I services to eligible students who are identified failing or most at risk of failing to meet the New Jersey Student Learning Standards and have the “greatest need” for academic assistance. Categorizing students with “the greatest need” is based entirely on academic need (low achievement) and poverty is not a factor. Title I, Part A funds may only be used to upgrade the educational program for the targeted group identified as academically at risk. Schools with targeted assistance programs do not meet the 40% poverty threshold required for a schoolwide program.

A Title I schoolwide program permits a school to use Title I, Part A funds to upgrade the entire educational program of the school in order to raise academic achievement for all students. A school is eligible to have a schoolwide program when the school meets the 40% or greater poverty threshold and has as a goal upgrading the entire educational program with Title I, Part A funds.

(Note: the 40% or greater poverty threshold is waived for propriety and focus schools under the approved New Jersey ESEA flexibility waiver.)

District Educational Plan

The district educational plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and with parents of children in schools receiving Title I funds. As appropriate, the district educational plan shall be coordinated with other federal programs as detailed in the Every Student Succeeds Act of 2015, the Individuals with Disabilities Education Act (20 U.S.C.A. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C.A. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C.A. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C.A. 3101 et seq.), the Head Start Act (42 U.S.C.A. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C.A. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C.A. 3271 et seq.), and other Acts as appropriate.

The district educational plan shall describe:

- A. How student progress in meeting the New Jersey Student Learning Standards shall be monitored. To ensure that students are successful in achieving the New Jersey Student Learning Standards the district shall:
 - 1. Develop and implement a well-rounded program of instruction that meets the academic needs of all students;
 - 2. Identify students who may be at risk for academic failure;
 - 3. Provide additional educational assistance to individual students determined to need help in meeting the New Jersey Student Learning Standards; and
 - 4. Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;
- B. How the district shall identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;
- C. How the district shall carry out its responsibilities when the district is identified as needing comprehensive support and improvement and targeted support and improvement;
- D. The poverty criteria that will be used to select school attendance areas under the federal law (section 1113);
- E. The nature of the programs to be conducted by the district schools including school-wide and targeted assistance programs (sections 1114 and 1115) and, where appropriate, educational services provided outside the schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;
- F. The services the district will provide homeless children and youths, including services to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C.A. 11301 et seq.);

- G. The strategy the district will use to implement effective parent and family engagement;
- H. If applicable, how the district will support, coordinate, and integrate Title I services with early childhood education programs, including plans for the transition of participants in preschool programs to elementary school programs;
- I. How teachers and school leaders, in consultation with parents/guardians, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services;
- J. How the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable coordination with institutions of higher education, employers, and other local partners; and increase student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;
- K. How the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom;
- L. As appropriate, how the district will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies; and
- M. Any other information on how the district proposes to use funds to meet the purposes of the federal Title I program including identifying and serving gifted and talented students; and developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

If the district educational plan is not satisfactory to the parents/guardians of participating children, the district shall submit the parent/guardian comments with the plan to the New Jersey Department of Education.

Parent and Family Engagement

The chief school administrator or his or her designees shall ensure that parents/guardians and family members are involved in developing the district Title I educational plan. The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. In providing coordination, technical assistance, and other support, the chief school administrator or his or her designee may obtain meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. To the extent feasible and appropriate, parent and family engagement strategies shall be coordinated and integrated with other relevant Federal, State, and local laws and programs. The chief school administrator shall ensure that an annual evaluation of the content and effectiveness of the parent and family engagement policy is conducted annually.

Parents/guardians shall be involved in the activities of the schools. These activities may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members of the district schools to adequately represent the needs of the district population for the purposes of developing, revising, and reviewing the board parent and family engagement policy.

School Level Parent and Family Engagement

Each district school served by Title I funds shall convene an annual meeting at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend. The purpose of this meeting shall be to inform parents/guardians of programs and activities provided with Title I funds, to explain the federal requirements for participation in the federal Title I program, and inform parents/guardians of their right to be involved.

The building principal or his or her designee shall ensure that parents/guardians are involved, in an organized, ongoing and timely way, in the planning, review, and improvement of Title I programs. Parents/guardians shall be included in the planning, review, and improvement of the school parent and family engagement effort consistent with board policy for targeted assistance programs and/or the joint development of the schoolwide program plan.

A flexible number of meetings shall be offered, such as meetings in the morning or evening. Transportation, child care, or home visits, as such services relate to parental involvement may be provided with Title I funds.

The parents/guardians and family members of all participating children shall be invited to attend and participate in district Title 1 programs. The principal or his or her designee shall ensure opportunities are provided for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required by law in a format and, to the extent practicable, in a language parents/guardians understand.

Specifically parents/guardians of participating children shall:

- A. Receive timely information about programs and activities provided with Title I funds;
- B. Receive a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the New Jersey Student Learning Standards; and

- C. If requested by parents/guardians, be provided opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

If the schoolwide program plan is not satisfactory to the parents/guardians of participating children, the principal or his or her designee shall submit any parent/guardian comments with the schoolwide plan to the chief school administrator and the board.

This parent and family engagement policy shall be distributed to parents and family members of participating children.

Building Capacity for Parent and Family Engagement

The chief school administrator shall ensure effective involvement of parents/guardians and implement appropriate measures to support a partnership among the schools, parents/guardians, and the community to improve student academic achievement. The chief school administrator or his or her designee shall ensure that each of the district schools shall at a minimum:

- A. Provide assistance to parents/guardians in understanding New Jersey Student Learning Standards, the New Jersey Department of Education approved statewide proficiency assessments, school administered assessments, the requirements under federal law, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- B. Provide materials and training to help parents to work with their children to improve their children's achievement;
- C. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- D. Coordinate and integrate parent involvement programs and activities to the extent feasible, with other Federal, State, and local programs, including public preschool programs, and conduct other activities, that support involvement;
- E. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
- F. Provide such reasonable support as requested by parents/guardians.

School-Parent Compact

High student achievement is a shared responsibility. Each school receiving Title I funds shall jointly develop a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards;
- B. Describe the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- C. Address the importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - 1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - 2. Frequent reports to parents on their children's progress;
 - 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Annual Evaluation

An annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools shall be conducted with the meaningful involvement of parents and family members. The annual evaluation shall identify:

- A. Barriers to greater participation by parents in activities authorized with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
- B. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- C. Strategies to support successful school and family interactions.

The findings of the evaluation shall be used to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy.

Comparability of Services

**Note: This section shall not apply to a district that has only one building for each grade span.*

As a condition of receiving Title I funds, State and local funds shall only be used in the schools to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds. When all the schools of the district are served by Title I funds, the district will use State and local funds to provide services that, taken as a whole, are substantially comparable in each school. Comparability may be on a grade-span by grade-span basis or a school-by-school basis.

To be in compliance with the requirements of federal law the board of education shall establish a district-wide salary guide.

The board directs the chief school administrator to assign teachers, administrators, and other staff to the schools in such a way that equivalence of personnel is ensured among the schools. In addition, the board directs the chief school administrator to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence is ensured among the schools.

- A. Equivalence
In order to meet the requirements for equivalence the board shall file with the New Jersey Department of Education a written assurance that the following has been established and implemented in the district:
 - 1. A district-wide salary schedule;
 - 2. A policy to ensure equivalence among schools in teachers, administrators, and other staff; and
 - 3. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.
- B. Determination of Expenditures
In the determination of expenditures per pupil from State and local funds, or instructional salaries per pupil from State and local funds, staff salary differentials for years of employment shall not be included in such determinations.
- C. Exclusion
Unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year shall be excluded in determining comparability of services.
- D. Procedures and Records

The chief school administrator shall develop procedures for compliance with these requirements and maintain records that are updated biennially documenting the district's compliance.

Supplement not Supplant

The Bridgeton School District shall use Title I funds only to supplement and to the extent practical increase the level of funds that would, in the absence of Title I funds, be made available for the education of pupils participating in Title I or state compensatory education projects. In no case shall Title I funds be used to supplant those non-Title I or non-state compensatory education funds.

Policy #6171.3
Updated Jan. 2, 2019

The complete revised "Title 1 Improving Academic Achievement and Parent and Family Engagement" policy 5171.3 can be found on Bridgeton Public Schools' website: www.bridgeton.k12.nj.us.

Military Recruiters

No Child Left Behind (NCLB) Section 9528 requires school districts to give students' names and home contact information to military recruiters. However, an opt-out provision allows parents, through written notification, to choose not to have the school release this information.

Use of Metal Detectors

The Bridgeton School District is responsible for creating a safe atmosphere that encourages learning. The possession, use or sale of weapons on school grounds is an unwarranted disruption of an orderly learning environment and interferes with your rights. The school district continues to respect those rights while protecting your health, safety, and welfare. The reasonable use of metal detectors by school officials to keep weapons off school grounds is not a violation of Fourth Amendment rights. Policies and procedures that provide us with a safe learning environment must balance our legitimate privacy interests. It is the policy of the Bridgeton Board of Education to supply its students with a safe environment and the use of metal detectors in school buildings will help insure that. Use of metal detectors will be done in accordance with applicable laws, following all proper procedures to insure the rights and freedoms of all persons. At no time will metal detectors be used to discriminate, embarrass, harass, or otherwise single out individuals based on race, gender, ethnicity or orientation.

Policy #5145.12 (2), Adopted: 8/8/2000

Internet Usage

Internet provides access to computer systems located all over the world. Users (and parents of users, if the user is younger than 18) must understand that the Bridgeton Board of Education cannot control the content of information available. Some of the information is controversial and, sometimes offensive. However, the valuable information and interaction accessible on this worldwide network outweigh the possibility that users may find inappropriate material. The Bridgeton Board of Education does not condone the use of such materials and takes all reasonable precautions to control and monitor access to these materials. The responsibilities accompanying freedom of speech and access to information will be taught. School employees, students and parents must be aware that access to the Internet will be withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established by the Bridgeton Board of Education school system.

Policy #6142.10 Revised: 5/8/2012

Chain of Communication

School-related concerns involving a student are usually resolved by the teacher or other school employee with supervisory responsibilities. To effectively and efficiently address these concerns in the best interest of the student, the following chain of communication will be applied. If the concern is not resolved, proceed to the next step in the chain of communication:

1. Parent/guardian of student communicates concern to teacher or counselor.
2. Parent/guardian communicates concern to a school administrator.
3. Administrator facilitates communication between parent/guardian, teacher and appropriate school personnel (i.e. counselor, etc.).
4. Parent/guardian communicates concern to Superintendent of Schools, or his/her designee.
5. Parent/guardian communicates concern to Board of Education.



Conduct and Discipline

All students shall be held accountable for disorderly conduct in school and during recess and on the playgrounds of the school and on the way to and from school. In general, teachers shall handle their own discipline problems. When necessary, a student may be referred to the proper administrator. The teacher shall not leave the class unattended while handling the problem. The teacher shall fill out a report of the incident on the approved school form and sign it.

Depending on the seriousness of the case and/or when a student has had several disciplinary actions, the following course of action may be taken by the appropriate administrator.

1. Informal Conference: This may be held with the student, parent, teacher, disciplinary officer, and other professional personnel as requested or deemed advisable by the administrator to be present.
2. Principal's Conference: If improvement is not forthcoming, a conference shall be held with the principal.
3. Referral to the Intervention and Referral Services Team and/or Child Study Team
4. Disciplinary action (i.e. detention, in-school suspension, suspension, expulsion, etc.). A student suspended from school shall have academic instruction either in an off-site In-School suspension program; or out of school that addresses the Core Curriculum content Standards within five days of the suspension. Serious infractions may be cause for a student to be placed in an Alternative School setting.
5. All potential expulsions shall be reviewed with the Superintendent or his/her designee and the Board of Education Discipline Panel Hearing.

Classification of Cases

Class A Offenses:

Once an administrator has determined that a criminal act as defined by [N.J.S.A. 2C:1 et al](#) has been committed, zero-tolerance shall be the presumed consequence applied and the steps outlined under Class A offenses shall be implemented.

Weapons & Dangerous Instruments Offenses – as defined in [N.J.S.A. 2C:39-1](#)

The Board of Education prohibits the possession and/or use of weapons or other instruments that can be used as a weapon or perceived as a weapon on school property, at any school function or while en-route to or from school or any school function. "**Weapon**" means anything readily capable of lethal use or of inflicting serious bodily injury. The term includes, but is not limited to, all (1) firearms, even though not loaded or lacking a clip or other component to render them immediately operable; (2) components which can be readily assembled into a weapon; (3) gravity knives, switchblade knives, daggers, dirks, stilettos, or other dangerous knives, billies, blackjacks, bludgeons, metal knuckles, sandclubs, slingshots, cesti or similar leather bands studded with metal filings or razor blades imbedded in wood; and (4) stun guns; and any weapon or other device which projects, releases, or emits tear gas or any other substance intended to produce temporary physical discomfort or permanent injury through being vaporized or otherwise dispensed in the air. A violation of this policy will result in disciplinary action.

The Superintendent or designated school official must immediately notify the Bridgeton City Police Department whenever any school employee in the course of his or her employment, pursuant to N.J.A.C. 6A:16-5.5 and 6.3(b), has reason to believe that a firearm or ammunition has unlawfully been brought onto school grounds, or that any student or other person is in unlawful possession of a firearm or ammunition, whether on or off school grounds, or that any student or other person has committed an offense with, or while in possession of, a firearm, whether or not such offense was committed on school grounds. In addition, the designated school official must immediately notify the Bridgeton City Police Department whenever any school employee in the course of his or her employment comes upon a non-firearm weapon that was actually used or threatened to be used in committing an offense, including weapons used to commit assault upon a teacher, administrator, other school board employee, district board of education member, or another student on school grounds, pursuant to N.J.S.A. 18A:37-2.2 through 2.5. Law enforcement must be notified when the weapon seized is any switchblade, gravity, or ballistic knife, stun gun, or metal knuckles, whether or not the weapon was actually used or threatened to be used.

Whenever a school employee seizes a dangerous weapon that was not actually used or threatened to be used in committing an offense, the school employee may, but need not consult Bridgeton City Police Department to decide whether the offense warrants law enforcement action.

In deciding whether to report the presence or seizure of a non-firearm weapon that was not actually used or threatened to be used in committing an assault or other offense, the (school official) and (designated law enforcement official) must consider: 1) the nature of the weapon; 2) any lawful purposes that it might have; 3) the age of the student; and 4) the student's intent. It is generally not necessary to report the seizure of small pen knives or Swiss-Army style knives.

It is further understood and agreed that school officials should consult with law enforcement regarding the seizure of a utility or "box-cutter" knife where the unlawful use of such knives as weapons is a serious problem in the school and where the student has no explainable lawful purpose for possessing such an instrument.

Be it further added for students with disabilities as stated in N.J.A.C.6A:14-Appendix A (G) Special circumstances: School Personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child- (i) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency; (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a function under the jurisdiction of a State or local educational agency.

Possession or use of laser pointers is also strictly forbidden. Disciplinary action shall be taken against who possess, handle, transmit or use weapons, imitation weapons or dangerous instruments. As in disciplinary cases, due process will be provided.

Students cannot learn and teachers cannot teach when danger of violence is present. Accordingly, [N.J.S.A. 18A:37-7](#) and [N.J.S.A. 18A:37-2.2](#) were developed in order to prevent assaults with weapons from being committed upon students and teachers and to remove students from school who are found to be in possession of firearms because both of these laws carry severe mandatory penalties. It is very important that we all understand what acts are prohibited and the penalties that will be imposed on those who violate the laws.

[N.J.S.A. 18A:37-7](#), also known as the "Zero Tolerance for Guns Act" mandates that any student who is convicted or adjudicated delinquent for the possession of a firearm or a crime while armed with a firearm, or who is knowingly in possession of a firearm on any school property or school bus or at any school sponsored function shall be immediately removed from the school's regular education program for a period of not less than one calendar year. In addition, any pupil so removed shall be reported to the Police for a possible violation of a criminal statute. It is important to note that items such as pellet guns or air guns are considered as a firearm for the purpose of this law.

[N.J.S.A. 18A:37-2.2](#), provides that any pupil who commits an assault upon a teacher, administrator or other employee of a school Board or another student with a weapon, on a school bus or on school property, or at any school sponsored function shall be immediately removed from the school's regular education program, pending a hearing before the Board of Education for a period not to exceed one calendar year. It is important to note that the word weapon as it is used in this law, includes numerous items such as knives, sling shots, throwing stars, blackjacks, tear gas or even a common kitchen knife, if it is used during an assault.

The Board is committed to maintaining a safe and orderly learning environment for our students and staff. It is important that our school community clearly understand the laws and that they will, when necessary, be enforced.

Fireworks

Fireworks are illegal in the State of New Jersey. Therefore, no fireworks will be allowed at school or on school properties. Fireworks are considered dangerous and will be treated in the same manner as weapons.

The Superintendent of Schools may modify the suspension on a case by case basis.

Once the Superintendent has determined that a Zero Tolerance offense has been committed, the following steps shall be taken:

1. The police will be contacted to remove the student from the premises and a complaint will be signed, and the student shall be suspended from school.
2. The parents will be notified by the school and police at the time of the complaint. The student shall be suspended from school for a minimum of seven (7) days.
3. The student shall be excluded from extra-curricular activities for thirty (30) school days.
4. The student shall be removed for a period of not less than one year subject to modification on a case by case basis by the superintendent.
5. The superintendent shall provide notification as detailed in board policy 5114 Suspension and Expulsion and law ([N.J.A.C. 6A:16-7.2-7.3](#) short and long term suspension) including:
 - A. Inform the student of the charges;
 - B. Notify parents/guardians of student's removal (adequate supervision provided while awaiting the parent/guardian);

- C. Notify parents/guardians of right to due process and a formal hearing within 30 days of the first day of the student's removal according to [N.J.A.C. 6A:16-7.3](#) long-term suspension, for any weapons offense as listed above within 30 days of day of removal;
 - D. Provide the opportunity for an informal hearing, according to [N.J.A.C. 6A:16-7.2](#) short-term suspension, for assault without a weapon.
6. An alternate educational program or home instruction (see board policies 6172 Alternative Educational Program and 6173 Home instruction) shall be provided except where the superintendent has modified the removal and the student is returned to school.
 7. Upon returning to school, the student must complete the district's conflict resolution program within ten Days.
 8. **Students who commit a Zero Tolerance offense must have a parent (guardian on record) conference with the School's Discipline Panel that includes the principal, guidance counselor, Crisis Intervention Specialist/Trainer, Educational Enforcement Officer, a member of the Child Study Team and (optional Board member) within 5 days of the offense, unless the School Discipline Panel upon review of the case believes that the action may result in an out-of-district placement, home instruction or alternative setting, the case will go before the Board of Education Discipline Panel Hearing and not the School Discipline Panel. If the discipline infraction warrants a potential expulsion, the student must appear before the Board of Education Discipline Panel Hearing. Parents/guardians may appeal the School's Discipline Panel Hearing decision to the Board of Education Discipline Panel.**
 9. Upon returning to school, the student must have a conference with the building level administrator, guidance counselor or Crisis Intervention Specialist.

Class B Offenses:

The offenses listed below are considered major offenses and a student shall be suspended from school for a minimum of three (3) days. A student suspended for five (5) days or more will be excluded from extra- curricular activities for thirty (30) school days. The student may be placed out-of-district or on home instruction by the Administrator. If the offense would constitute a criminal act if committed by an adult, Zero Tolerance shall be *the presumed consequence*. If the Superintendent applies Zero Tolerance, steps 1-6 above shall be followed.

Class A (may result in a Zero-Tolerance offense, alternative placement or home instruction)

Sex assault/ sexual contact
Firecrackers/Explosive devices
Burglary
Extortion/robbery
False public alarm offenses
Controlled dangerous substance offenses
Alcohol (possession of, supplying of, or sale of)
Simple assault on any staff*

Class B

Fighting
Racial/bias acts
Disorderly threats to a staff member
Criminal mischief under \$250.00
Harassment; intimidation and bullying
Lewdness
Simple assault on students
Possession or use of electronic paging devices in school or on school grounds

Class C Offenses

Students committing the offenses listed below may receive the following penalties:

Suspension for a maximum of three (3) days, in-school suspension, Saturday(s) session(s)
Offenses: profanity, smoking in school or on school grounds, internet violation, use and display of cellular phones in school or on school grounds), cutting classes, detention, or in-school suspensions, dress code violations in school or at school functions, disrupting the educational process, insubordination, obscenity, failure to adhere to school rules and regulations, etc.

Note: Truancy and tardiness will be addressed through the Attendance Policy.

Class D Offenses

Elementary students committing the offenses listed below may be subjected to administrative action that may include, but may not be limited to the following: detention, assignment to a time-out room, parent conference and suspension at an off-site In-School Suspension Program. Out of School suspensions are administered to students in grades 1-8 who engage in physical altercations.

Students in grade 8 may be sent to an alternative placement if the behavior exhibited by the student warrants an alternative placement. Gang related behavior shall result in immediate parental contact and disciplinary actions shall be taken which *may* result in suspension. Teachers' actions may include, but may not be limited to the following: teacher directed discipline, parent conferences, anecdotal records, and referral to the administrator. If the student's behavior may be due to a learning disability, the student may be referred to the Intervention and Referral Services Team and/or Child Study Team.

The possession, handling, use or transmittal of a weapon as defined in [N.J.S.A. 2C:39-1](#) on school property or at any related activities shall result in the immediate removal of the student from school as detailed above.

| | |
|---|------------------------|
| gang fighting | |
| narcotics (the use of, carrying or supplying to sell) | sex offenses |
| leaving school property without permission | vandalism |
| Disrupting the Educational Process | extortion |
| simple and/or aggravated assault | theft |
| burglary | smoking |
| criminal mischief | profanity or obscenity |
| Failure to adhere to school rules and regulation | biting |

Note: Truancy and tardiness will be addressed through the Attendance Policy.

Cell Phones

Students are not permitted to use a cell phone in school or make it visible to others. Any administrator, teacher, teacher's aide, or security staff observing a student using or in possession of a cell phone shall identify the student, confiscate the cell phone and give it to the principal. Any other employee not listed observing a student with a cell phone is to immediately notify one of the employees listed above. The cell phone will be released only to the student's legal guardian who must appear at the school. A student who refuses to relinquish his/her cell phone when asked, or repeatedly has a cell phone confiscated, is guilty of open defiance of authority.

This conduct shall constitute good cause for suspension or other administrative actions, including, but not limited to, in-school or after-school detention, in-school suspension, or a recommendation for expulsion.

Assault on a Board employee shall result in immediate suspension and/or recommendation for expulsion proceedings.

All discipline shall be in accordance with the current New Jersey Statutes Annotated 18A and New Jersey Administrative Code Title 6A, especially [N.J.A.C. 6A:14](#) which addresses special education.

Parent/Guardian Responsibilities & Contact During Suspensions

It is the responsibility of parents/guardians to supervise their child and keep an out-of-school suspended student on home premises and away from school. If the student is picked up on school premises, he or she will be charged with trespassing and any other charge deemed appropriate by the principal and his/her designee.

(No student may return to school from suspension without a parent conference.)

At no time shall a student be sent home from school before the close of the school day, unless accompanied by his parent, guardian, or an officer of the law. Parents must be notified if a complaint is signed against the student.

If the student is classified with an educational disability, adhere to the following:

- a. For disciplinary reasons, school officials may order removal of a student with a disability from his or her current educational placement to an interim alternative educational setting, another setting, or a suspension without the provision of educational services for up to ten (10) consecutive or cumulative school days in a school year. Such suspensions are subject to the same district board of education procedures as non-disabled students. However, at the time of removal, the principal shall forward written notification and a description of the reasons for such action to the case manager.
- b. Disciplinary action initiated by a district board of education which involves removal to an interim alternative educational setting, suspension for more than ten (10) school days in a school year or expulsion of a student with a disability shall be in accordance with 20 U.S.C. 1415 (k), as amended and supplemented.

Detention and In-School Suspension

In-School suspension or detention should be a working place, and students assigned there shall work. If a student fails to bring work to detention, an additional detention shall be assigned.

A 24-hour notice of detention or In-School Suspension must be given to parents of students held for after- school detention or In-School Suspension. Students who are transported by bus must be allowed to return home by bus, unless other arrangements are made with the parents.

Detention in the elementary school should not be of such duration that it will contribute to a lack of safety for students on their way home. Detention out of the classroom during the school day is difficult for the elementary principal to plan, as he/she must frequently be out of his/her office. In such cases, the principal must work the case out in the best manner possible. The minimum disciplinary detention should be at the discretion of the teacher and or administrator.

Temporary Removal from Class

In order to fairly and expeditiously deal with student misconduct requiring temporary removal from class, the Board shall provide a temporary removal location, which will be for the “cooling off” of students and the resolution of problems. The goal is to return the student to the classroom as soon as possible. The Board shall provide for the following:

1. A temporary removal location for all Elementary and Senior High School students. This may be the department head office, guidance office, or other locations designated by the principal.
2. The assignment of a certified teacher, certified counselor, or certified social worker whose functions will include, but not be limited to, the supervision and counseling of students whose misconduct requires their temporary removal from class.
3. The teacher to whom the student reports shall retain the student until, in the teacher’s opinion, the student is ready to return to his/her regular classroom.
4. Any student who has been removed to the temporary removal facility shall be required to do regular classroom assignments and/or receive counseling to discuss the problems which led to temporary removal.
5. When the student has been removed four (4) times in the same marking period, from the same class, the principal or his/her designee shall schedule a conference with the student’s parent(s) or guardian and the referring classroom teacher(s).

Cumulative Suspensions

1. After a student has been subjected to a short-term suspension (less than 10 days) four (4) times, or a prolonged suspension (10 days or more) once in a marking period, or a total of twenty (20) school days, or eight (8) times in a school year, whichever occurs first, the principal shall conduct a meeting to explore other solutions to the problems resulting in suspensions. There must be an Intervention and Referral Services Team meeting within 30 days.
2. Home or out-of-school instruction shall be provided for a general education student for reasons other than a temporary or chronic health condition, no later than five school days after the student has left the general education program when:
 - a. The student is mandated by State law and rule for placement in an alternative education program for firearms offenses and/or assault with weapons offenses, but placement is not immediately available;
 - b. The student is placed on short-term or long-term suspension;
 - c. A court order requires that the student receive instructional services in the home or other out- of-school setting.
3. Further suspension, except an emergency suspension, may be authorized until this meeting is held or refused unless, for good cause, either the Administration or the student’s parents request a delay or continuance of the meeting, which shall be scheduled as provided hereinafter.
4. The principal may invite to the meeting: the student, the student’s parents, a school counselor, other appropriate persons identified by the student or parent(s), and staff members whose presence would be deemed appropriate.
5. The student and the parent(s) shall be sent written notice at least five (5) school days prior to the meeting.

6. No action shall be taken as a result of this meeting except with the consent of the student and parents or as permitted under State and Federal law concerning the handicapped.
7. Within one week, after the meeting, the principal shall mail a letter to the student and parent(s) describing solutions, if any, agreed to at the meeting and any actions that the student, parents or school staff should take to follow through on those solutions.

Expulsion from School

A student may be expelled by the Board of Education in accordance with [N.J.A.C. 6A:16-7.4](#) for reasons listed in [N.J.S.A.18A:37-2](#). In addition, a student shall be removed from the regular school program and appear before the board for the following:

1. Any student who commits an assault upon a teacher, administrator, board member, or other employee of a school board or another student, with a weapon, on any school property, on a school bus, or at a school-sponsored function shall be immediately removed from the school's regular education program pending a hearing before the local board of education.
2. Any student who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property, on a school bus, or at a school-sponsored function shall be immediately removed from the school's regular education program pending a hearing before the local board of education to remove the student from the regular education program for a period of not less than one calendar year subject to modification on a case-by-case basis by the chief school administrator.

Informal Resolutions of Problems – Grievances

See Policy No. 1312, "Complaints Concerning School Personnel and Matters."

Outside Agencies, Police Notification

See Class A Offenses

If an interview of a student by the police follows a summons to the police:

1. It is whenever possible to be conducted in private with an official school representative present.
2. An attempt is to be made to give a parent the opportunity to be present.

All interviews of students shall be conducted according to Board policy 5145.11 Questioning and Apprehension.

There shall be good rapport between the Probation Department of the City and the School (Disciplinary Officials) Administrators. These school officials will continue their present policy of following all requirements established by the Family Educational Rights and Privacy Act, 20 U. S. C. 1232q et seq., which governs the release of student records.

Students with Disabilities

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP and accommodation plans. However, before disciplining a classified student, it must be determined that:

A. The student's behavior is not primarily caused by his/her educational disability;

1. If the infractions are primarily as a result of the student's disability once established by the IEP Team, then, the school psychologist and or school social worker will review the student's IEP and make an amendment to the student's IEP in the Behavioral Intervention Plan Section to address the behaviors from recurring. The IEP may not be reviewed until the third infractions. Revision of the student's IEP must include the case manager, the teacher, the parent, and a school administrator assigned to the student. The student must

receive as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior. (N.J.A.C.6A: 14- Appendix A).

2. If the infraction is not primarily as a result of the student's disability as advised by the IEP Team, then, the student may be provided two verbal warnings for a total of two infractions; followed by a written letter to the parents for the two infractions. Then, if the infractions occur again, then the student may be sent to lunch detention; after school detention; sensory room, may be sent to in-school suspension for less than half a day during school and or after school counseling shall be recommended for the student as appropriate, and or Saturday detention, depending on the severity of the infractions.

3. If the infractions are severe, and all the above strategies have been explored, including less than half day in-school suspensions, and the student continues to violate the school regulations and the infractions are not as a result of the student's disability, then, the student may be suspended for out of school suspension in consultation with the IEP Team. After consultation with the case manager, and both case manager and the administrator agreed that the student should be suspended. Then the suspension notice must be provided to the case manager in writing on the same day of the infractions. No in-school or out of school suspension must exceed between eight to ten days in a school year.

***Please note that in general, teachers shall handle their own discipline problems. When necessary, a student may be referred to the proper administrator. The teacher shall not leave the class unattended while handling the problem. (Policy# 5131R).**

4. The above discipline procedures for students with disabilities may not be applicable if a student is found to have committed offense(s) considered special circumstances such as cases where a student:

- Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;
- Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency, or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency. N.J.A.C. 6A: 14- Appendix (G)- Special circumstances.

B. The program that is being provided meets the student's needs.

Staff shall comply with state and federal law and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of all students with disabilities.

General Remarks

Staff development is recommended so that teachers will better understand policy, rules and regulations. In- service conferences which eliminate student-teacher friction and other areas of unrest are essential. If new methods, a change in subject matter, or even a shift in personnel will remedy a situation, such changes should be carefully weighed, considered and effected. In general, rewarding good behavior is to be preferred to punishment for bad behavior.

Statutes for handicapped students shall be applied. A handicapped student may be disciplined under the same procedure as a non-handicapped student provided the student's misconduct was not directly attributable to the handicap. A handicapped student may be removed from a class if his/her presence endangers himself/herself or others. This removal should be brief. If the misconduct is ongoing, the Child Study Team should be called upon for reevaluation.

A long-term suspension or expulsion of a handicapped student or a referral for formal evaluation of a student, pursuant to the education of All Handicapped Children Act ("EHA"), is a change in educational placement. The school will neither expel nor impose a suspension of more than ten (10) consecutive or non-consecutive days upon a handicapped student except in accordance with the procedures for a change in educational placement as presently established under the EHA 504 of the Rehabilitation Act of 1973, and the applicable New Jersey statutes and regulations concerning the handicapped. Such removal for more than ten (10) consecutive or non- consecutive days shall trigger a formal, comprehensive review of the child's individualized educational program.

Harassment, Intimidation and Bullying (H.I.B.)

The board of education believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. 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 environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

The board of education expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The standards of character education are an essential component of the Bridgeton School District's Code of Conduct. The board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults; support and assistance of students in school, the community and home; our students will achieve the above standards of character education.

The board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the board-approved code of student conduct, which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school-sponsored functions. The chief school administrator shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the chief school administrator shall ensure that this policy is applied to incidents of harassment; intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The chief school administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and 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, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board directs the chief school administrator or his or her appropriately trained and qualified designee to develop detailed regulations suited to the age level of the students and the physical facilities of the individual schools.

Bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. "Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that 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, 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 the student's education or by severely or pervasively causing physical or emotional harm to the student.

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

Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying

Students

Consequences and remedial measures 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 nature of the student's disability, if any and to the extent relevant; the developmental age of the student and the student's history of problem behaviors and performance. Consequences shall be consistent with the board-approved code of student conduct and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including short and long-term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

A. Consequences

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

B. Remedial Measures

1. Personal

- 1. Restitution and restoration;
- 2. Mediation;
- 3. Peer support group;
- 4. Recommendations of a student behavior or ethics council;
- 5. Corrective instruction or other relevant learning or service experience;
- 6. Supportive student interventions, including participation of the intervention and referral services team;
- 7. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- 8. Behavioral management plan, with benchmarks that are closely monitored;
- 9. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- 10. Involvement of school disciplinarian;
- 11. Student counseling;
- 12. Parent conferences;
- 13. Student treatment; or
- 14. Student therapy.

2. Environmental (Classroom, School Building or School District)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in student routes or patterns traveling to and from school;
9. Supervision of students before and after school, including school transportation;

10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the intervention and referral services team;
17. Parent conferences;
18. Family counseling;
19. Involvement of parent-teacher organizations

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

- A. The student's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the student's needs.

Staff

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Referral to disciplinarian;
5. Withholding of Increment
6. Suspension;
7. Legal action; and
8. Termination

B. Remedial Measures

1. Personal
 1. Restitution and restoration;
 2. Mediation;
 3. Support group;
 4. Recommendations of behavior or ethics council;
 5. Corrective action plan;
 6. Behavioral assessment or evaluation;
 7. Behavioral management plan, with benchmarks that are closely monitored;
 8. Involvement of school disciplinarian;
 9. Counseling;
 10. Conferences;

11. Treatment; or
12. Therapy.

2. Environmental (Classroom, School Building or School District)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Supervision;
8. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
9. General professional development programs for certificated and non-certificated staff;
10. Professional development plans for involved staff;
11. Disciplinary action;
12. Supportive institutional interventions, including participation of the intervention and referral services team;
13. Conferences; Counseling;

Reporting Harassment, Intimidation and Bullying Behavior

The chief school administrator, principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report. Any school employee, board member, contracted service provider, student, visitor or volunteer who has witnessed, or has reliable information that a student has been subject to harassment, intimidation or bullying, must report the incident to the building principal or his/her designee.

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying committed by an adult or youth against a student:

- A. All acts of harassment, intimidation, or bullying shall be reported verbally to the school principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;
- B. The principal shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services; and
- C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying.

A board member, school employee, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the building principal and any appropriate school official, or to any school administrator or safe schools resource officer, who shall immediately initiate the school district's procedures concerning school bullying. A board member or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in this policy, shall be immune from a cause of action for damages arising from any failure to remedy the reported incident.

A school administrator who receives a report of harassment, intimidation, or 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. The school administrator shall take into account the circumstances of the incident when providing notification to parents and guardians of all students involved in the reported harassment, intimidation, or bullying incident. The circumstances of the incident shall be considered conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense.

District Anti-Bullying Coordinator

The chief school administrator shall appoint a district anti-bullying coordinator. The chief school administrator shall make every effort to appoint an employee of the school district to this position. The district anti-bullying coordinator shall:

- A. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of students;
- B. Collaborate with school anti-bullying specialists in the district, the board of education, and the chief school administrator to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;
- C. Provide data, in collaboration with the chief school administrator, to the Department of Education regarding harassment, intimidation, and bullying of students; and
- D. Execute such other duties related to school harassment, intimidation, and bullying as requested by the chief school administrator.

The district anti-bullying coordinator shall meet at least twice a school year with the school anti-bullying specialists in the district to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

School Anti-Bullying Specialist

The principal in each school shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the principal shall appoint that individual to be the school anti-bullying specialist. If no individual meeting these criteria is currently employed in the school, the principal shall appoint a school anti-bullying specialist from currently employed school personnel. The school anti-bullying specialist shall:

- A. Chair the school safety/school climate team;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

Policy #5131.911(a)

NJSBA Review/Update: 6-12-18

The complete revised "Harassment, Intimidation and Bullying" policy 5131.1 can be found on Bridgeton Public Schools' website: www.bridgeton.k12.nj.us .

Student Attendance

Excellent attendance is expected of every student enrolled in the Bridgeton School District and it shall be recognized on a regular basis. Students achieving perfect attendance shall be recognized by the Board of Education at a special ceremony held in their honor. It is expected a student will be in attendance a minimum of 97% of the days school is in session in order to fully benefit from instruction. In order for the Board of Education to fulfill its responsibility for providing a thorough and efficient education for each student, the complete cooperation of parents/guardians and students is required to maintain a high level of school attendance. The frequent absence of pupils from classroom learning

A. Pupils whose attendance is perfect or deemed excellent shall be honored and publicly recognized each marking period by the Principal. Pupils whose attendance is perfect or deemed excellent for the school year shall be recognized by the Board of Education.

B. Notification of Absences

1. The following actions will be taken by the Bridgeton Public School District based on the number of pupil absences accrued:
 - Three (3) absences – The Attendance Officer will contact the parent/guardian by phone or make a home visit, and provide the Principal with documentation of the contact.
 - Three (3) unexcused absences – The Attendance Officer will send a letter to the parent/guardian informing him/her of the Attendance Policy and the number of days the pupil has been absent, and provide the Principal with documentation of the contact.
 - Four (4) unexcused absences – Parents/Guardians will be contacted (home visit or phone) by the Attendance Officer who will issue a Five-Day Notice. A parent conference will be held with the Assistant Principal and others deemed appropriate by the Assistant Principal.
 - Ten (10) unexcused absences – If the pupil accumulates ten unexcused absences, the matter shall be referred to Municipal Court for action against the parent/guardian.

C. Excessive Absences (Grades 6-8)

1. Pupils whose attendance meet the criteria below may be recommended to attend Summer School or be retained:
 - 19-38 total absences for any reason – If the pupil accumulates between 19 and 38 absences for any reason throughout the school year, the pupil will attend Summer School for one day per absence above 18. Failure to attend all days of Summer School may result in retention. For example, if a student misses 24 days of school, the student must attend Summer School for six (6) days, one day for each absence above 18.

experiences disrupts the continuity of the instructional process and limits the ability of students to complete the prescribed curriculum requirements successfully.

A waiver of these attendance requirements may be granted for good cause by the school principal upon recommendation of a review committee, appointed by him/her, and consisting of representative staff, including student service personnel and classroom teachers. Documentation of the nature and causes of these absences shall be the responsibility of the student and parent/guardian. **Parents/guardians are responsible for notifying the school early in the day when a child will be absent and for informing the school of the reason for the absence via a note or phone call.**

- 39 or more total absences for any reason – If the pupil accumulates 39 or more absences for any reason, the pupil will be recommended to the Superintendent and/or the Board of Education for retention.

If the pupil continues to accumulate absences, the matter may be referred to the Crisis Intervention Unit, Division of Youth and Family Services, Welfare, Juvenile Probation, and/or counseling. If following all the above interventions, the attendance problem is not resolved; the matter shall be referred to the Intake Unit for the filing of a petition: “Family In Crisis/Out of Home Placement.” The complaint action will then be resolved through the appropriate court action.

D. Excessive Absences (Grades 9-12)

1. Pupils whose attendance meet the criteria described below may not receive credit:
 - Ten (10) unexcused absences in a full year course (Non-block schedule course, Sept. – June). If the pupil accumulates 10 unexcused absences, the pupil will attend Summer Credit Completion. Failure to attend all required days of Summer Credit Completion may result in retention and loss of credit hours.
 - Five (5) unexcused absences in a block schedule course (Sept.-Feb. or Feb.- June). If the pupil accumulates 5 unexcused absences, the pupil will attend Summer Credit Completion. Failure to attend all required days of Summer Credit Completion may result in retention and loss of credit hours.
 - Fourteen (14) total absences for any reason in a full year course (Non-block schedule course, Sept. - June). If the pupil accumulates 14 absences for any reason, the pupil will attend Summer Credit Completion. Failure to attend all required days of Summer Credit Completion may result in retention and loss of credit hours.
 - Seven (7) total absences for any reason in a block schedule course (Sept.- Feb. or Feb.-June). If the pupil accumulates 7 absences for any reason, the pupil will attend Summer Credit Completion. Failure to attend all required days of Summer Credit Completion may result in retention and loss of credit hours.

E. Credit Completion (Grades 9-12)

1. Pupils must attend Summer Credit Completion for a specified number of days based on the number of absences they accrued throughout the school year.

- a. Full year courses (Non-block schedule course, Sept. – June)

- 14-35 total absences for any reason (or 10-35 unexcused absences) – If the pupil accumulates between 14 and 35 absences for any reason (or 10-35 unexcused absences) throughout the school year, the pupil will attend Summer Credit Completion for one day per absence above 13. Failure to attend all days of Summer Credit Completion may result in retention and loss of credit hours. For example, if a student misses 20 days of school throughout the year, the student must attend Summer Credit Completion for seven (7) days; one day for each absence above 13.
- 36 or more for any reason – If the pupil accumulates 36 or more absences for any reason, the pupil will not be afforded the opportunity to attend Summer Credit Completion and will forfeit the credit hours.

- b. Half year courses (Block schedule course, Sept. – Feb.; Feb. – June)

- 7-17 total absences for any reason (or 5-17 unexcused absences) – If the pupil accumulates between 7 and 17 absences for any reason (or 5-17 unexcused absences) throughout the school year, the pupil will attend Summer Credit Completion for two days per absence above 6. Failure to attend all days of Summer Credit Completion may result in retention and loss of credits hours. For example, if a student misses 10 days of school during Semester 1, the student must attend Summer Credit Completion for eight (8) days; two days for each absence above 6.
- 18 or more for any reason – If the pupil accumulates 18 or more absences for any reason, the pupil will not be afforded the opportunity to attend Summer Credit Completion and will forfeit the credit hours.

If a student accumulates enough absences each semester to warrant the need for Summer Credit Completion for each semester, and the total number of days of Summer Credit Completion needed exceeds twenty (20), the student will only be allowed to earn credits for one semester. For example, if a student accrued 13 absences in Semester 1 and 12 absences in Semester 2, they would need to attend Summer Credit Completion for 14 days for Semester 1 and 12 days for Semester 2, exceeding the twenty days that Summer Credit Completion is offered. Therefore, the student would only be offered Summer Credit Completion to earn credits for one of the semesters.

F. Lateness To School (Leaving early for an unexcused reason is treated as a lateness.)

Elementary/Middle School

- Five (5) unexcused latenesses – The Attendance Officer shall contact the parent/guardian (personally and in writing) and inform him/her of the district's Attendance Policy. A copy of the notification shall be provided to the Principal, who will take disciplinary action if deemed appropriate.
- Six (6) unexcused latenesses – The Principal or Assistant Principal shall conduct a parent conference. Every six (6) latenesses count as one (1) absence.
- Any pupil tardy to school thirteen (13) or more days will be referred to municipal court for appropriate action.
- If the pupil continues to be late, the matter will be referred to the Crisis Intervention Unit, Division of Youth and Family Services, Welfare, Juvenile Probation, and/or counseling.
- If, following all the above interventions, the attendance problem is not resolved; the matter shall be referred to the Intake Unit for filing of a petition: "Family In Crisis/Out of Home Placement." The complaint action will then be resolved through the appropriate court action.

Bridgeton High School

- High School students will be assigned one (1) unexcused absence for each fourth unexcused lateness.

Note: Excused latenesses are described under Section H.

G. Cutting Class (Grades 9-12)

1. Any student who cuts class four (4) times in a semester course (eight (8) or more times for a full-year course) will be required to complete the Summer Credit Completion Program for credits to be earned (if offered by the Board of Education).
2. Any student who has been assigned Summer Credit Completion (due to absences) and who must also complete Summer Credit Completion (due to class cut violations) will be assigned to the Summer School Program until the obligation is completed (if offered by the Board of Education).
3. Summer Credit Completion and the Summer School Program is not guaranteed to be offered by the Board of Education. If it is not offered, the student will have to make up the course(s) in entirety the following school year.

H. Approved/Permitted Release

1. The following are permitted absences if proper verification is submitted and approved by the Principal or her/his designee.
 - a. Illness which develops after reporting to school and verified by the school nurse
 - b. Verified appointment with a physician or dentist
 - c. Verified appointment for State Driver's Test
 - d. Verified court appearance
 - e. Death in immediate family (parent/guardian, sibling, child, aunt, uncle, and grandparents by blood or marriage)
 - f. Sponsored activities – Pupil participating in a school sponsored activity that has been approved by the Principal. Attendance shall be verified by a supervising teacher present at the activity.
 - g. Verified appointments and interviews for employment, college placement and armed forces
 - h. A note from a parent/guardian indicating their child's illness prevented the child from attending school. Each note shall be verified by the Principal or her/his designee. The Principal may require a doctor's excuse if a pupil is absent for three (3) or more consecutive days.
 - i. Religious Holiday
 - j. Employment approved by the school as part of the pupil's regular curriculum.

I. Appeal Procedure (Grades 6-12)

There are times when there might be unforeseen factors or extenuating circumstances which affect attendance in school. Therefore, the following appeal procedure may be invoked.

- The parent or guardian may ask for a conference for an appeal or may file a written appeal to the Attendance Appeal Board when a student's absence reaches the number where it will result in the withholding of credits, possible retention, or a recommendation the pupil is removed from the rolls.
 - The written appeal must be submitted to the Attendance Appeal Board five (5) school days after the excessive number of absences occurred. The Attendance Appeal Board will meet to decide on appeal cases five (5) school days or sooner after receipt of the written notice.
- The written appeal or appeal conference must clearly state the reasons for the appeal, include supportive data, and be sent to the Principal.
- The Attendance Appeal Board will be composed of at least the Principal (or Asst. Principal), Guidance Counselor, and Attendance Officer. The

Principal can also include the school nurse, CST member, Board of Education member, a teacher, or a Bilingual staff member (for translation purposes) if deemed necessary. If the case involves a tuition student, the appeal procedure may include the Superintendent of the appropriate sending district.

- The student's total attendance record in the current school year will be
- The student's total attendance record in the current school year will be already considered in an appeal case. Any additional excuses (other than those already on file) must be brought to the scheduled appeal hearing.
- The Attendance Appeal Board will notify the parents or guardians of its decision in writing within five (5) days after the hearing.
- When the Appeal Board recommends removal from the rolls and the student has complied with all appeal procedures, the student may request an appearance before the full Board of Education. Failure to comply with prior appeal procedures forfeits a request for appearance before the full board of Education.
- Appeals from seniors normally scheduled for graduation in June will not be heard after June 1 of that year.
- If credits are not restored, or if the attendance appeal is denied, pupils must attend either the Credit Completion Program or Summer School (depending on grade level and offering by the Board of Education).
 1. Pupils exceeding the number of allowable absences will be assigned to a Summer Credit Completion Program or Summer School (if offered by the Board of Education).
 2. In order to have credits restored, or to progress to the next grade level, pupils must complete the Summer Credit Completion/Summer School prior to the beginning of the succeeding school year.
 3. In grades 9-12, pupils who receive passing grades, but have not met attendance requirements, may be enrolled in the succeeding year's classes. However, credits from the preceding year's classes will be withheld pending completion of the CCP.
(Note: This makes the pupil ineligible for participation in extracurricular activities as indicated in Policy 6145.2)
 4. Upon completion of the Summer Credit Completion/Summer School, pupils will be assigned the appropriate grade designation and eligibility for participation in extracurricular activities will be restored providing all other eligibility requirements have been met.

Admission

Three-Year-Old Program

A child residing in the district shall be admitted to the Early Childhood Three-Year-Old Program provided:

- A. The child will have attained the age of three years on or before October 1 of that school year, as indicated by a legal birth certificate.
- B. Proof of appropriate immunization shall be provided at enrollment or before entry into school.
- C. The child shall have been examined by either the school or a private physician, and the results shall be furnished to the school on the form provided.
- D. Space is available and the parent/guardian provides transportation to the Center.

In the absence of a district-operated program for three- and four-year-olds, parents may enroll their child in a district-approved daycare center after all required information is provided to the district. The district will contract with the daycare center for one year, and parent/guardians who choose to leave a daycare center during the year and enroll in a different center will do so at their own expense. A list of approved daycare centers will be made available to parents at the time of registration.

Pre-Kindergarten

Any child residing in the district shall be admitted to the pre-kindergarten provided:

- A. The child will have attained the age of four years on or before October 1 of that school year, as indicated by a legal birth certificate.
- B. Proof of appropriate immunization shall be provided at enrollment or before entry into school.
- C. The child shall have been examined by either the school or a private physician, and the results shall be furnished to the school on the form provided.
- D. There is no adverse impact on class size (15) and transportation is available.

Kindergarten

Any child residing in the district shall be admitted to the kindergarten provided:

- A. The child will have attained the age of five years on or before October 1 of that school year.
- B. Proof of appropriate immunization shall be provided at enrollment or before entry into school.
- C. The child shall have been examined by either the school or a private physician, and the results shall be furnished to the school on the form provided.

Grade One

Any child residing in the district shall be admitted to grade one provided:

- A. The child will have attained the age of six years on or before October 1 of that school year.
- B. He/she has been in the first grade in another school.
- C. He/she has completed kindergarten in a public school and been recommended for placement in first grade.
- D. Proof of appropriate immunization shall be provided at enrollment or before entry into school.

Transfers Into Grades Two through 12

Pupils transferring into the district are expected to present copies of records from the previously attended school (or district) to aid in placement. Also required are proof of immunization and proof of identity such as birth certificate, social security card, etc.

Initial placement shall be made on the basis of the records, but adjustment may be made at the discretion of the administration when the state-mandated assessment indicates that such adjustments would be beneficial to the child. Parents/guardians shall be informed of this policy upon registration.

Affidavit Pupils

When there is any doubt as to whether a child is entitled to free public education in the district schools, all procedures of the law shall be followed.

Nonresidents

The district is obliged to educate children of appropriate age residing in the district. The mere owning of any property whatsoever does not qualify a parent/guardian to send children to school in this school district.

Students In Transition (Homeless)

The district will determine the educational placement of students in transition (a.k.a. homeless students) and respond to appeals concerning them made by parents/guardians or other parties in accordance with New Jersey statutes and administrative code.

Policy #5111 Revised: August 1999

Child Abuse and Neglect

The Board of Education believes that a child's physical and mental well-being must be maintained as a prerequisite to achievement through the formal educational process. The Board therefore believes that it is important to identify and investigate suspected child abuse or neglect immediately. The school district will cooperate with the New Jersey Division of Child Protection and Permanency (DCPP) in identifying and reporting all such cases, whether institutional or noninstitutional. The Superintendent of schools/designee shall act as liaison between DCPP and the district. The liaison shall facilitate communication and cooperation between the district and DCPP and act as a primary contact between the schools and DCPP.

The board directs the Superintendent/designee to gather, maintain, secure and make available to DCPP the relevant confidential district records of any pupil alleged either by school personnel or DCPP to be the victim of abuse or neglect as defined by law. The board also directs the Superintendent/designee to cooperate with DCPP in scheduling interviews with any employee, volunteer or pupil who may have information relevant to an investigation of child abuse. In order to increase school employees' and volunteers' awareness of the symptoms of child abuse and neglect and cause them to be better informed on all aspects of abuse and neglect, the board directs the Superintendent to provide information and in-service training on the subject to all school employees and volunteers.

The Superintendent is therefore directed to develop procedures for compliance with statutory requirements that child abuse and neglect be reported. The Superintendent shall review all procedures as well as this policy. Procedures shall:

- A. Impress on all staff members and volunteers having contact with pupils of their responsibility to report directly and immediately to DCPP all cases of suspected abuse, abandonment, cruelty or neglect resulting in physical or mental injury, and the penalties for failing to do so. Point out that institutional abuse – abuse alleged to have taken place in the school or other institutional setting by paid school staff or a volunteer – must be reported on the same basis as noninstitutional abuse. Information reported shall include the name, age, and grade of the child, as well as the name and address of the child's parents/guardians. The report shall also include a description of the child's condition, nature and extent of his/her possible injuries, and any other information pertinent to the child abuse or neglect or identification of the suspected perpetrator;
- B. Provide for the annual delivery of information and in-service training to all school staff members and volunteers concerning child abuse and neglect. This shall include instructional methods and personnel responsibilities;
- C. Provide for the delivery of information and in-service training to all new school district employees, both paid and voluntary, as part of their orientation,
- D. Require all school personnel and volunteers to report suspected instances of child abuse or neglect to the building principal after reporting to DCPP, unless the reporting personnel believes that he/she may be endangering the welfare of the child or himself/herself or causing retaliation or discrimination against the child or himself/herself by such notice to the building principal;
- E. Require prompt action to secure treatment of such injuries as result from abuse or neglect so as to protect the health of the child;
- F. Provide for DCPP investigators to interview alleged victims in the presence of the school principal, his/her designee, or any staff member with whom the child is comfortable;
- G. Provide for cooperation with DCPP in scheduling interviews with any school personnel or volunteers who may have information relevant to the investigation;
- H. Allow DCPP to physically remove from school children who are involved in child abuse or neglect investigations or to transfer children between schools should such action be necessary for their health or protection, or to take the child to a service provider;
- I. Require that a report of each case of unexplained absence which might be a cause of child abuse or neglect be reported to DCPP as the law provides, and to other appropriate school staff;
- J. Require that appropriate school staff follow the progress of the child and maintain communication through the liaison with DCPP in order to ensure continuance of the appropriate educational program for the child;
- K. Release all pupil records of the child(ren) under investigation that are deemed relevant and maintain, secure and release all confidential information about child abuse cases, according to law;
- L. Fulfill all other procedural requirements of the law.

The board assures all school personnel and volunteers that no one will be discharged from employment or discriminated against in any way as a result of making in good faith any reports of child abuse and neglect. Due process rights will be provided to school personnel or volunteers who have been reassigned or suspended as a result of an accusation of child abuse or neglect. Temporary reassignment or suspension of school personnel or volunteers alleged to have committed an act of child abuse or neglect shall occur if there is reasonable cause to believe that the life or health of the alleged victim or other children is in imminent danger due to continued contact between the school personnel and a child. All references to a report of child abuse or neglect against school personnel shall be removed from employee personnel records immediately following the receipt of an official notice from DCPP that such allegations were unfounded.

Policy # 5141.4 Adopted: June 13, 2000

Health Examinations and Immunizations

Pupils entering Bridgeton Public Schools for the first time shall have a medical examination conducted at the medical home of the student (N.J.A.C. 6A:16-2.2(f), and a full report should be sent to the school. This report shall include (N.J.A.C. 6A:16-2.2(g),

1. Immunizations pursuant to N.J.A.C. 8:57-4.1 through 4.24;
2. Medical history including allergies, past serious illnesses, injuries and operations, medications and current health problems.
3. Health screenings including height, weight, hearing, blood pressure, vision and scoliosis according to N.J.A.C. 6A:16-2.2(h) and (k).
4. Physical Examination

A Principal, Director or other person in charge of a school, preschool or childcare center shall not knowingly admit or retain any child whose parent or guardian has not submitted acceptable evidence of the child's immunization (N.J.A.C. 8:57-4.2), according to the schedules specified in Chapter 14 of the Sanitary Code. Exemptions to this requirement are identified at 8:57-4.3 and 8:57-4.4.

A pupil shall be exempted from mandatory immunization if the parent/guardian objects to immunization in a written statement submitted to the principal, signed by the parent/guardian, explaining how the administration of immunizing agents conflicts with the pupil's exercise of bona fide religious tenets or practices (N.J.A.C. 8:57-4.4) and N.J.S.A. 26:1A-9.1. General philosophical or moral objection to immunization shall not be sufficient for an exemption on religious grounds.

A pupil shall not be required to have any specific immunization(s), which are medically contraindicated (N.J.A.C. 8:57-4.3). A written note from a licensed physician must indicate that an immunization is medically contraindicated.

A child may be admitted to a school, preschool, or childcare center on a provisional basis if they have a documented history of at least one dose of each required age-appropriate vaccine(s) or antigen(s) has been administered and the pupil is in the process of receiving the remaining immunizations (N.J.A.C. 8:57-4.5).

A child transferring into a New Jersey school from out-of-state or out-of-country may be allowed a 30-day grace period in order to obtain past immunization documentation before provisional status shall begin (N.J.A.C. 8:57-4.5(e)).

Immunization records shall be reviewed annually pursuant to N.J.A.C. 8:57-4.1 through 4.16. The chief school administrator shall also formulate regulations for this policy and for regular pupil health examinations at appropriate grade levels; before participation in sports programs; and for tuberculosis, scoliosis, hearing loss, visual acuity and any other physical examinations required by law. Any health defects revealed by any examination given by the school health services must be reported to the parent/guardian.

School Districts may not deny immediate enrollment to students based on immigration status (N.J.A.C. 6A:22-3.3), unaccompanied minors immigrating to the United States or homeless students as per N.J.A.C. 6:17-2.7. School Districts must admit any student upon registration and submission of proof that the child has received the necessary immunizations. School districts must not delay or deny attendance based

on non-receipt of medical information, although attendance at school may be deferred while awaiting immunization records (N.J.A.C. 6A:22-4.1(h); N.J.A.C. 8:57-4.

Procedure for Required Immunization Per Chapter 14 (N.J.A.C. 8:57-4.1 through 4.16)

Students may be granted provisional admission to school if they have a record of at least one of each of the required immunizations. Parents need to be actively working on obtaining the required immunizations until their immunization schedule is completed. The child shall be excluded from school if he does not receive his vaccines in a timely manner, until he can show documentation that he has received the vaccines. For those students transferring into a New Jersey school from out-of-state or out-of-country, may be allowed a 30-day grace period in order to obtain past immunization documentation before provisional status shall begin (N.J.A.C. 8:57-4.5(e)). All immunizations shall be recorded on the A-45 Student Health Record. The following immunizations are required for entry or transfer into the appropriate school level.

Preschool Entry

A minimum of the following immunizations are required for entry into Preschool:

- **DTP** – four doses appropriately spaced
- **IPV** – three dose appropriately spaced
- **MMR** – one dose after age one
- **Hib** – one dose after age one for children up to 59 months of age
- **PCV** – one dose after age one for children up to 59 months of age
- **Varicella** – one dose after age one
- **Influenza** – one dose given each year between September 1 and December 31 for children up to 59 months of age

Kindergarten Entry and Transfers

A minimum of the following immunizations are required for entry into school:

- **DTP** - five doses, unless the 4th dose is given after age four, and then only four are required. Children age seven and older who have not completed this requirement shall receive adult Td instead of DTP. Any appropriately spaced combination of three doses of DTP, DTaP, DT or Td in a child over seven shall be acceptable as adequate immunization for this vaccine series.
- **IPV** – only four doses, unless the 3rd dose is given after age four and then only three are required.
- **MMR** – two doses, with the first dose being given after age one, and the second dose given no sooner than one month after receiving the first dose.
- **Varicella** – one dose given after age one to those students born on or after January 1, 1998
- **HBV** – three doses required with the second immunization a minimum of 4 weeks/28 days/1 month from first. The third immunization must be 4 months/112 days/16 weeks after first immunization, 2 months/56 days/8 weeks after second and 6 months/168 days/24 weeks from birthdate.

Sixth Grade

All of the above immunizations that are required for Kindergarten/Transfer Students apply for Sixth Grade. In addition, the following immunizations are also required:

- **Tdap Booster** – is required for students born on or after January 1, 1997, and entering the Sixth Grade, or comparable grade, if student has not had a Td within the past five years.
- **Meningococcal Vaccine** – is required for students born on or after January 1, 1997, and entering Sixth Grade after they turn 11 years of age.

All vaccine doses included within, and mandated by, this subchapter that are administered less than or equal to four days before either the specified product label minimum age or dose spacing interval shall be counted as valid and shall not require revaccination in order to enter or remain in a school (N.J.A.C. 8:57-4.23(b)).

Procedure for Pupil Health Screenings per N.J.A.C. 6A:16-2.2(k)1-6 for K-12 and SAVS Guidelines for Pre-Kindergarten

Screening shall be completed as follows and recorded on the A-45 Record:

Pre-Kindergarten 3

Height, Weight, Blood Pressure, Vision, Dental and Hearing

Pre-Kindergarten 4

Height, Weight, Blood Pressure, Vision, Dental and Hearing

Kindergarten

Height, Weight, Blood Pressure, Vision and Hearing

1st Grade

Height, Weight, Blood Pressure and Hearing

2nd Grade

Height, Weight, Blood Pressure, Vision and Hearing

3rd Grade

Height, Weight, Blood Pressure and Hearing

4th Grade

Height, Weight, Blood Pressure, Vision and Color Vision

5th Grade

Height, Weight, Blood Pressure and Scoliosis

6th Grade

Height, Weight, Blood Pressure and Vision

7th Grade

Height, Weight, Blood Pressure, Hearing and Scoliosis

8th Grade

Height, Weight, Blood Pressure and Vision

9th Grade

Height, Weight, Blood Pressure and Scoliosis

10th Grade

Height, Weight, Blood Pressure and Vision

11th Grade

Height, Weight, Blood Pressure, Hearing and Scoliosis

12th Grade

Height, Weight and Blood Pressure

The parent/guardian shall be notified of any suspected deviation.

Report Cards

Report cards shall be issued four times per year and shall indicate student progress.

- Each student shall receive four report cards each school year. Students will also be issued a Progress Report midway during each marking period.
- The report will be prepared for the students and the parents.
- Each marking period shall be divided into approximately an equal number of days.
- Report cards shall be distributed approximately two weeks after the close of each marking period.
- The dates of the closing of each marking period and the dates of the issuance of report cards shall be prepared prior to the opening of each school year and published for the information of students, parents and teachers.
- When classes meet daily, each student shall be given a minimum of two measurable grades per week per subject. If classes meet less frequently, students shall be given a minimum of two grades for every five classes.
- The minimum numerical score for any student assignment, marking period, or semester is fifty (50).

Grading System

The marking system shall represent the following values:

- A = Excellent 92-100
- B = Good 83-91
- C = Average 74-82
- D = Poor 65-73
- F = Failure Below 65
- I = Incomplete (Issued only in case of extended illness or emergency absence. Not to be carried beyond one marking period.)

Kindergarten/First Grade

- O = Outstanding 92-100
- G = Good 83-91
- S = Satisfactory 74-82
- N = Needs Improvement 65-73
- U = Unsatisfactory Below 65

The system for averaging report card grades follows:

Elementary

- Average all numeric grades for the marking period
- Convert the final average to a letter grade, based on the ranges listed above
- A minimum grade for a reporting period shall be no less than a fifty (50) numerical average. However, if for justifiable reasons a teacher believes that the average should be lower, he/she must receive supervisor or building administrator approval

High School

- Each student will receive a numerical average per marking period based on his/her performance for each course's requirement
- Students will be required to take a mid-term and final exam per course.
The final grade for each course will be determined by the sum of each of the four marking period grades, plus the average of the mid-term and final exams

divided by five. (Please note that the value of the mid-term and final exam average is worth twenty percent (20%) of the final grade. Each marking period's grade is worth 40% of the final grade.

- A minimum grade for a reporting period shall be no less than a 50 numerical average. However, if for justifiable reasons a teacher believes that the average should be lower, he/she must receive supervisor and building administrator approval.
- Students will not be able to withdraw from a course after ten (10) days from the start date of the course. The only exceptions are administrative recommendation/placement.
- No pluses or minuses are to be entered on report cards.

Policy #5124 Revised: 1/11/2011

Awards For Achievement

The Board of Education believes that student achievement should be recognized at all levels in a manner appropriate to the student's accomplishment. The Board directs the Superintendent to develop criteria and procedures for presenting awards to students for scholarship and outstanding accomplishments in the arts, athletics and citizenship.

Academic Recognition

The Board directs the Superintendent to establish criteria and procedures for placing students in grades Pre-K through 12 on academic honor rolls. [Criteria: Principal's Honor Roll/Highest Honors = All As or all highest marks; Honor Roll/High Honors = All As and Bs or all highest two marks]

Athletic Participation

The Board wishes to recognize the achievements of pupils who give many hours of their time to represent the school in interscholastic athletics. Requirements for awards in each sport shall be decided by a committee composed of coaches, athletic director and principal.

Service Participation

School service groups shall be recognized for participation in order to emphasize the importance of good citizenship in school life as outlined in the course of study.

Policy #5126

Progress Reports

Warning Notice

In addition to the usual and regular report cards which go to the students' parents/guardians at regular and scheduled times during the academic year, each teacher shall:

- Issue a warning report on a form approved by the principal for each child who is in danger of failing in that report period;
- The issuance date should be at least two weeks before the end of the marking period to provide time for the student to improve.

Commendations

Teachers are requested to prepare reports of commendation that will be distributed in the manner similar to the warning notice:

- Commendation reports should be issued for each student whose work or effort has improved sufficiently to merit special notice.
- Performance in other areas should also be recognized.

Homework Policy

Studying at home, euphemistically known as homework, refers to the out-of-school tasks that are assigned to students as an extension of their class work. Homework and studying are essential in mastering academic material. Homework and studying also teaches a student that correct practice does lead to improvement. Homework offers an excellent opportunity for relationship and character building between parents and their children. It is vital that children know right from the beginning of the school year that parents are supportive of their child's homework efforts, but the homework is the responsibility of the pupil. It is imperative that parents take an active part by encouraging children to complete homework. Often children requesting help from their parents with their homework are really saying "pay attention to me and see what I am doing" and actually need no help at all.

Homework can be a vital link between the school and the home and lets parents get involved with their children's education. This is an opportunity for learning experiences to extend beyond the classroom and having learning reinforced by giving children a chance to practice without the pressure of time. Homework has value as a process: one that teaches a child to organize time, work independently, use good study skills, and develop self-discipline.

While it is agreed that children should receive homework, the amount of homework a student receives has been a long debated question. The following time allotments for homework are for all subject areas and are intended to be a framework that teachers can use to guide their best judgment given a particular instructional circumstance. On any one evening students and parents should expect all of that day's homework assignments to last about as long as 10 minutes multiplied by the student's grade level.

| <u>Grade</u> | <u>Time per day</u> | <u>Not to exceed Time per week</u> |
|--------------|---------------------|--|
| 1 – 4 | 10 – 40 minutes | 50 min. – 3.5 hours |
| 5 – 8 | 50 – 80 minutes | 4 - 8 hours |
| 9 – 12 | 1.5 – 2 hours | 7-10 hours |

Although homework in the traditional sense is not part of the early childhood (Pre-Kindergarten through Kindergarten) program, students in the lower elementary grade may be asked to collect items/information for sharing at school or to take home classroom items or information for sharing with parents/guardians or siblings.

Homework Grading Criteria

| | |
|---------------|---|
| Grades 1 – 5 | Homework not to exceed 05% of total grade |
| Grades 6 – 8 | Homework not to exceed 10% of total grade |
| Grades 9 – 12 | Homework not to exceed 20% of total grade |

Policy #6154
Revised: 8/10/2004

Parent-Teacher Conferences

Parent-teacher conferences provide an opportunity for the parent/guardian and teacher to discuss a child's progress. Conferences have been scheduled in November for all grade levels (including pre-school); in March for kindergarten through Grade 8; and June for pre-school only. In the event of a disciplinary issue, parents/guardians may be required to attend a conference to address the circumstances. Parents should feel free to contact the teacher/school to arrange a conference if questions arise concerning their child.

Photographs of Pupils

Photographing of pupils in the Bridgeton Public Schools shall be done only with the permission of the Board of Education through the Superintendent of Schools.

Taking pictures of district pupils and buildings for commercial purposes and/or publication is prohibited without written approval of the Superintendent and the pupil's parent/guardian.

"Commercial purposes" in this contest is defined to mean for sale or for use in connection with the advertisement or promotion of goods or services.

"School pupils" in this contest means boys and girls enrolled in the school during that part of the day they are at school, on school grounds, or engaged in any activity under the direction and supervision of the school.

Pictures of children with educational disabilities shall not be disseminated in any way unless permission is granted by parents/guardians. Photos of children placed in the district by DCPD shall not be published without permission of the division caseworker.

1. Packets of pictures of individual children prepared by the commercial photographer may be sold to parents of boys and girls. Each pupil is to receive a photograph permission form to be signed by the parent/guardian, and the form is to be kept on file at the school for the duration of that school year.
2. The prices of such packets shall be reasonable, and the quality of the photography shall be superior. There shall be no pressure on pupils or parents to purchase pictures.
3. Any and all profits accruing to the school for such picture sales shall be deposited, under an account for that school, in the High School Bank.
4. All such monies shall be under the control of the Board of Education and may be expended in accordance with the regular process for expenditure of student activities monies.

Policy #5145.5
Revised: 6/13/2000

Student Uniforms

The Board of Education has implemented a school uniform policy for students in PK through grade 12. Parents/guardians should use the following guidelines to ensure that their children are appropriately attired:

PK through Grade 8

Tops: Maroon, white, black or gray polo shirts with collar; short or long-sleeve. All polo shirts must be long enough to be worn tucked in pants/skirts.

Long-sleeved plain white T-shirt can be worn under the short-sleeved polo, sleeves down.

Sweatshirt: Solid Maroon, white, black or gray crew or hooded. No offensive lettering or design is permitted, consistent with Dress Code Policy 5132. Hood **may not** be worn in school.

Bottoms: Khaki or black colored khaki pants, skirts and shorts; all skirts and shorts must reach mid-thigh both in the front and back.

Cargo pants with pockets along the side of the leg, spandex leggings, knit pants and jeans are not permitted.

Athletic Wear: Maroon, white, black, or gray athletic wear may be worn on a weekly basis as determined by the building principal. No offensive lettering or design is permitted, consistent with Dress Code Policy 5132.

Shoes and Sneakers: All shoes and sneakers must cover the entire foot.

Belts: Belts must be black with a *small* buckle (3" or less) and must be worn if pants have belt loops; adornments such as studs or fringes are not appropriate.

Jewelry: All necklaces must be worn under the polo shirt.

There are several local businesses that will provide the required uniform. You may purchase the uniforms at the following businesses of your choice:

- Wal-Mart
- JC Penney (online)
- Forman Mills
- Old Navy
- Cheryl's Uniforms (Vineland)
- Children's Wear (online)

The total uniform must be visible at all times.

NOTE: Warm weather attire (shorts) during the months of September, May and June.

Policy # 5132 Revised: 4/5/2023

Grades 9, 10, 11 and 12

Tops: Maroon, white, black or Gray polo-type shirts, short or long sleeve. Shirts must not cover pant pockets and *must* be tucked* if they do cover pockets. Polo shirts must be worn at all times.

Camisoles and T-shirts (long or short sleeve): Can be worn under the uniform shirt but must be solid white, gray, maroon or black. Both *must* be tucked* at all times.

Athletic Wear: Solid white, gray, maroon or black, crew or hooded. No offensive lettering or design is permitted, consistent with Dress Code Policy 5132. Hood **may not** be worn in school.

Sweaters: Solid white, gray, maroon or black with no lettering or design, (**except for clothing and shoes with logos no larger than 2 inches in diameter.**)

Bottoms: Khaki or Black colored khaki pants, capris, skirts and shorts. All skirts and shorts must reach mid-thigh both in the front and back. Spandex leggings, knit pants/shorts are not permitted. All bottoms must be worn at the waist and must fit properly. Solid white, gray, maroon, or black athletic wear may also be worn on a weekly basis as determined by the building principal. No offensive lettering or design is permitted, consistent with Dress Code Policy 5132.

Footwear: All shoes and sneakers must cover the entire foot. Footwear determined by the administration to be inappropriate will be deemed a dress code violation and addressed in accordance with the discipline policy.

Belts: Must be black with a *small* buckle (3" or less). No adornments like studs or fringes are permitted.

Jewelry: All necklaces must be worn under the polo shirts.

Outerwear: Outerwear may not be worn during the school day.

***Safety and Security @ BHS:** Shirts may be "untucked" so long as the pockets are clearly visible with the pant waistband at the waist. This means that all pants must be pulled up to the waist at all times and the shirt short enough as to not cover the front and back pockets. Lowering the pants to accommodate this requirement will not be allowed. If the shirt is too long, it must be tucked into the pants. All shirt bottoms must be hemmed. T-shirts and camisoles MUST be tucked into pants AT ALL TIMES.

Exceptions: (At the discretion of the Principal)

Shorts – September, October, April, May and June only.

BHS team jerseys on game days – Jersey must be worn over the uniform shirt.

BHS Spirit Week "theme" days.

BHS Musical Advertisement Week – T-Shirts must be worn over the uniform shirt.

Academy Spirit Days – must be goal oriented – one day each marking period.

Academy clothing such as polos and sweatshirts may be worn.

Academy emblems on polos are permitted as an incentive or reward.

Remedial Instruction

Pupils whose proficiency in basic reading, writing and mathematics skills is below acceptable levels of performance shall be required to participate in a remedial/skill maintenance program. Proficiency shall be evaluated through multi-skills assessment, standardized tests, diagnostic instruments, teacher observation and pupil progress reports.

The programs shall include procedures to evaluate pupil achievement related to the remedial program objectives and standards. Continuous communication between teaching staff members and parents/guardians of pupils participating in remedial educational programs shall be coordinated by the Superintendent. These programs shall be supplemental to the regular program and designed to assist students who have academic, social, economic or environmental needs that prevent them from succeeding in regular school programs.

An individual student improvement plan (ISIP) shall be developed by teachers for each pupil who performs below state minimum levels of proficiency after completion of three academic years of instruction beyond kindergarten. Procedures for development implementation and evaluation of the ISIPs shall include designation of responsible staff and notification of the pupil and his/her parents/guardians of the need for and content of the ISIP in the language or mode of communication understood by them.

All parents/guardians shall be notified in writing of a pupil's need for a remedial/skill maintenance program and shall be encouraged to participate in its design. Regulations governing these programs and procedures shall be reviewed and adopted by the Board as required by law.

The Superintendent shall evaluate the remedial education programs each school year and report to the Board of Education as to their effectiveness in achieving and maintaining acceptable levels of pupil proficiency.

Policy #6171.1 Adopted: August 1993

Gifted and Talented

The district shall provide all gifted and/or talented pupils with programs which provide for their basic education while encouraging optimum development of their special abilities. Programs shall be developed or located which stimulate pupils to participate constructively in, and contribute to, the activities of their school, the community and society.

Such programs shall be designed in terms of the individual learning styles of each pupil as well as the capacity of a gifted pupil to create concepts, respond to stimuli in a unique and creative manner, develop higher levels of thinking and influence the behavior of others.

Because early discovery of a gift or talent is important, it is essential that the identification of these pupils be carried on as a continuing process, since special abilities and skills appear at different times in the development of many children.

Policy #6171.2 Adopted: 5/13/1997

Field Trips

No student is to be denied field trip participation due to the lack of funds.

1. Every student on a field trip must have a signed parental permission form filed in the main office on the day of the trip.
2. A complete updated list of all students on a trip must be left in the main office and with the school nurse before the bus(es) leave the school campus.
3. Every student is to be supervised by an adult chaperone at all times on field trips.
4. District employees and student's parents/guardians may serve as trip chaperones, at the discretion of the principal.
5. All Certified Personnel acting as chaperones are required to supervise students upon return of field trip until school dismissal. If a trip is beyond the regular school hours, the students must be supervised by the chaperones until a parent or guardian arrives. No student should be left unattended to wait.
6. The chaperone ratio is to be at least one teacher for every ten students, except where a trip site designates a different ratio.
7. Students and staff are to follow district dress code policy on field trips. Exceptions may be requested of the principal.
8. Teachers are not billed for district buses for educational field trips.
9. Trip requests must be submitted to the principal by December 1st. Exceptions should be discussed with the principal.
10. Field trip applications are to be submitted through Trip Tracker.
11. All required forms (vouchers, purchase orders, etc.) must accompany the trip application.
12. Overnight field trip requests require Board of Education approval.
13. If district buses are to be used, the Transportation Office must be notified prior to the submission of the Field Trip Application.
14. If private buses are to be used, the individual submitting the Field Trip Application must verify, prior to submission, that an insurance certificate is on file in the Business Office.
15. Any staff affected by a field trip (physical education, art, etc.) must receive prior notification of that planned trip.
16. Prior arrangements must be made for any students not permitted to participate in a field trip.
17. A nurse approved first aid kit must accompany each trip. Upon approval of a field trip, the school nurse must be notified in order to identify, with parent permission, any student who has a chronic medical condition or receives medication and/or medical treatment during the school day.

Policy #6153 Revised: July 2018

Pupil Vehicles

High school students may ride a bicycle to school in accordance with the following: pupils must provide a permission slip signed by the parent or guardian; pupils under the age of 14 must wear a helmet or have his/her bicycle confiscated by the principal until parent claims it or student has a helmet; the bicycle must be placed in the bicycle rack and locked.

Automobiles

Driving to school is a senior privilege. Consideration will be given to juniors involved in the school's work-study program and/or school-sponsored extra-curricular activities. In order to receive permission to drive to school, a pupil must complete the application and be approved by the principal. Each pupil seeking permission to drive an automobile to school agrees to:

1. Provide a signed permission slip from his or her parent/guardian.
2. Purchase parking decal and place it in the left side of rear window.
3. Provide copy of driver's license, vehicle registration and insurance card.
4. Park in assigned space and notify office if assigned space is occupied.
5. Park at own risk and absolve school of responsibility for damaged or stolen property.

Policy #5131.7 Adopted 12/12/2000

Bus Transportation/Bus Conduct

Rules and Regulations

Students who misbehave on buses are to be reported at once to the principal or designee of the school they attend. The principal or designee may suspend such students from school and shall so notify their parents (and secretary of their boards of education if they are from sending areas). Bus drivers have no authority (by law) to deny students transportation to or from a school, or to put any student off a bus. When a student is suspended or not assigned to that bus, the bus driver has the authority not to admit the student on the bus. Students are to ride on their assigned bus.

A student may be denied the right to ride the bus for a designated period of time (days, months). Parents are responsible for transporting the student to and from school.

Bridgeton School Bus Safety Disciplinary Actions:

- Any student who does not wear their seatbelt properly or follow other school bus safety procedures while riding the bus will receive a written warning. This discipline form will state the date and nature of the offense, and will inform the parent/guardian that any future offenses will result in exclusion from riding the bus. This form will be sent home to the parent/guardian, to be signed and returned.
- After a **second infraction**, the student will receive a discipline form and will be excluded from riding the school bus for 1 day. Parents/guardians will be responsible for transporting the student to and from school.
- After a **third infraction**, the student will receive a discipline form and will be excluded from riding the school bus for 3 days. Parents/guardians will be responsible for transporting the student to and from school.
- After a **fourth infraction**, the student will receive a discipline form and will be excluded from riding the school bus for 5 days. Parents/guardians will be responsible for transporting the student to and from school.

- After a **fifth infraction**, the student will receive a discipline form and will be excluded from riding the school bus for 30 days. Parents/guardians will be responsible for transporting the student to and from school.

Students are permitted to ride the bus home unless considered a threat to the safety and welfare of other students. Parents must come for the students. Parents will be called to come and pick up their child if he or she is constantly disruptive or acts inappropriate on the bus. It is the parents' responsibility to then provide transportation. If a student has to be removed from the bus, this may not only result in a suspension from the bus but also from school if the offense is severe enough.

Policy #5131R

Fund-Raising Activities

Pupil fund-raising shall include the solicitation and collection of money by pupils for any purpose and shall include the collection of money in exchange for tickets, papers or any other goods or services except goods and services which are part of a Board-approved program of the schools.

The Board prohibits the collection of money in school or on school property or at any school-sponsored event by a pupil for personal benefit. Collection of money by school organizations approved by the Board shall be approved by the principal. Collections by organizations outside the schools or by pupils on behalf of such organizations may be allowed if approved by the Superintendent.

The Board shall not be responsible for the protection of or the accounting of funds collected from pupils by organizations outside the schools, by teaching staff members when not required to collect money for a Board-approved purpose, and by school-connected organizations. Funds raised by school-sponsored activities shall be deposited in the proper district account and disbursement of these funds shall require the signature of two of the following persons: principal, assistant principal, school secretary. The school business administrator or superintendent may be an alternate to one of the aforementioned persons.

Pupil safety is a primary concern of the Board of Education, and every reasonable precaution is to be taken to ensure pupils are not placed in dangerous situations. Safety precautions for all pupil fund raising activities shall include, but not be limited to the following list which is to be provided to staff, students, and parents in a letter:

1. The building principal shall approve all fund raising activities before they begin.
2. School personnel/Advisors supervising the activity are to review safety precautions with all pupils engaged in such activities.
3. Every attempt should be made to schedule activities that permit pupils to be under the direct supervision of school personnel. Direct supervision is defined as the pupil being within the sight and sound of the supervisor.
4. Fund-raising activities that require pupils to solicit outside of school hours without the supervision of school personnel shall be required to have a signed letter of permission from their parent/guardian.
5. Pupils engaged in fund-raising activities without direct supervision from school personnel are to be accompanied by their parent/guardian.
6. An adult should accompany students during door-to-door fund raising.
7. If an adult chaperone is not available, confine fund raising to family and friends.
8. Fund raising should occur during the daylight hours.
9. Students should pay very close attention to traffic and safety rules. The dangers of jaywalking should be stressed.

Policy #5136 Revised: 12/11/2007

Student Grievance Procedure

Policy: Constructive and documented criticism of the schools is welcome through whatever medium when it is motivated by a sincere desire to improve the quality of the educational program and to equip the public schools more effectively for the task they are designed to perform. Criticisms can be most valuable when they represent the considered recommendation of public-spirited citizens and organizations who have studied all the pertinent facts.

The Board of Education places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or negative criticisms and complaints.

RULES AND REGULATIONS:

1. Public Complaints

Complaints shall first be made to the teacher. If the complainant is still dissatisfied, he may appeal to the building principal. If he still feels dissatisfied, he may appeal to the Superintendent. If he still feels dissatisfied, he may appeal to the Board of Education.

All significant complaints from parents are to be investigated. Principals are to encourage teachers to report complaints promptly and to assist in arriving at conclusions relative to the merits of the complaints. Whenever a complaint is made directly to the Board of Education as a whole or to a Board Member as an individual, it shall be referred to the Superintendent of Schools for study and solution to keep him informed of pertinent problems and pressures that may affect the school district.

The Superintendent shall fully orient Board Members on the outcome of complaints referred to him by Board Members (or by the Board as a unit).

In each instance, the person (persons) next in line shall notify those below him and shall include them in the conference. For instance, if an appeal is made to the principal, he shall include the teacher in the conference; if to the Superintendent, he shall include the teacher and principal.

Specific complaints against school personnel which are of criminal nature shall be referred to the Superintendent of Schools who will then refer them to the Chief of Police, provided there be proper legal documentation supported by evidence and witnesses.

2. Student Complaints

Students who have complaints against teachers, school policy, or rules and regulations are to proceed as follows:

- a. Bring such matters to the attention of the student governing body such as the Student Council (if there is one) following the approved pattern as set forth by the Student Government.
- b. Follow the democratic procedure as set forth by the student governing body.
- c. If there then still be dissatisfaction, the matter shall be presented to the school principal, or if there be no student governing body, the matter shall be presented first to the classroom teacher (or organization adviser), and then to the principal.
- d. If, following conferences with the teacher and/or the principal, there still be dissatisfaction, the matter shall be brought before the Superintendent of Schools for his consideration.
- e. If, following consideration by the Superintendent of Schools, there still be dissatisfaction, then the matter can be brought before the Board of Education by the Superintendent of Schools who shall set up a conference between the Board and the students concerned.
- f. If an impasse is still existent following a conference between both parties, school law provides for resort to the Commissioner of Education who is expressly empowered to hear and decide controversies and disputes related to the conduct of the public schools. After hearing and considering all the facts in the situation, the Commissioner has authority to take appropriate corrective action.
- g. There shall be no blocking of the democratic process as outlined. However, the student body must understand that the democratic process must be followed even though it consumes time. Each staff member and student must realize this.

3. Problem-Solving Steps:

The complaint shall be written down to clarify it. The facts on both sides shall be clearly compiled. Both parties shall be heard. Privacy for confidential matters is important. There shall be prompt action once agreement is reached.

Action shall follow the functioning of regular problem-solving machinery only. There must be no off-hand, publicity-seeking solutions offered by an administrator, teacher or board member.

A Problem-Solving Committee in each school building, with the principal, an ex-officio member, elected by staff, can be an aid in public relations and in communications. The Administrative Committee or segments thereof will be a city-wide, problem-solving committee.

This policy will be utilized for students, employees and parents to hear any complaint or charge of discrimination. The Affirmative Action Officer will serve as a member of the grievance committee when such charges are heard.

Policy #1312 Revised: 9/8/1998

Graduation Requirements

In order to be graduated from the Bridgeton Public Schools District high school, and receive a state-endorsed board of education diploma, a pupil must:

- A. Meet both state and district proficiency standards in the core curriculum content areas; achieve or exceed passing grade on New Jersey Department of Education approved state-wide high school proficiency assessment;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the New Jersey Student Learning Standards approved by the State Board of Education;
- C. Select and complete successfully enough elective credits to meet the district minimum of 120 credits.
- D.

Successful completion means that the pupil has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions.

Transfer pupils must meet all state and local requirements in order to receive a high school diploma.

The chief school administrator shall put into effect the procedures necessary to assess each pupil upon entry into the system, and, annually thereafter, to identify those pupils not meeting the state or district proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

*Please see Policy #6146 for complete Graduation Requirements.
Revised February 15, 2022.*

Home Instruction

In order to provide uninterrupted education for students unable to attend their regular classes because of illness, disability or administrative action, the Board of Education shall provide instruction away from the school site when proper application has been made and subject to the following restrictions:

- A. The period of absence must be expected to be longer than two weeks.
- B. A parent, guardian or appropriate adult authority must be present during the period of instruction.

- C. In cases of illness or disability, medical certification is required as to the need for the student's absence from school and for instruction away from the school site.
- D. Written notification is needed to begin home instruction for any student removed from the regular school setting through administrative action.
- E. Medical certification is required for a student to return to the regular school program from home instruction provided due to illness or disability.
- F. Home instruction does not automatically carry over from one year to the next. Proper application must be made for home instruction each school year.
- G. Appropriate forms relating to the home instruction program shall be maintained in the office of the Director of Student Support Services.

The Director of Student Support Services shall provide for home instruction staff and monitor coordination between home instructors and regular classroom teachers in the determination of appropriate instructional programs.

A pupil receiving home instruction is not considered absent and is subject to the school district pupil attendance policy.

Where medically appropriate and with written medical certification, students receiving home instruction shall be entitled to participation in the same school programs and/or activities as those attending school. The school district discipline policies/regulations also apply in those situations.

The school district home instruction program procedures shall adhere to the state regulations as enumerated in N.J.A.C. 6A:14-4.8 & 4.9

Home Instruction Guidelines

School program participation procedures and guidelines established for students actively attending each district school shall apply equally to those pupils on home instruction and to those placed at out-of-district school sites. In order to provide continuing services to those students physically absent from the local school site due to home instruction or out-of-district placement, the Board of Education establishes the following guidelines:

- A. Students receiving home instruction are transferred back to their assigned schools at the end of each school year to facilitate the development of school program schedules for the following year. Proper application must be completed to continue home instruction the following school year.
- B. A Guidance Counselor assigned to an inactive student (home instruction or out-of-district placement) shall continue as the counselor responsible for that student. Each Guidance Counselor shall maintain a current listing of all their assigned inactive students.

- C. A “Register Transfer Authorization” form shall be completed at the Student Support Services office for each student receiving home instruction. That form shall be maintained in a central office file, with copies sent to the Guidance Director (high school) and the Guidance Counselor responsible for that inactive pupil and the school nurse at his/her assigned school.
- D. Program advisors/sponsors responsible for the distribution of letters, flyers and other relevant materials shall distribute those materials to all active and inactive students.
- E. Where applicable, students receiving home instruction or at out-of-district placements shall be notified of college visitations by the Student Support Services office and the designated Guidance Counselor respectively.
- F. In the distribution of information and/or materials regarding extracurricular athletic activities, the Athletic Directors shall assure that such distribution shall include those inactive pupils receiving home instruction or at out-of-district placements.
- G. Students physically absent from school under 504 guidelines will need a doctor’s written permission, filed with the school office and the school nurse, in order to participate in any extracurricular school activities.
- H. Inactive pupils shall receive all information related to school activities including, but not limited to, the following:
- Graduation/Step-Up
 - Cap/gown orders
 - Yearbook picture/order
 - Senior “pride” activities’
 - Junior/senior prom
 - Graduation tee-shirt
 - Grade level picnic
 - Class rank procedures
 - School pictures
 - Honor Society
 - Student Council
 - Student Government
 - Exit level grade trip
 - Class dues
 - Class ring order
 - Merit Awards
 - Academic Excellence Award program
 - Extracurricular programs awards
 - Graduation/Step-Up practice
 - State/local testing programs
 - SAT administration
 - College application counseling
 - Field trips (if appropriate)
 - Sports participation
 - Clubs, programs, etc.
 - Course registration

Policy #6172 Revised: 1/13/2003

Promotion/Retention

Elementary/Middle School Promotion/Retention Requirements – (Pre K-8)

Pupil progress toward attainment of program goals and objectives, consistent with developmentally appropriate expectations, shall be reported to children and parents informally on a regular basis. Pupils will receive feedback from the teacher daily and parents will receive information regarding their child’s performance no less than once each week. Such information shall include, but not be limited to, results of daily assignments, projects, class participation, tests, quizzes, etc.

Formal parental notification of pupil progress shall occur no less than eight times during the school year. Report Cards shall be distributed four times and Interim Progress Reports shall be disseminated at the mid-point of each marking period. Specific schedules shall be adopted for the dissemination of Report Cards and Interim Progress Reports.

The teacher shall notify the principal of any student whose progress toward the developmentally appropriate curriculum’s goals and objectives is deemed to be unsatisfactory (i.e. earning D/F/U in a core course). The principal and/or his/her designee, shall review all formal progress reports disseminated to parents and assist the teacher in identifying pupils in need of special attention. Once identified, the teacher and principal shall discuss each child at risk and, after consulting with the parent, make a decision as to how best to proceed. Options can include, but should not be limited to:

1. Revision of the instructional program in the regular classroom
2. Development of an Individualized Student Improvement Plan
3. Assistance from the Intervention & Referral Services Team
4. Referral for Bridgeton Intervention Program (RTI, etc.)
5. Referral to the Child Study Team prior to April 1st.

The teacher and/or principal may determine a parent conference is necessary at any time during the processes listed above, but a conference shall occur for all action beyond #1 – Revision of the instructional program in the regular classroom. The purpose of the conference is to develop a plan that facilitates the student's success in school and to develop a positive relationship with the parent/guardian. During the conference it is important to identify inhibitors to the pupil's performance both in school and at home, identify what specific action is to be taken by everyone to remove those inhibitors, and establish a timeline to evaluate the success of the plan.

When it is determined by the principal that an Individualized Student Improvement Plan is needed, the plan shall include:

1. An analysis of the student's performance;
2. A description of how the instructional program to be provided differs from that which he/she is currently enrolled;
3. A description of the evaluative procedures which will be used to measure the student's progress (i.e. student papers, schoolwork, quizzes, tests, observation scales and/or descriptions, etc.).

Parents shall be notified of each action taken by the school personnel.

Daily attendance at school is important to the success of all children. To ensure the attendance of all children, the principal shall review policy 5113 when discussing pupil progress and be sure the policy has been implemented.

The principal shall notify the parent of a child who is making unsatisfactory progress and a conference is to be held with the parent, teacher, principal and others deemed appropriate by the principal. The purpose of the conference is to develop a plan that facilitates the student's success in school, with special emphasis on the parent's role in the improvement process. It is important to identify inhibitors to the pupil's performance (i.e. home environment) and what specific action is to be taken, how it is to be monitored, when, and who is responsible. A copy of all action taken to assist the student is to be kept on file by the teacher.

If the teacher is considering recommending a child to be retained at grade level, a retention conference shall be scheduled by the principal during the fourth marking period. The conference shall be attended by the teacher, principal, parent/guardian, and others the principal deems appropriate. The principal will receive input from those in attendance and review all data relative to the pupil's progress, including all action taken to assist the pupil. During the conference, the principal may complete a research-based retention scale (i.e. Light's Retention Scale) to be used as data in making his/her decision. After a review of all available information, the principal shall make a decision as to the pupil's grade assignment for the following year. The principal shall inform each pupil's parent/guardian of the right to appeal his/her decision to the Superintendent.

When in the best judgment of the school principal, retention is to be used as an intervention, it may be applied no more than once during a pupil's elementary grade years (K-5) and once in the middle school years (6-8). In those instances where it is applied, specific reasons for the action will be written along with a rationale describing how the pupil's educational program the following year will differ from the program in which the pupil did not experience success.

All promotion requirements apply to special education pupils unless exempted in the student's Individualized Education Plan.

Promotion Policy:

To be assigned to the grade level indicated below, the student must have the corresponding number of credits:

- 30 credits – Grade 10
- 65 credits – Grade 11
- 90 credits – Grade 12
- 120 credits – Graduation*

*The accumulation of 120 credits does not satisfy all graduation requirements. The student must have the required amount of credits in the requisite subjects, as outlined in the Bridgeton High School Student Handbook. In addition, the student must successfully pass the state-mandated assessment or an alternative assessment to graduate and receive a high school diploma. Students will not be able to participate in graduation exercises unless he/she has passed the required assessment.

Policy #6146.2R Revised 2/16/22

Extracurricular Activities Policy

The Bridgeton Board of Education believes that the educational goals and objectives of the district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom program.

The purpose of extracurricular activities shall be:

- A. To develop useful new capabilities in pupils that can lead to extension of career opportunities;
- B. To develop pupil initiative and provide for the exercise of responsibility;
- C. To develop leadership capabilities and good organizational skills;
- D. To aid pupils in the social skills;
- E. To enable pupils to explore a wider range of individual interests than might be available in the regular program.

For purposes of this policy, “extracurricular activities” shall be those activities which are sponsored or approved by the Board but are not offered for credit toward graduation. Such activities shall generally be conducted outside the regular school day, available to enrolled pupils who voluntarily elect to participate, marked by pupil participation in the processes of initiation, planning, organizing and execution and shall ordinarily include clubs, dramatic or musical presentations, and intramural and interscholastic sports.

The Superintendent shall prepare procedures to implement an extracurricular program which shall:

- A. Assess the needs and interests of pupils of this district;
- B. Ensure the provision of competent guidance and supervision by staff;
- C. Guard against the exploitation of pupils;
- D. Provide for a variety of experiences and a diversity of organizational models;
- E. Provide for the continuing evaluation of the extracurricular program and staff;
- F. Ensure that all extracurricular activities are open to all eligible pupils and that all pupils are fully informed of the opportunities open to them.

The guidance goal for each pupil shall be a balanced program of appropriate academic studies and activities to be determined by the school, the parents/guardians and the pupil. Guidance is necessary to encourage nonparticipants, and to prevent the over enthusiastic from emphasizing activities at the cost of their academic performance.

Only persons in the employ of the Board of Education shall be permitted to organize district pupils during school time or during any recess in the school day for purposes of instruction or coaching or for conducting games, events, or contests in physical education or athletics.

No activity shall be considered to be under the sponsorship of this Board unless the Board on recommendation of the Assistant Superintendent has approved it. The Board must approve all fund-raising activities of the extracurricular groups. All students in good disciplinary and academic standing shall have equal access to all extracurricular activities regardless of race, color, creed, religion, sex, national origin, ancestry, social or economic status, or nonapplicable handicap.

Good Disciplinary Standing

Good disciplinary standing shall mean that a pupil is not currently serving a suspension and has not been suspended for a Class A offense within the past 30 days.

Good Academic Standing

Good academic standing shall be determined at the beginning of the school year and at the conclusion of each marking period for pupils in grades 9-12

- A. All incoming freshman are eligible automatically for the first marking period. In order to participate in either interscholastic sports or extracurricular activities, students in grade 10-12 must first meet the requirements of the NJSIAA as follows:
 - 1. To be eligible for fall sports a student must pass 30 credits from the previous year.
 - 2. To be eligible for the winter season, a student must pass 30 credits from the previous year and must be passing 15 credits at the end of the first marking period.
 - 3. To be eligible for the spring season, a student must pass 15 credits from the first term (September – January).

Participation ends with the issuance of report cards if students do not meet the requirements as stated above.

- B. A student not earning 30 credits at the conclusion of a year may enroll in summer school to earn the credits necessary for participation in activities occurring during the first term of the ensuing year (September – January)
- C. A pupil must receive a passing grade in each marking period in Physical Education and pass for the term for participation in sports during the next marking period(s)
- D. A pupil must receive a passing grade each marking period in Music/Band class and pass for the year to be eligible for participation in Band activities during the next marking period of the ensuing year.
- E. A pupil enrolled in any class with an activity extension must pass the class each marking period and for the year to be eligible for the next marking period.

- F. Students receiving an “Incomplete” due to an extended illness or emergency absence shall have two weeks (ten school days) from the dates Report Cards are distributed to makeup their work. The teacher shall issue a final grade within one (1) week (five school days) of receiving the makeup work but in no case more than three (3) weeks (fifteen school days) from the date Report Cards are distributed. Students will be permitted to practice but cannot compete until all grades are finalized.
- G. No grade may be altered as a result of makeup work without the written approval of the Guidance Director and the Principal.
- H. A student who has been medically excused from Physical Education classes may participate in extracurricular activities, excluding sports if:
 - 1. A medical doctor provides written approval for the pupil to participate and,
 - 2. Approval is granted by the Athletic Director and Coach/Advisor of the activity.
 - 3. The pupil has resumed participation in Physical Education classes.

- I. Students and their parent(s)/guardian(s) must sign an athletic and/or extracurricular activities contract in order to participate in any extracurricular activity.
- J. The Board recognizes and abides by the academic and attendance eligibility requirement established by the New Jersey State Interscholastic Athletic Association. Attached and considered part of this policy are the most commonly applied eligibility requirements of the New Jersey Interscholastic Athletic Association. The NJSIAA requirements are intended to be minimum requirements and are superseded where indicated in this policy.

Attendance

The district’s attendance policy shall also apply.

Policy #6145.2 Revised: 11/7/2005

Bias Crimes Investigations

The Educational Enforcement Officers Programs will follow the Bridgeton Board of Education Policy regarding incidents of this nature and ensure that the Affirmative Action Office of the Board is notified immediately.

Crimes having a racial, religious, or ethnic component manifest themselves in a wide spectrum of antisocial activities. These Bias Incidents jeopardize the active and open pursuit of freedom and opportunity. Bias Incidents attack the racial, religious and ethnic heritage of our citizens, important elements of our history and our future. Closely linked to our heritage are individual values, beliefs and identities. Bias Incidents undermine these foundations of freedom.

It shall be the policy of the Educational Enforcement Program to bring the investigative and enforcement elements of the department into quick action following any and all suspected or confirmed Bias Incidents. There is to be special emphasis placed on victim assistance and community relations in order to reduce victim trauma and community tension or fear.

All suspected or confirmed Bias Incidents shall be viewed as serious. Bias Incident investigations shall be conducted in a timely fashion using all appropriate resources to rapidly determine the facts and circumstances surrounding each incident. Careful attention should be given to identifying the motive and cause of the Bias Incident and to identifying suspects. Referrals to the County Prosecutor’s Office of Victim-Witness Advocacy shall be made as appropriate.

The proper investigation of a suspected or confirmed Bias Incident in the city is the responsibility of the Bridgeton Police Department. All department personnel must be sensitive to the feelings, needs and fears that may be present in the victims and the community at large as a result of a suspected or confirmed Bias Incident.

Policy #1420(z) Adopted: 11/9/1999

Search and Seizure

District approved inspection of programs are intended to send a clear message to students, parents, staff and others that certain types of behavior will not be tolerated. School lockers remain the property of the district even when used by pupils. Lockers are subject to administrative search in the interest of school safety, sanitation, discipline, enforcement of school regulations, and to search by law enforcement officials on presentation of proper warrant. Pupils and their parents/guardians shall be informed of this policy when lockers are assigned and it shall be printed in the student handbook at the high school. A pupil’s person and possessions may be searched by a school official provided that the official has reasonable grounds to suspect that the search will turn up evidence that the pupil has violated or is violating either the law or the rules of the school. Under no circumstances shall a search be conducted based solely upon an anonymous tip and/or a rumor that contraband is present. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. A physical search may only be conducted by a staff member of the same sex as the pupil and only in the presence of the same sex. Before instituting such a search, except in cases of emergency, the principal shall try to inform the parents/guardians and request their presence. School personnel shall not conduct strip searches of any pupils under any circumstances.

Policy #5145.12 Adopted: 7/9/2002

Substance Abuse Policy

It is the responsibility of the board of education to safeguard the health, character, citizenship, and personality development of the students in its schools. The board of education recognizes that the misuse of drugs, alcohol, steroids, and tobacco threatens the positive development of students and the welfare of the entire school community. We, therefore, must maintain that the use of drugs, alcohol, steroids, and tobacco and the unlawful possession of these substances is wrong and harmful. The board of education is committed to utilizing wellness strategies that encourage the prevention, intervention, and cessation of drug, alcohol, steroid, and tobacco abuse.

The board of education recognizes that tobacco is a gateway drug and highly addictive and that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and school facilities. The board believes that the use of tobacco products on school grounds, in school buildings and facilities, on school property or at school-related or school-sponsored events is detrimental to the health and safety of students, faculty/staff and visitors. The board acknowledges that adult employees and visitors serve as role models for students. The board recognizes that it has an obligation to promote positive role models in schools and to promote a healthy learning and working environment, free from unwanted smoke and tobacco use for the students, employees, and visitors on the school campus. Finally, the board recognizes that it has a legal authority and obligation pursuant to P.L. 2005, Chapter 383 New Jersey Smoke-Free Air Act as well as the federal Pro-Children's Act, Title X of Public Law 103-227 and the No Child Left Behind Act, Part C, Environmental Smoke, Section 4303.

Students

For the purpose of this policy, "drug" includes all controlled dangerous substances set forth in [N.J.S.A. 24:21-1 et seq.](#) and all chemicals that release toxic vapors set forth in [N.J.S.A. 2C:35-10.4 et seq.](#)

- A. The board of education prohibits the use, possession and/or distribution of any drug, alcohol, or steroids on school premises, and at any event away from the school provided by the board. Compliance with a drug-free standard of conduct at all school functions is mandatory for all students. Pupils suspected of being under the influence of drugs, alcohol, or steroids will be identified, evaluated, and reported in accordance with the law. Assessment will be provided by individuals who are certified by the New Jersey State Board of Examiners as student assistance coordinators or by individuals who are appropriately certified by the New Jersey Board of Examiners and trained in alcohol and other drug abuse prevention. A pupil who uses, possesses, or distributes drugs, alcohol, or steroids on school premises or while attending a school-sponsored activity will be subject to discipline that may include suspension or expulsion, and may be reported to appropriate law enforcement personnel. Pupils suspected of involvement

with alcohol, drugs or steroids away from school premises will be advised of appropriate treatment and remediation ([N.J.S.A. 18A:40A-10](#)).

Treatment services for students who are affected by alcohol or other drug use will be provided by individuals who are certified as student assistance coordinators or who are otherwise appropriately trained in drug and alcohol prevention, intervention, and follow-up. Treatment will not be at the board's expense.

- B. The board directs the establishment of a program designed to provide short-term counseling and support services for pupils who are in care or returning from care for alcohol and other drug dependencies. Pursuant to [N.J.S.A. 18A:40A-16](#) the district shall establish a parent/guardian substance abuse program offered at times and places convenient to the parents/guardians of the district on school premises or other facilities.

Enforcement of Drug-Free School Zones

The board of education recognizes its responsibility to ensure continuing cooperation between school staff and law enforcement authorities in all matters relating to the use, possession, and distribution of controlled dangerous substances and drug paraphernalia on school property. The board further recognizes its responsibility to cooperate with law enforcement authorities in planning and conducting law enforcement activities and operations on school property. The board shall, therefore, establish a formal Memorandum of Agreement with the appropriate law enforcement authorities and set forth the following policies and procedures after consultation with the county prosecutor and approval by the executive county superintendent of schools. The Memorandum of Agreement shall be consistent with the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials*.

Law Enforcement Liaison

In order to ensure that such cooperation continues, the board directs the chief school administrator to designate a school district liaison(s) to law enforcement agencies and to prescribe the roles and responsibilities of the school liaison(s). Such assignment shall be in accordance with the district's collective bargaining agreement, if applicable.

Undercover Operations

The board hereby recognizes that the chief school administrator may request that law enforcement authorities conduct an undercover operation in the school if he/she has reason to believe that drug use and/or drug trafficking is occurring in the school and that a less intrusive means of law enforcement intervention would be ineffective. The board hereby authorizes the chief school administrator to request such intervention under these circumstances. The board recognizes that the chief school administrator is not permitted to ask the board's approval for his/her action and is not permitted to discuss any aspect of the undercover operation until authorized to do so by law enforcement authorities.

The board recognizes that law enforcement authorities may contact the chief school administrator to request that an undercover operation be established in a district school. The board recognizes that the chief school administrator is prohibited from discussing the request with the board. The board hereby authorizes the chief school administrator to act upon any such request in the manner that he/she determines is in conformity with the law and the Attorney General's Executive Directive 1988-1 and that is in the best interests of the students and the school district.

The board directs the chief school administrator and school principal to cooperate with law enforcement authorities in the planning and conduct of undercover school operations. The chief school administrator, principal, or any other school staff or district board member who may have been informed about the undercover operation is required to immediately communicate information to the county prosecutor or designee if the integrity of the undercover school operation has been compromised in any way.

At the completion of an undercover operation in a school, and with the consent of the appropriate law enforcement authority, the chief school administrator shall report to the board regarding the nature of the operation, the result of the operation, and any serious problems encountered during the operation.

Summoning Law Enforcement Authorities onto School Property for the Purpose of Conducting Investigations, Searches, Seizures, and Arrests

Any school employee who has reason to believe a student(s) or a staff member(s) is using or distributing controlled dangerous substances, including anabolic steroids, or drug paraphernalia on school premises shall bring that information to the school principal who, in turn, shall report same to the chief school administrator. The chief school administrator shall immediately report that information to the appropriate law enforcement agency. If, after consultation with the law enforcement official, it is determined that further investigation is necessary, the chief school administrator will cooperate with the law enforcement authorities in accordance with the law and administrative code. He/she will provide the officials with a room in an area away from the general student population in which to conduct their law enforcement duties. If law enforcement officials do not choose to investigate the incident, the chief school administrator may continue the investigation to determine if any school rules have been broken and whether any school discipline is appropriate.

If an arrest is necessary, and no exigent circumstances exist, the chief school administrator and staff will cooperate with the law enforcement officials and provide them access to the office of a school administrator or some other area away from the general student population. Every effort shall be made to enable law enforcement personnel to carry out the arrest in a manner that is least disruptive to the educational environment. The chief school administrator or the principal shall immediately notify the student's parent/guardian whenever a pupil is arrested for violating any laws prohibiting the possession, use, sale, or distribution of any controlled substance or drug paraphernalia.

Whenever the police have been summoned to a school building by the chief school administrator, the chief school administrator shall report the reason the police were

summoned and any pertinent information to the board at its next regular meeting. If confidentiality is required, the report shall be made in executive session.

Student Searches and Securing Physical Evidence

The principal or his/her designee may conduct a search of a student's person or belongings if the search is necessary to maintain discipline and order in the school, and the school official has a reasonable suspicion that the student is concealing contraband. All searches and seizures conducted by designated school staff shall comply with the standards prescribed by the United States Supreme Court in State in re T.L.O. 94 N.J. 331 (1983), reversed on other grounds, New Jersey v. T.L.O. 569 U.S. 325 (1985) and the New Jersey School Search Policy Manual.

If, as a result of the search, a controlled dangerous substance or drug paraphernalia is found, or if a controlled dangerous substance or drug paraphernalia is by any means found on school property, the individual discovering the item or substance shall immediately notify the building principal; the principal shall immediately notify the chief school administrator who shall immediately, in turn, notify the appropriate law enforcement agency. The principal shall ensure that the controlled or dangerous substance and/or drug paraphernalia is labeled and secured in a locked cabinet or desk until law enforcement officials pick it up. The principal shall then contact the student's parents/guardians to inform them of the occurrence.

Whenever law enforcement officials have been called into the school, and a search of a student's person or belongings is necessary, or an interrogation is to be conducted, the chief school administrator shall request that the law enforcement officials conduct the search, seizure, or interrogation.

Police Presence at Extracurricular Activities

The chief school administrator is hereby authorized to contact the appropriate law enforcement agency and arrange for the presence of an officer(s) in the event of an emergency or when the chief school administrator believes that uniformed police presence is necessary to deter illegal drug use or trafficking or to maintain order or crowd or traffic control at a school function.

Resolving Disputes Concerning Law Enforcement Activities

The board authorizes the chief school administrator to contact the chief executive officer of the law enforcement agency involved with any dispute or objection to any proposed or ongoing law enforcement operation or activity on school property. If for any reason the dispute or objection is not satisfactorily resolved with the chief executive officer of the agency, the chief school administrator shall work in conjunction with the county prosecutor and, where appropriate, the division of criminal justice to take appropriate steps to resolve the matter. Any dispute that cannot be resolved at the county level shall be reported to the board and shall be resolved by the attorney general whose decision will be binding.

Confidentiality of Pupil Involvement in Intervention and Treatment Programs

Nothing in this policy shall be construed in any way to authorize or require the transmittal of any information or records that are in the possession of a substance-abuse counseling or treatment program including, but not limited to, the school

district's own substance abuse programs. All information concerning a pupil's or staff member's involvement in a school intervention or treatment program shall be kept confidential. See 42 CFR 2 and N.J.A.C. 6A:16-6.5.

Tobacco

Tobacco use is now recognized as a chronic disease and public health hazard. Tobacco use is associated with conditions such as heart disease, emphysema, asthma, high blood pressure, diabetes, and many other chronic diseases. The most effective strategy for discouraging tobacco use by young people is a wellness strategy that supports prevention, intervention, and cessation.

A. Tobacco Use and Possession

No student, faculty/staff member or school visitor is permitted to use any tobacco product or electronic smoking device: In any building, facility, or vehicle owned, leased, rented or chartered by the district; On any school grounds and property—including athletic fields and parking lots—owned, leased, rented, utilized (e.g., adjacent parking lots) or chartered by the board of education; At any school-sponsored or school-related event on-campus or off-campus (e.g., field trips, proms, sporting events off campus, etc).

In addition, school district employees, school volunteers, contractors or other persons performing services on behalf of the school district (e.g., bus drivers) also are prohibited from using tobacco products at any time while on duty in accordance with their contracts or in the presence of students, either on or off school grounds.

1. Further, no student is permitted to possess a tobacco product while in any school building, while on school grounds or property or at any school-sponsored or school-related event, or at any other time that students are under the authority of school personnel.

B. Definition of Tobacco Products, Tobacco Use, and Electronic Smoking Device

For the purposes of this policy:

1. "Tobacco product" is defined to include but is not limited to cigarettes, cigars, blunts, bidis, pipes, chewing tobacco and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products (excluding quit products);
2. "Tobacco use" includes smoking, chewing, dipping, or any other use of tobacco products;
3. "Electronic smoking device" means an electronic device that can be used to deliver nicotine or other substances to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, cigarillo, or pipe.

C. Signage

Signs will be posted in a manner and location that adequately notify students, faculty/staff and visitors about the Comprehensive Tobacco-Free School Policy.

D. Compliance for Students

In recognition that tobacco use is a public health issue and that tobacco is a gateway drug and highly addictive, the board of education recognizes that intervention rather than punishment is the most effective way to address violations of this policy. Students who violate the school district's tobacco-use policy will be referred to the student assistance coordinators (SAC), guidance counselor, a school nurse, or other health or counseling services for all offenses for health information, counseling, and referral. The administration will consult with appropriate health organizations in order to provide student violators with access to an Alternative-to-Suspension (ATS) program. The ATS program will provide up-to-date information on the many consequences of tobacco use, offer techniques that students can use to stop tobacco use at school, and provide referrals to local youth tobacco cessation programs.

Parents/guardians will be notified of all violations and actions taken by the school. Schools may also use community service as part of the consequences. Ordinarily, and consistent with a wellness strategy, suspension will only be used after a student has three or more prior violations or has refused to participate in other outlined measures.

E. Compliance for Faculty, Staff, and Visitors

As with students, intervention rather than punishment is the most effective way to address adult violations of this policy. Faculty or staff who violate the school district's tobacco-use policy will be referred to the Employee Assistance Program (EAP) or a tobacco cessation program. Employees who repeatedly violate the policy or do not comply with intervention or cessation referrals may be subject to consequences in accordance with district policy and their contract. Visitors using tobacco products will be informed about the policy and asked to refrain while on school property. Visitors who continue to violate the policy will then be asked to leave the premises. Law enforcement officers may be contacted to escort the person off the premises or cite the person for trespassing if the person refuses to leave the school property.

Adopted: July 11, 2000

Revised: May 13, 2014

The complete, revised "Drugs, Alcohol, Steroids, Tobacco" policy 5131.6 (commonly known as the Substance Abuse policy) can be found on Bridgeton Public Schools' website: www.bridgeton.k12.nj.us .

NEW JERSEY SCHOOL INTEGRATED PEST MANAGEMENT POLICY

OPERATION AND MAINTENANCE OF PLANT

The board of education is responsible for providing school facilities that are safe from hazards; sanitary; properly equipped. Lighted and ventilated; and aesthetically suited to promoting the goals of the district. School buildings and site accommodations shall include provisions for individuals with disabilities pursuant to law and regulations. The chief school administrator shall develop and enforce detailed regulations for the safe and sanitary operation of the buildings and grounds. The regulations shall be reviewed and adopted by the board, and explained to all staff annually at the beginning of each school year and when any changes are made. The chief school administrator and board secretary shall develop a multiyear comprehensive maintenance plan for board approval, to be update annually.

Integrated Pest Management

The New Jersey School Integrated Pest Management Act of 2004 requires schools to implement a school integrated pest management policy. As per this policy, each local school board of a school district, the Chief Administrator of a public school, each board of trustees of a charter school, and each Principal or Chief Administrator of a non-public school as appropriate, shall implement Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty, and staff to pesticides. **Bridgeton Public Schools** shall develop and maintain an IPM as part of the school's policy.

Integrated pest management procedures in schools

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

Each school shall consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all other available options and a determination that these options are not effective or not reasonable.

When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.

Development of IPM plans

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

IPM Coordinator

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

Education/Training

The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives. The IPM Coordinator, other school staff and pesticide applicators involved with implementation of the school IPM policy will be trained in appropriate components of IPM as it pertains to the school environment. Students, parents/guardians will be provided information on this policy and instructed on how they can contribute to the success of the IPM program.

Record Keeping

Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and the school board. Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.⁷

Notification/Posting

The Chief School Administrator of Bridgeton Public Schools is responsible for timely notification to students' parents or guardians and the school staff of pesticide treatments pursuant to the School IPM Act.

Re-entry

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

Pesticide applicators

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

Annually, for public schools, the Chief School Administrator will report to the local school board on the effectiveness of the IPM plan and make recommendations for improvement as needed. For non-public schools and charter schools, the Chief School Administrator(s) or Principal(s) shall report to their respective governing boards on the effectiveness of the schools IPM plan and make recommendations for improvement as needed. The local school board directs the Chief School Administrator to develop regulations/procedures for the implementation of this policy.

Approved List of Pesticides

Low Impact Pesticides

- MaxForce FC Roach Bait Stations
- MaxForce FC Large Bait Stations
- Pre Empt Roach Gel Bait
- Advance Dual Choice Ant Bait Stations
- Delta Dust
- Gourmet Ant Gel
- Contrac Mouse Bait
- Intice Granules
- MRF 2000 Roach Bait Paste
- Gentrol Point Source
- Victor Poison Free Mint Spray Wasp and Hornet
- NutraBait
- NIC Desiccant Dust
- QuikPro Herbicide

High Impact Pesticides

- Evercide EC
- Invader HPX
- CB-80 Extra
- Ultracide

Annual Integrated Pest Management Notice For School Year 2023-2024

Dear Parent, Guardian or Staff Member:

This notice is being distributed to comply with the New Jersey School Integrated Pest Management Act.

The Bridgeton Public School District has adopted an Integrated Pest Management (IPM) Policy and has implemented an IPM Plan to comply with this law. IPM is a holistic, preventive approach to managing pests that is explained further in the school's IPM Policy included with this notice.

All schools in New Jersey are required to have an Integrated Pest Management Coordinator to oversee all activities related to IPM and pesticide use at the school.

The IPM Coordinator for the Bridgeton Public School District is:

Name of IPM Coordinator: John Mangino

Business Phone Number: 856 455-8030, ext. 2055

Business Address: 515 Bank St., Bridgeton, NJ 08302

The IPM Coordinator maintains the pesticide product label, and the Material Safety Data Sheet (MSDS) (when one is available), of each pesticide product that may be used on school property. The label and the MSDS are available for review by a parent, guardian, staff member, or student attending the school. Also, the IPM Coordinator is available to parents, guardians, and staff members for information and to discuss comments about IPM activities and pesticide use at the school.

As part of a school pest management plan, the Bridgeton Public School District may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and the DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

Bridgeton Board of Education

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Ms. Markida Taylor, *Vice President*

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Mrs. Lennita Porter-Linen
Executive Director of Human Resources

Board of Education Office

Thomas C. Lane IV
Administration Building
41 Bank Street
Bridgeton, NJ 08302
(856) 455-8030

Emergency Closing:

www.bridgeton.k12.nj.us

WHAT TO DO IF ...

If after reading the Parent/Student Handbook, you have further questions: Call your child's school.

Your child is having a problem in school: Call his or her teacher or guidance counselor for help. If the problem is not resolved, call the building principal.

Your child becomes ill at school: A student who becomes ill during school hours is taken to the nurse's office. If it becomes necessary to send your child home because of illness, you will be notified and requested to provide transportation. Please be sure to complete the emergency contact cards provided at the beginning of the school year.

Your child is absent: Parents are to call your child's school within the first hour of the school day. Parents also are requested to send a note listing the dates of absence and the reason for the absence with their child when he or she returns to school.

You want a message delivered: Only emergency messages may be delivered to students. In the case of an emergency, give the message to the office staff and it will be transmitted to the student.

A lunch is left at home: Deliver it to the school office.

You change your address or telephone number: You must bring (2) proofs of address to the school your child attends; Transportation will be notified if a bus change is necessary. Please advise the school office immediately if your telephone number has been changed.

You plan to move out of the school district: Pick up transfer card from your child's school and request copy of medical records from school nurse. Parent is responsible for forwarding transfer card and medical records to new school.