

Berlin Township Schools
Dwight D. Eisenhower Middle School
235 Grove Avenue
West Berlin, NJ 08091
856-767-9480
Principal: Marilyn Cosme Bright
www.btwpschools.org

Student Handbook
for
Dwight D. Eisenhower Middle School Students
2020 - 2021

School Hours:

Full School Day:	8:10am – 2:40pm
Early Dismissal Day:	8:10am – 12:40pm
Delayed Opening Day:	10:10am – 2:40pm

This agenda belongs to:

Note: Due to the COVID-19 pandemic and health crisis, in order to create an optimal and the safest learning environment for students and staff, there may be additional policies and practices created and enforced and an addendum to this handbook may be created in the future.

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Dwight D. Eisenhower Middle School

School and Family Partnership Agreement 2020 - 2021

Principal: I fully commit to DDE Middle School in the following ways:
I will establish and maintain an effective learning climate in the school.
I will maintain high standards of student conduct and enforce discipline as necessary in accordance with board policy and the students' rights.
I will plan for the delivery of intervention and referral services for students who are having difficulty in their classes.
I will maintain an orderly and safe school environment.
I will plan and supervise regularly scheduled parent/teacher conferences and make arrangements for special conferences as necessary.
I will serve as a liaison between the school, home and community and communicate necessary information to parents/guardians.
I will pursue continuing professional growth and development through participation in professional learning opportunities and access to journals and other publications.
I will attend special events held to recognize student achievement and other school-sponsored activities and functions.

Principal Name: Marilyn Cosme Bright

Principal Signature:



Teachers: We fully commit to DDE Middle School in the following ways:
We will work to achieve learning standards and district educational goals and objectives by promoting active learning in the classroom.
We will communicate with parents through conferences and other means to inform them about the school programs and to discuss student academic and behavioral progress.
We will always protect the safety, interests and rights of all individuals in the classroom.
We will prepare engaging and rigorous lessons and aligned assessments.
We will maintain and analyze records of students' educational progress in class and use data from tests and assignments to make sure every child succeeds.
We will provide individual and small group instruction to ensure our students succeed.

Teacher Name: _____

Teacher Signature: _____

Teacher Name: _____

Teacher Signature: _____

Teacher Name: _____

Teacher Signature: _____

Teacher Name: _____

Teacher Signature: _____

Teacher Name: _____

Teacher Signature: _____

Teacher Name: _____

Teacher Signature: _____

Students: I fully commit to DDE Middle School in the following ways:
I will arrive at school each day on time and ready to learn.
To the best of my ability I will remain at school until dismissal.
I will attend required Beyond the Classroom sessions after school.
I will share reports of my academic and behavioral progress with my family.
I will ask appropriately for clarification if I am confused about why something is important.
I will remember that my teachers want what is best for me, even when I do not agree.
I will prepare for tests and quizzes.
I will abide by the school dress code (see page 12) and Harassment, Intimidation and Bullying (HIB) policy (see page 14).
I will show accountability and responsibility by admitting when I have made a mistake and by not blaming other people for my actions.
I will contribute to a safe school environment by following all of the rules.

I am responsible for my own behavior and I will follow my teachers' directions. I understand that when I adhere to these commitments I will gain a solid education with privileges and rewards for my actions.

Student Name: _____ Date: _____

Families: We fully commit to DDE Middle School in the following ways:
Our family will make sure our child arrives at school on time daily and to the best extent possible remains in school for the entire school day.
We will abide by the school's health services policy and ensure our child is healthy when he/she is present in school.
We will make arrangements so that our child can attend any and all recommended after school activities and events.
We will make sure our child attends Beyond the Classroom sessions as recommended.
We will help our child to learn in the best way we know how.
We will review all communication from the school and the teachers, review OnCourse Home Connect weekly and make sure our child reads every night and is prepared for school the next day.
We will contact our child's teachers when we have a concern about our child's academic or behavioral performance or progress.
We will make ourselves available to the school, attend as many school events as possible and be in close contact with our child's teachers.
We will support the school in any way we can.
We will provide the school with our most up-to-date contact information.
We will make sure our child understands and follows the school's attendance, tardiness, dress code and electronics (including cell phones) policy.
We will support DDE Middle School in enforcing the school rules so as to protect the safety, interest and rights of individuals in the classroom.

We understand that by adhering to these commitments our children will gain the best educational experience DDE Middle School has to offer.

Parent Name: _____ Parent Signature: _____

Please read this partnership agreement with your child and sign and return the form to school on September 8 or 9, 2020. Alternatively, you may use an e-signature.

Dwight D. Eisenhower Middle School Staff

Principal	Marilyn Cosme Bright
School Secretary	Robin Schaffer
School Counselor	Ashley Episcopo
School Nurse	Jennifer Hennessy
Technology Coordinator	Amy Berth
4 th Grade	Danielle Iacovelli, Science & Social Studies Meenu Joshi, Special Education Lois Lang, Special Education Molly Olcese, English Language Arts Jessica Silverman, Mathematics
5 th Grade	Bonnie Dasher, Special Education Laurel Erickson, English Language Arts Cheri Garton, Special Education Eric McCoach, Science & Social Studies Jennifer Uhniat, Mathematics
6 th Grade	Carrie Aloï, English Language Arts Scott Reynolds, Science & Social Studies Jennifer Ridley, Special Education Robert Wilson, Mathematics Sarah Zimmerman, Special Education
7 th Grade	Rosemary Iannuzzi, Special Education Molly Kwelty, Mathematics Kassidy McDevitt, Special Education Polly Taylor-Hearn, Science Timothy VanCuren, Social Studies Jessica Wright, English Language Arts
8 th Grade	Carla Bissic, Algebra & Mathematics Nancy Brown, English Language Arts Mary Jo Kolaski, Special Education Polly Taylor-Hearn, Science Timothy VanCuren, Social Studies Christopher Yoder, Special Education
Multi-Grades	Rachel Kivlen, Learning Disabled
Response to Intervention	Amanda Leonard, English Language Arts Heidi Farlow, RTI Assistant
Specialists	Renaë Borgstrom, Library Media Specialist Laura Burke, Technology John Kelly, Health & Physical Education Ana Klinke, Spanish

	Jacklyn Lawlor, Art Evan Lindner, Music
English as a Second Language	Annette Rainear
Speech & Language Therapist	Kimberly Gadzinski
Instructional Assistants	Jeanie Eddis Heidi Farlow Leonard Lewis Alma Trivers Lisa Winters
Custodians	Charles Pfluger, Supervisor of Buildings and Grounds James White, Custodian
Food Services	Lucia Henry, Supervisor, Nutri-Serve
CARE Program	Tracey Richards, Supervisor

Welcome to the Dwight D. Eisenhower Middle School

General Overview

The Dwight D. Eisenhower Middle School proudly serves approximately 350 students in grades 4 – 8. All grade levels are departmentalized with highly qualified teachers who each are content area specialists. All students participate in 30-day cycles of 40-minute, special area classes – art, health & physical education (2 cycles), music, technology and Spanish. Our progressive academic curriculum is balanced with advancements in technology applications (including 1:1 designation of Chromebooks), research-based learning projects, differentiated instruction and targeted intervention instructional services for students. We offer several programs for students with special needs. In addition students are given the opportunity to participate in extracurricular activities such as chorus and band; and in grades 6 - 8, sports and student government. Students who meet eligibility criteria in grades 7 & 8 may apply for membership in the National Junior Honor Society. Our full-time school counselor collaborates closely with staff and parents to secure a safe learning environment for all students. To maximize student safety, students in lower and upper grade levels are housed in separate wings of the school. Students have designated entrance and exit locations to the school and restrooms.

Students receive 80 minutes of instruction in English Language Arts and Math. They receive 40 minutes of instruction or alternating units of study in science and social studies. Students in 8th grade may be eligible for high school Algebra I credits at DDE. An adviser is assigned to each student. The student adviser will oversee the student's development and success while at DDE. These relationships are built and fostered through the daily implementation of advisory classes.

The DDE staff welcomes the collaborative efforts of the guardians and parents of the students. The staff embraces the proven fact that students have a much better chance of success when their parents are involved in the educational process. We encourage our parents to maintain open and frequent communication with their children's teachers. Students and parents should review this informational handbook in order to gain a deeper understanding of DDE. **Please read page 4 of this handbook and sign and return the page indicating that you agree to form a partnership with DDE Middle School for the benefit of your child's education.**

Note: All of the policies referenced in this handbook are located on the Berlin Township Schools district website.

Advisory Classes

Advisory is a class of one teacher with a group of students who meet together daily to:

- Help get the students organized for the school day
- Discuss key topics related to middle school students and childhood and adolescent behavior
- Teach students social skills related to the school's behavior expectations
- Give students a sense of belonging to a group
- Model and reinforce social skills development for adolescent children

The advisory group teacher strives to know and understand each student in his/her advisory group. Occasionally, as needed, students may participate in targeted focus groups during advisory to meet their specific needs. These groups will be flexible to accommodate students' social-emotional and behavioral needs and to provide academic support.

Arrival and Dismissal

With the exception of students enrolled in the breakfast program, all students will enter school at 8:10am. Unless there are previous arrangements made between a student and his/her parent and a teacher, students are not permitted to enter the school prior to 8:10am. Students who enter school at 8:15am or later are tardy. All tardy students must check in the office to obtain a pass prior to

proceeding to class. High frequency of tardy arrival to school may result in disciplinary actions and/or disqualification from extra-curricular activities.

All students are dismissed at 2:40pm. Students who remain in school for after school activities will be dismissed at 3:40pm or 4:15pm.

Students who are dismissed from school as “walkers” **must leave school property immediately upon dismissal and walk directly home**. Students who are transported to and from school by a parent/family vehicle must be picked up from school at dismissal time (2:40pm, 3:40pm or 4:15pm). Students who are not picked up in a timely manner will be placed in the after school (CARE) program at the parent’s expense.

Students who walk to JFK Elementary to meet siblings will do so following the path between the rear exits of the two schools.

Attendance and Tardiness – Berlin Township Board of Education Policy 5113

Inconsistent school attendance can cause dire consequences in a student’s academic performance and social development. Missing instruction can frustrate a student’s efforts in grasping important skills and cause a negative attitude toward school. Students should be encouraged to attend school daily.

Please contact the school each morning a student is absent (856-767-9480 ext. 1211 or email rschaffer@btwpschools.org). Your communication will guarantee that all students are safe. Upon returning to school the student must bring a note explaining the reason for the absence. If a student is absent for five consecutive days or more, a doctor’s note must accompany the student’s return to school. Students who are absent due to a fever, must be free of a fever for 24 hours prior to returning to school. Excessive absences and/or excessive tardiness may result in retention in the present grade level and/or a petition for the student and parent to appear in municipal court for truancy. Also, high frequency of tardy arrival to school may result in disciplinary actions and/or disqualification from extra-curricular activities.

District policy requires that any student who is absent, submit an excuse note upon returning. The school secretary will keep the note on file. If the reason for the absence is for a medical reason a copy of the note will be sent to the school nurse. Please include the following information on the excuse note:

- Student’s full name
- Reason for the absence
- Date of the absence
- Parent/Guardian signature

An unexcused absence is a student’s absence for all or part of a school day for any reason other than those explicitly listed in Regulation 5113. Absence is expressly not excused for any of the following reasons (this list is intended to be illustrative, not inclusive):

- Family travel
- Performance of household or babysitting duties
- Other daytime activities unrelated to the school program
- Leaving school without permission when school is still in session
- Leaving class because of illness and not reporting to the school nurse as directed
- Being present in school but absent from class without approval (“class cut”)

Following an excused absence, the student will be allowed to make up all work and/or tests that were missed due to the absence. The time allowance for taking tests or turning in assignments shall be equal to the number of class meetings due to the absence. A teacher may extend the time allowance if the specific circumstances of the situation merit such action. It is the responsibility of the student to initiate make-up work and turn in assignments.

Students who are absent from school may not participate in after school activities on the same day as the absence except with the explicit consent of the School Principal.

Perfect attendance is defined as zero days absent from school (inclusive of excused and unexcused absences) and zero tardy arrivals to school. The only exception will be an absence for a religious holiday (as recognized by the New Jersey state regulations) and absence for Take Your Child to Work Day. **Students who leave early from school or arrive late to school, will be disqualified from perfect attendance.** In the Remote Learning school environment, perfect attendance will not be recognized for awards.

Back to School Night

Due to the pandemic of COVID-19, Back to School Night will be held virtually on September 17 at 6:30 pm.

Band - Berlin Township Board of Education Policy 6131

Students in grades 4 – 8 have the opportunity to participate in an instrumental band. If a student is not financially able to purchase or rent an instrument of choice, the district will, if available, loan an instrument for the student’s use during the school year. Parents/guardians are responsible for taking care of the instrument and for any cost related to repairs or replacement of the instrument. See Extra Curricular Activities below for eligibility criteria for participation in band.

Bicycles – Berlin Township Board of Education Policy 5131.3

Students who ride their bicycles to school must obtain and submit to the office written consent from their parent/guardian. A copy of the signed permission form must be filed in the school office and will be valid through the end of the school year. Bicycles must be in sound condition. All students under the age of 14 must wear a helmet at all times while riding a bicycle. Bicycles may be secured just outside the school. Berlin Township Schools will not be responsible for any bicycle that is lost, stolen or damaged.

Book bags and backpacks

Students may not carry or wear book bags or backpacks in school during the school day. This rule is in effect for all students for the protection of our students and staff. Students may use book bags and backpacks to carry their materials to and from school, but in school they must be stored in their homeroom classroom or locker (grades 7 & 8). Students may carry a purse/handbag or sling backpack (nylon or plastic) during the school day. Due to the COVID-19 pandemic and until further notice, students will not have access to lockers.

Bus Policy - Berlin Township Board of Education Regulation 5131

- It is a privilege for students to ride the bus.
- All students must adhere to the bus behavior expectations listed below.
- All students must ride their assigned bus and enter and exit at the assigned stop.
- Students who violate bus behavior expectations may be subject to suspension of bus riding privileges including field trips.
- **If your child is not eligible for bus transportation, he/she may not ride the school bus.** If your child wants to go home with another student, the parent/guardian must provide transportation. **Your child’s homeroom teacher and the main office will need a note from each parent/guardian to change normal dismissal procedures for your children who wish to go home together.**
- Students who miss the bus in the morning must be transported to school by their parent/guardian. Students who miss the bus at dismissal may call their parent/guardian for transportation or wait for a late bus, if available.

Bus behavior expectations:

Be Safe	Be Respectful	Be Responsible
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<ul style="list-style-type: none"> ● Stay out of the street ● Wait for the bus to come to a complete stop before getting on and off ● Remain in assigned seats ● Fasten seatbelt properly ● Keep hands/feet/objects to self 	<ul style="list-style-type: none"> ● Use kind words and actions ● Use quiet voices while on bus ● Follow the bus driver's directions 	<ul style="list-style-type: none"> ● Clean up after yourself ● Take your belongings with you when you leave ● Be on time ● Be ready
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Bus behavior consequences:

1 st offense	Conference with principal/ behavior letter/email to parent/ meeting with counselor
2 nd offense	Written (2 nd) warning to parent
3 rd offense	5 school day suspension from the bus
4 th offense	10 school day suspension from the bus
5 th offense	Suspension from the bus for the remainder of the school year

Late buses are available for district-sponsored after school activities. There are two late buses, 3:40pm and 4:15pm. Late buses are available for students who normally ride the bus to and from school.

Cafeteria

Students may sit at a table of their choice; once seated students are not to go to another table or wander the cafeteria. Students may be assigned specific seats for disciplinary or safety reasons.

Parties are not permitted during lunch periods. Due to the COVID-19 pandemic and until further notice, students will be assigned a seat in the cafeteria.

Cafeteria behavior expectations

Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none"> ● Report spills ● Always walk ● Sit properly in your chair 	<ul style="list-style-type: none"> ● Use a conversational voice ● Ask for permission to leave your seat or the lunch room ● Use table manners ● Follow directions ● Treat all staff members with kindness, consideration and obedience 	<ul style="list-style-type: none"> ● Clean up after yourself ● Take your belongings with you

Calendar – Important Dates

Please see the school calendar on the DDE school website www.btwpschools.org for current events in the school.

School Closed	*Early Dismissal
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October 12 & 23 November 5, 6, 11, 26 & 27 December 24 - 31 January 1, 4 & 18 February 15 March 5 April 2 - 9 May 31	November 2, 4, 9, 10 & 25 December 23 February 10, 11 & 12 April 1 May 28 June 21 & 22 *No lunch is served on early dismissal days.
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Cell Phones and Electronic Devices

The DDE Middle School understands the need for students to possess cell phones. However, the school also recognizes the common misuse of cell phones in school and the disruption they bring to a typical school day. In order to balance the importance of cell phone possession by students and the need to maintain order in school the cell phone policy has been established and will be enforced. Cell phones are not to be seen or heard in the school during the instructional school day. For the purpose of this policy the instructional school day is defined as the second a student enters the school until the second they are dismissed from school. All cell phones must be completely powered off while in school. Violation of the cell phone policy will result in the following consequences:

- 1st offense: Phone confiscated and brought to the office where the student may retrieve the phone at the end of the school day. Principal-student conference.
- 2nd offense: Phone confiscated and brought to the office where the phone will be secured until an adult parent/guardian comes to the school to retrieve the phone. Disciplinary referral will be noted on the student's record.
- 3rd offense: Phone confiscated and brought to the office where the phone will be secured until a meeting is held with the parent, student and principal. Disciplinary referral will be noted on the student's record.
- 4th offense: The student will not be permitted to bring the cell phone onto school property. If there is an absolute essential reason why a student may need to bring his/her cell phone to school, upon arrival to school, the phone will be secured in the office and returned to the student at the end of the school day.

Since students are not permitted to use cell phones in school parents may not communicate with their children via cell phone during the instructional school day. Any communication during the school day between parent and student via the student's personal device is a violation of this rule. On occasion teachers may permit students to use their personal device during the school day as a learning tool, an extension of learning or as a reward or privilege. Permission will be granted for a specified period of time and after the permissible time expires, students must revert to this rule. Students must not audio or video record other students or staff.

Clubs (see Extracurricular Activities) **Due to the COVID-19 pandemic, clubs and extracurricular activities may be temporarily suspended.**

Code of Conduct – Berlin Township Board of Education Policy 5131

In order to develop an environment that encourages and supports pro-social student behavior at the school, classroom and individual student levels, DDE practices and enforces Positive Behavior Supports. Positive Behavior Supports (PBS) is a research-based process that uses a collaborative and consistent teaming approach to generate and define behavior expectations for all students in all areas of school. Students are taught and expected to be safe, respectful and responsible at all times. Safe, respectful and responsible behavior is clearly defined for each area of the school. (See the PBS

matrix below.) Students who do not comply with the school-wide expectations may be placed on a Tier II or III group or individualized behavior intervention program until their behavior is corrected.

Expectations: All students are expected to abide by the following:

- Be respectful to others
- Be responsible for oneself
- Be safe at all times

These expectations and guidelines apply to students during their travel to and from school, during school and at all school functions in all areas of the school. Students who do not meet these expectations will be assigned corrective and/or disciplinary consequences of various levels to encourage correct behavior. **Please note that behavior expectations also apply to the Remote Learning school environment.**

DDE IS FIRED UP FOR SUCCESS	Safe	Respectful	Responsible
All Settings	Walk. Keep hands/ feet/ objects to self.	Use a quiet voice. Use appropriate language. Follow directions.	Be prepared. Be on time. Be on task. Give your best effort. Every student must have a pass if outside of class.
Classroom	Sit properly in seat. Push in your chair. Store materials safely.	Raise your hand. Maintain personal space. Ask permission before getting out of your seat. Follow directions.	Be prepared. Be on time. Be on task. Give your best effort.
Hallway	Walk to the right. Keep hands/feet/objects to self.	Use a quiet voice. Be mindful of ongoing classes.	Keep hallways clean. Keep track of your materials. Have a hall pass. Food and drinks stay in the cafeteria.
Bathroom	Keep all areas clean. Report problems.	Respect privacy. Use a whisper voice.	Flush. Wash hands.
Cafeteria	Report spills. Walk. Sit properly and push in your chair.	Use a conversational voice. Ask permission to leave your seat or the cafeteria Use table manners. Follow directions.	Clean up after yourself. Take your belongings with you.
Recess/Playground	Stay in the designated area. Use equipment properly. Be mindful of others.	Follow directions. Play cooperatively.	Return equipment
Bus	Stay in seat. Keep hands/feet/objects to self.	Use a quiet voice. Follow the bus driver's directions.	Clean up after yourself. Take your belongings with you when you leave. Be on time. Be ready.

Colognes/Fragrances/Sprays

Students are discouraged from wearing strong fragrances, sprays or colognes to school. They could present a respiratory risk for other students and staff members. No fragrances, sprays or colognes

may be used or sprayed in school or on school buses. Students who violate this rule may be sent home to bathe/shower to remove the scent. Students who are sent home for violation of this rule and do not return to school will be marked for an unexcused absence.

Computers & Technology - Berlin Township Board of Education Regulation 6142.10

Before students are given access to computers in school or assigned an individualized Chromebook, parents must sign the technology usage agreement. Students who violate the technology usage agreement may lose access to computers within the school and district and be subject to other disciplinary actions as follows:

Offense	Consequence
First Offense	Student-Principal conference; email/note sent home
Second Offense	Student-Principal conference; parent contact
Third Offense	Parent contact; technology access suspension 1 day
Fourth Offense	Parent contact; technology access suspension 3 days
Fifth Offense	Student-Parent-Principal conference; restrictive use of technology

Please note that the technology user agreement extends to the Remote Learning school environment.

Conferences

In addition to the conference schedule listed below either parents or teachers may request additional conferences as needed to address the academic and/or behavioral needs of the students. All conferences will be held at a mutually agreeable date and time. Additional school personnel such as the school counselor, principal and members of the Child Study Team may attend conferences as necessary or requested.

Parent Teacher Conferences	
November 2, 4*, 9* & 10 *Evening Conferences	February 10*, 11, 12 *Evening Conferences

Due to the COVID-19 pandemic, parent teacher conferences may be held remotely.

Discipline – Berlin Township Board of Education Policy 5131 and Policy 6164, Disruptive Students

Our goal is to develop students that exhibit self-control and self-discipline. This in turn will help ensure an effective and productive learning environment. We promote collaborative work and social interaction among the students. The school expectations – be safe, respectful and responsible - help to promote the social interactions of students with peers and adults and to ensure a standard of conduct in the school community. School expectations come from many sources, including New Jersey State Law, Berlin Township Board of Education Policy and other sources. The main goal of discipline is to teach appropriate and acceptable behavior. While some behaviors do come with disciplinary consequences, DDE Middle School staff will always strive to bring about corrective action plans that support student learning of appropriate behavior.

Parents must remember the importance of reinforcing school expectations with their child. If a parent has a question or concern about the reason for a discipline referral, please feel free to discuss

it directly with the staff member that issued the discipline in order to gain a more complete understanding of the situation. Referrals are written with the intent of addressing a behavior concern, not to punish the student. Everyone makes mistakes; a discipline referral is intended as a learning experience for the student.

Parental support is essential to shaping appropriate student behavior. When discipline is handled in school and reinforced at home, the behavior will generally not be repeated. However, a cycle of behavior difficulties can start if the parent "takes the student's side" by not supporting the discipline policy and reinforcing the proper standards of behavior, giving the student the perception that he/she is "above the rules."

Discipline Guidelines

Level One Behaviors - Includes all conduct that affect the individual student	Consequences – one or more of the following may be imposed:
<ul style="list-style-type: none"> ● Out of seat ● Not following directions/not listening ● Sleeping in class ● Not taking responsibility for action ● Possession of items that are disruptive to learning (Ex. handheld electronics) ● Violation of individual teacher/classroom rules and procedures ● Technology violation ● Dress code violation ● Littering 	<ul style="list-style-type: none"> ● Warning ● Temporary removal from class ● Deprivation of privileges ● Detention ● Counseling ● Parent contact/conference(s)
Level Two Behaviors - Includes all conduct that interferes with others' learning	Consequences – one or more of the following may be imposed:
<ul style="list-style-type: none"> ● Verbal acts of misconduct (swearing, name-calling, teasing, “put downs”) ● Inappropriate/unacceptable touching that does not result in injury ● Defiance and disrespect to others [verbal and non-verbal (gestures)] ● Defacing school property or property of others ● Chronic disruptive behavior ● Acts of harassment, intimidation and bullying 	<ul style="list-style-type: none"> ● Warning ● Temporary removal from class ● Deprivation of privileges ● Detention ● Counseling ● Parent contact/conference(s) ● Suspension from school ● Expulsion ● Restitution and restoration ● Referral to Superintendent of Schools and Board of Education for a disciplinary hearing ● Alternate educational program ● Possible involvement of local law enforcement/School Resource Officer
Level Three Behaviors - Includes all conduct that impedes the orderly operation of the classroom and/or school and that may be harmful or dangerous	Consequences – one or more of the following may be imposed:
<ul style="list-style-type: none"> ● Graffiti on school property ● Physical acts of misconduct (kicking, shoving, tripping, hitting, etc.) with intent to cause harm ● Throwing or shooting objects (snowballs, ice, rubber bands, paper clips, etc.) ● Severe disruptions, disrespect or defiance ● Acts of harassment, intimidation or bullying including verbal or written threats with the intent to frighten or intimidate ● Inappropriate physical exposure of self or others 	<ul style="list-style-type: none"> ● Warning ● Temporary removal from class ● Deprivation of privileges ● Detention ● Counseling ● Parent contact/conference(s) ● Suspension from school ● Expulsion ● Restitution and restoration ● Referral to Superintendent of Schools and Board of Education for a disciplinary hearing ● Alternate educational program ● Possible involvement of local law enforcement/School Resource Officer
Level Four Behaviors - Includes all conduct that is illegal and/or life/health threatening	Consequences
<ul style="list-style-type: none"> ● Weapons possession, assault with weapon ● Drugs – distribution, usage including vaping ● Assault, physical cruelty ● Repeated verbal or graphic threat with explicit intent to harm ● False alarms/bomb threats ● Theft/stealing (money, electronics, clothing or similar items of value) 	<p>These behavior violations will result in an automatic discipline referral to the principal's office and likely involvement of local law enforcement/School Resource Officer.</p>

<ul style="list-style-type: none"> • Physical, sexual, verbal and/or emotional harassment or intimidation • Vandalism/destruction of school property or property of others 	
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Consequences represent discipline options available to staff members. Staff members may consider the behavior as well as whether or not it is chronic in nature in order to determine the appropriate consequence(s). Staff members may choose a combination of consequences (i. e., corrective behavior plus parent contact). Involvement of support staff (counselor, social worker, school psychologist) is also available when necessary, to develop a plan of improvement (see Code of Conduct above). The consequence for copying work, cheating on major assignments, tests or projects or inconsistent completion of homework will have a negative impact on the student’s grades.

Dismissal (see Arrival) Berlin Township Board of Education Regulation 5142

Early Departure from School

Please inform the main office of a student’s anticipated early departure from school. Students are not to be contacted via mobile devices regarding early dismissal. **All early dismissal of students must be arranged through the main office of the school.** Parents who arrive to pick up children must report directly to the main office and their child will be summoned. Parents will not be permitted to go to the student’s classroom. Parents must report to the office and provide photo identification to sign out children. Only adults who are listed on the student’s emergency contact list will be permitted to sign out students from school for an early departure. Students who need to make arrangements out of the ordinary for dismissal from school (i. e., go home on a different bus) must have a note from the parent/guardian. Students will not be dismissed from school in a manner inconsistent with their usual dismissal procedure unless the parent/guardian provides advance written notice. After students are dismissed from school, they must leave school property and report to their home or other after school care provider. Under no circumstances will students be permitted to leave school via a taxi service such as Uber or Lyft.

Dress Code – Berlin Township Board of Education Policy 5132

Students should be comfortable in the learning environment and have the opportunity to participate in all available activities. To ensure that each student has this opportunity, the following guidelines have been established:

- Clothing must be clean and appropriate for their age, the weather and school activities
- Sneakers must be worn for physical education, class trips and field day
- Clothing must not present a safety or risk hazard to the students and/or others in the school
- All tops must have a minimum of 1” straps and be full length (no cut offs, etc.) and fully and appropriately cover the entire torso area of the body.
- All pants, shorts and skirts must be worn at the waist. Shorts and skirts must be at least mid-thigh length.

The following clothing and articles are not permitted:

- Skirts, dresses, and pants that end higher than mid-thigh
- Ripped clothing (whether through excessive wear or by fashion design), unless the ripped/holes in the clothing are covered by an undergarment and/or at the knee or below
- Outdoor jackets, coats, or hats except when entering or leaving the building and when there is a defect in the heating system
- Bare feet, unsafe footwear, cleated shoes, and footwear intended for the beach, no flip flops or slides are permitted
- Patches and decorations that are offensive or obscene
- Undershirts (underwear) worn without an outer shirt
- Clothing that is overly soiled, torn, worn, or defaced

- Nonprescription sunglasses, glazed, and tinted glasses, except as prescribed by the student's doctor
 - Portable audio or video devices, unless granted temporary permission from a teacher
 - Clothing, apparel and/or accessories which indicate affiliation with any gang associated with criminal activity or have references to alcohol, controlled dangerous substances, or tobacco
 - Clothing containing profanity or sexual references or innuendo
 - Clothing that includes racial or ethnic violence or insults
 - Hats, hoods, visors, and other headgear and pin curlers and other hair curling aids (Except for religious purposes and representations)
 - Extremely low-cut, tight fitting or transparent clothes, bare midriffs, and suggestive clothing
- Students are encouraged to wear shoes with closed front (unexposed toes). Shoes must fasten to the foot with a strap. No slip on, clogs, slippers or flip-flops are permitted.
- Students who disregard the established standards will be asked to contact their parents to bring appropriate and acceptable attire to school. Due to inappropriate attire students may be excluded from specific school activities.
- Students will not be permitted to attend school functions or class unless properly attired. The school administration reserves the right to determine appropriate and acceptable dress for school. These rules apply to all school-related functions.

Early Departure from School (see Dismissal)

Electronic Devices (see Cell Phones)

Emergency School Closing/Delayed Opening

Upon submitting emergency contact forms to the school, parents/guardians will be automatically enrolled in the SendIt! messaging system. This system will be utilized for all emergency communication to parents via email, voicemail and/or text message at the phone number(s) and/or email address(es) of the parent's choosing. Occasionally, the school may use SendIt! for other essential or informational communications.

Enrichment Programs

Students who demonstrate superior achieved proficiency in core academic subjects will be given the opportunity for accelerated learning through alternative classroom projects and assessments. Programs such as Accelerated Math and Accelerated Reading may be used to supplement the enrichment curriculum. Also, students will have the opportunity to participate in a variety of enrichment clubs during the school day. Some of the current offerings include art club, Spanish, math enrichment and book club. Students in grade 8 who meet the multiple measures eligibility criteria may enroll in Algebra I class.

Excused Absences (See Attendance and Tardiness)

Extracurricular Activities – Berlin Township Board of Education Policy 6145

Extracurricular activities provide a diversity of learning experiences outside of the regular classroom. Extracurricular activities include band, clubs, chorus, sports, Debate Team and Student Government Association. The guidance goal for each student is a balanced program of appropriate academic studies and activities as determined by the school, parents/guardians and the student. Students who participate in extracurricular activities must meet the following eligibility criteria and must maintain this criteria during the time they are active in extracurricular activities:

- Good disciplinary standing – Must have no more than two office discipline referrals and/or no more than one suspension for the entire school year. Students must display citizenship, respect of school staff and compliance with all school rules.

- Good academic standing - May not have any failing grades on report card or interim report card; students with a grade of D for any class may be eligible for participation in extracurricular activities on a probationary basis for the duration of the activity or for as long as the student has a D average for any class. During the probationary period, students' participation in the extra-curricular activity may be reduced and replaced with academic supports such as attendance in Beyond the Classroom or tutoring programs. Teachers and the School Principal will determine the probationary status of a student.
- Good attendance – must be present for a minimum of 95% of the school year with no more than 2 tardy arrivals to school per month; consideration will be given to students with an extended illness that results in multiple, consecutive absences from school or other extenuating circumstances that result in absences from school - all at the discretion of the School Principal.

See “Sports” for specific criteria regarding eligibility for sports

Due to the COVID-19 pandemic, clubs and extracurricular activities may be temporarily suspended.

Grading Policy and Scale

50% = Major tests/projects

40% = Quizzes, graded assignments

10% = Ungraded assignments, class work, participation, homework completion

Grading Scale	
A	92 – 100
B	83 – 91
C	74 – 82
D	65 – 73
F	64 and below
I	Incomplete*

*Incomplete: Students will have two weeks from the close of the marking period to make up work to be counted towards the final grade for the marking period. Incomplete grades must be approved by the Principal and may only be issued under unusual or extenuating circumstances (such as an extended illness or prolonged excused absence from school).

Students must be enrolled in a marking period/class for a minimum of 25 days (15 days for specials cycles) in order to earn a grade for the class.

Principal’s List: Straight As including special area classes; Honor Roll: Straight Bs or better including special area classes

The grading policy and recognition of achievement (such as Principal’s List and Honor Roll) may be modified or suspended within the Remote Learning school environment.

Graduation (Farewell) Speech

The eighth grade student with the highest overall grade point average (GPA) will have the privilege of addressing the class in a farewell speech during the eighth grade promotion ceremony.

Gum

There is no gum chewing in school except with the explicit consent of a teacher’s permission for a specified period of time.

Hallways

All students will abide by the following behavior expectations in the school hallways

Be Safe	Be Respectful	Be Responsible
● Walk to the right	● Use a quiet voice	● Keep hallways clean

<ul style="list-style-type: none"> ● Keep hands/feet/objects to self. 	<ul style="list-style-type: none"> ● Be mindful of ongoing classes 	<ul style="list-style-type: none"> ● Keep track of your materials ● Make sure you have a hall pass (during classes) ● Food and drinks stay in the cafeteria
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Students who violate these expectations will be subject to the discipline guidelines provided above (see Discipline).

Students are not permitted to enter the school with open beverages or to carry beverages out of the cafeteria and in the hallways.

Harassment, Intimidation and Bullying (HIB) - Berlin Township Board of Education Policy 5131.1

The Berlin Township 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 Berlin Township 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 superintendent 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 superintendent 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 superintendent 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:16-7.6.

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 superintendent 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.

"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 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 during the school week or the weekend;
 - 7. After-school programs;
 - 8. Out-of-school suspension (short-term or long-term);
 - 9. Legal action; and
 - 10. Expulsion.
- B. Remedial Measures
 - 1. Personal
 - a. Restitution and restoration;
 - b. Mediation;
 - c. Peer support group;
 - d. Recommendations of a student behavior or ethics council;
 - e. Corrective instruction or other relevant learning or service experience;
 - f. Supportive student interventions, including participation of the intervention and referral services team;
 - g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
 - h. Behavioral management plan, with benchmarks that are closely monitored;
 - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
 - j. Involvement of school disciplinarian;
 - k. Student counseling;
 - l. Parent conferences;
 - m. Student treatment; or
 - n. Student therapy.
 - 2. Environmental (Classroom, School Building or School District)
 - a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - b. School culture change;
 - c. School climate improvement;
 - d. Adoption of research-based, systemic bullying prevention programs;
 - e. School policy and procedures revisions;
 - f. Modifications of schedules;
 - g. Adjustments in hallway traffic;
 - h. Modifications in student routes or patterns traveling to and from school;
 - i. Supervision of students before and after school, including school transportation;
 - j. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
 - k. Teacher aides;

- l. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- m. General professional development programs for certificated and non-certificated staff;
- n. Professional development plans for involved staff;
- o. Disciplinary action for school staff who contributed to the problem;
- p. Supportive institutional interventions, including participation of the intervention and referral services team;
- q. Parent conferences;
- r. Family counseling;
- s. 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
 - a. Restitution and restoration;
 - b. Mediation;
 - c. Support group;
 - d. Recommendations of behavior or ethics council;
 - e. Corrective action plan;
 - f. Behavioral assessment or evaluation;
 - g. Behavioral management plan, with benchmarks that are closely monitored;
 - h. Involvement of school disciplinarian;
 - i. Counseling;
 - j. Conferences;
 - k. Treatment; or
 - l. Therapy.
 - 2. Environmental (Classroom, School Building or School District)
 - a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - b. School culture change;
 - c. School climate improvement;
 - d. Adoption of research-based, systemic bullying prevention programs;
 - e. School policy and procedures revisions;
 - f. Modifications of schedules;
 - g. Supervision;
 - h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
 - i. General professional development programs for certificated and non-certificated staff;
 - j. Professional development plans for involved staff;
 - k. Disciplinary action;
 - l. Supportive institutional interventions, including participation of the intervention and referral services team;
 - m. Conferences;

n. Counseling;

Reporting Harassment, Intimidation and Bullying Behavior

The superintendent, 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:

- 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.

District Anti-Bullying Coordinator

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

- A. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of students;
- B. Collaborate with school anti-bullying specialists in the district, the board of education, and the superintendent to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;
- C. Provide data, in collaboration with the superintendent, 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 superintendent.

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 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.

School Safety Team

The district shall form a school safety team in each school to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. The school safety team shall meet at least two times per school year.

The school safety team shall be appointed by the principal and consist of the principal or his or her designee who, if possible, shall be a senior administrator; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members to be determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of students that have been reported to the principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- C. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- E. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- F. Participate in the training required pursuant to the provisions of (N.J.S.A.18A:37-13 et seq.) and other training which the principal or the district anti-bullying coordinator may request;
- G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of students; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator.

No parent/guardian who is a member of the school safety team shall:

- A. Receive complaints of harassment, intimidation or bullying of students that have been reported to the principal;
- B. Receive copies of reports prepared after an investigation of a harassment, intimidation or bullying incident;
- C. Identify and address patterns of harassment, intimidation or bullying of students; or
- D. Participate in any other activities of the team which may compromise the confidentiality of a student.

Investigating Reported Harassment, Intimidation and Bullying

All reported incidents of harassment, intimidation and bullying shall be investigated promptly and in accordance with law and the following procedures:

- A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:
 1. Taking of statements from victims, witnesses and accused;
 2. Careful examination of the facts;
 3. Support for the victim; and
 4. Determination if alleged act constitutes a violation of this policy.
- B. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.
- C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.
- D. The results of the investigation shall be reported to the superintendent within two school days of the completion of the investigation, and in accordance with law and board policy. The superintendent may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
- E. The results of each investigation shall be reported to the board of education no later than the date of the next board meeting following the completion of the investigation, and include:
 1. Any services provided;
 2. Training established;
 3. Discipline imposed; or
 4. Other action taken or recommended by the superintendent.
- F. The superintendent or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:
 1. The nature of the investigation;
 2. Whether the district found evidence of harassment, intimidation, or bullying; or

3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying.

Range of Ways to Respond to Harassment, Intimidation or Bullying

The board of education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

In considering whether a response beyond the individual is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

Institutional (i.e., classroom; school building; school district) responses include:

- A. School and community surveys;
- B. Mailings;
- C. Focus groups;
- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community; and
- H. The involvement of law enforcement officers, including school resource officers.

For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include:

- A. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);
- B. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;
- C. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;
- D. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

The range of ways in which the school shall respond once an incident of harassment, intimidation or bullying is identified shall be defined by the principal in conjunction with the school anti-bullying specialist, and shall include an appropriate combination of counseling, support services, intervention services, and other programs as defined by the commissioner.

Retaliation and Reprisal Prohibited

The board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member, contracted service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the superintendent and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, board member, contracted service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

- A. Students

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;

- B. School Employees

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including suspension or dismissal from service;

C. Board Members

Consequences and appropriate remedial action for a board member found to have committed an act of harassment, intimidation, or bullying; or found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including a public sanction or filed ethics charges;

D. Visitors, Volunteers, Contracted Service Providers, and All Other Persons

Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the superintendent after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences and remediation for students, employees, board members, visitors, volunteers, and contracted service providers, engaging in harassment, intimidation or bullying or engaged in retaliation, reprisal and/or false accusations may include the following:

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom or school;
3. Deprivation of privileges
4. Prohibited from access to the school facilities (visitors, vendors, board members, all other people);
5. Classroom or administrative detention;
6. Referral to disciplinarian;
7. In-school suspension during the school week or the weekend;
8. After-school programs;
9. Out-of-school suspension (short-term or long-term);
10. Legal action;
11. Withholding of Increment;
12. Suspension;
13. Expulsion;
14. Termination;
15. Termination of service agreements or contracts (vendors, volunteers);
16. Public sanction (board members);
17. Ethics charges (some administrators, board members).

B. Remedial Measures

1. Personal
 - a. Restitution and restoration;
 - b. Mediation;
 - c. Peer support group;
 - d. Recommendations of a student behavior or ethics council;
 - e. Corrective instruction or other relevant learning or service experience;
 - f. Supportive student interventions, including participation of the intervention and referral services team;
 - g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
 - h. Behavioral management plan, with benchmarks that are closely monitored;
 - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
 - j. Involvement of school disciplinarian;
 - k. Counseling;
 - l. Conferences;
 - m. Treatment; or
 - n. Therapy.
2. Environmental (Classroom, School Building or School District)
 - a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - b. School culture change;
 - c. School climate improvement;
 - d. Adoption of research-based, systemic bullying prevention programs;
 - e. School policy and procedures revisions;

- f. Modifications of schedules;
- g. Supervision;
- h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- i. General professional development programs for certificated and non-certificated staff;
- j. Professional development plans for involved staff;
- k. Disciplinary action;
- l. Supportive institutional interventions, including participation of the intervention and referral services team;
- m. Conferences;
- n. Counseling;

Appeal Process

The parent or guardian may request a hearing before the board after receiving the information from the superintendent regarding the investigation. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next board of education meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the superintendent's decision. The board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the 90 days after the issuance of the board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. The district, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined by law (N.J.S.A. 18A:37-14). Throughout the school year the district shall provide ongoing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying in accordance with the Core Curriculum Content Standards.

Training

A. School Leaders

Any school leader who holds a position that requires the possession of a superintendent, principal, or supervisor endorsement shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, intimidation, and bullying (N.J.S.A. 18A:26-8.2).

B. Teaching Staff Development

Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide (N.J.S.A. 18A:6-112).

C. Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the board of education, a board member shall complete a training program on harassment, intimidation, and bullying in schools, including a school district's responsibilities as required by law (N.J.S.A. 18A:37-13 et seq.). A board member shall be required to complete the program only once (N.J.S.A. 18A:12-33).

D. Staff, Student and Volunteer Training

The school district shall:

1. Provide training on the school district's harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with students;
2. Provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements;
3. Ensure that the training includes instruction on preventing bullying on the basis of the protected categories as required by law (N.J.S.A. 18A:37-14) and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying; and
4. Develop a process for discussing the district's harassment, intimidation or bullying policy with students.

Information regarding the school district policy against harassment, intimidation or bullying shall be incorporated into a school's employee training program and shall be provided to full-time and part-time staff, volunteers who have significant contact with students, and those persons contracted by the district to provide services to students.

Throughout the school year, the district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the Core Curriculum Content Standards.

Reporting to the Board

Two times each year between September 1 and January 1 and between January 1 and June 30, the school board shall hold a public hearing at which the superintendent will report to the board of education all acts of violence, vandalism, and harassment, intimidation, or bullying (HIB) which occurred during the previous reporting period. The report shall include the number of HIB reports in the schools, the status of all investigations, the nature of the HIB, and other data required by law.

- A. The number of reports of harassment, intimidation, or bullying;
- B. The status of all investigations;
- C. The nature of the bullying based on one of the protected categories identified in N.J.S.A. 18A:37-14 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;
- D. The names of the investigators;
- E. The type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying; and
- F. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

Reporting to the Department of Education

The information, including but not limited to, oral reports, written reports or electronic reports shall also be reported once during each reporting period between September 1 and January 1 and between January 1 and June 30, to the Department of Education. The report shall include:

- A. Data broken down by the enumerated categories including the protected categories as listed above and the type of harassment, intimidation and bullying (any gesture; any written, verbal or physical act; or any electronic communication, whether it be a single or series of incidents); and
- B. Data broken down by each school in the district, in addition to district-wide data.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with law (N.J.S.A. 18A:37-13 et seq.). The district shall receive a grade determined by averaging the grades of all the schools in the district.

Each school shall post the grade received by the school and the overall district grade on the homepage of the school's website. The district shall post all the grades for each school of the district and the overall district grade on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of the receipt of a grade by the school and district. It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release.

The superintendent will annually submit the report to the Department of Education utilizing the Electronic Violence and Vandalism Reporting system (EVVRS). The superintendent shall accurately report on each incident of violence, vandalism, alcohol and other drug abuse, and incident of harassment intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the board of education using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g).

The State Board of Education shall impose penalties on any school employee who knowingly falsifies the report. Therefore, the superintendent shall make a reasonable effort to verify reports of violence, vandalism, and harassment, intimidation, or bullying. The board shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

Program Assessment and Review

Each school and the school district shall annually establish, implement, document, and assess bullying prevention programs or approaches, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members. The programs or approaches shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying.

Policy Development and Review

The district harassment, intimidation and bullying policy shall be adopted through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators, and community representatives.

The district shall annually conduct a re-evaluation, reassessment, and review of this policy, making any necessary revisions and additions. The board shall include input from the school anti-bullying specialists in

conducting its re-evaluation, reassessment, and review. The district shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision (beginning September 1, 2011).

Publication, Dissemination and Implementation

In publicizing this policy, the community including students, staff, board members, contracted service providers, visitors and volunteers, shall be duly notified that the rules detailed within apply to any incident of harassment intimidation and bullying that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students in accordance with law.

The superintendent shall take the following steps to publicize this policy:

- A. Provide a link to this policy on a prominent place on the district website;
- B. Provide a link to this policy on a prominent place on each school's website;
- C. Distribute this policy annually to all staff, students and parents/guardians; and
- D. Print this policy in any district publication that sets forth the comprehensive rules, procedures and standards of student conduct and in student handbooks;

The district shall notify students and parents/guardians that the policy is available on the district's website. The district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator on the home page of the district website. Each school within the district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator and their school anti-bullying specialist on the home page of the school's website. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the Department of Education's website.

Additionally, the district shall make available, in an easily accessible location of its website, the Department of Education's guidance document for the use by parent/guardians, students and district staff to assist in resolving complaints concerning student harassment, intimidation or bullying.

The superintendent shall ensure that the rules for this policy are applied consistently with the district's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations. All disciplinary sanctions shall be carried out with necessary due process.

Health Services – Berlin Township Board of Education Policy 5141

The school nurse is the only authorized staff member in the school to dispense medication to students. He/she will give medicine in compliance with the following regulations:

Written instructions, signed by the parent and physician, must be sent to the school nurse. Include the child's name, name of medication, its purpose, the time and dosage to be given, possible side effects and termination date for giving the medication.

The medication must be delivered to the nurse by the child's parent/guardian, in the original container, labeled by the pharmacy or doctor. Students must not carry medications to and from school.

Parents/Guardians may dispense medications to their child only in the event of a school trip if they are attending as Advanced Approved chaperones. Without the availability of a school nurse or the parent/guardian on a school or class trip, the student who needs medication or medical treatment shall remain at school. The school nurse will make every best effort to secure a nurse to attend all field trips.

The school nurse is the only authorized person to send home a student for illness. All students must visit the school nurse in order to determine an illness that requires parental contact. Students are not permitted to use their mobile devices to contact parents to pick up students from school. All communicable diseases should be reported to the school nurse.

Chicken Pox: The student must remain home until he/she is no longer breaking out in lesions and all lesions have scabbed. The student must report to the school nurse before returning to class.

Conjunctivitis: The student's health care provider must examine the student. If conjunctivitis is suspected the student must have a doctor's note to return to school. If conjunctivitis is diagnosed the student must be on medication for at least 24 hours prior to returning to school.

Head lice/Nits: The student must be treated with a lice shampoo. The student may not be excluded from school for head lice/nits.

Strep Throat: The student needs to be on antibiotics for at least 24 hours prior to returning to school.

Vomiting/Diarrhea: The student may not return to school for 24 hours after the last episode of vomiting or diarrhea.

Fever: The student must be free of a fever 24 hours without the use of fever reducing medications prior to returning to school. A student with a temperature of 100 degrees or higher must stay home from school.

Other Illnesses: When a student becomes ill in school **the school nurse will determine if your child will be sent home. Students are not permitted to contact their parents when they are feeling ill. They must request permission to visit the nurse for a final determination of illness.**

For any questions related to the health and wellness of students please contact our school nurse at 856-767-9480 Ext. 1213.

Please note that during the COVID-19 pandemic or any other major health crisis, the school will be strictly enforcing the attendance policy and procedures related to students returning to school after an illness. We appreciate your cooperation in maintaining a healthy school environment.

Homework – Berlin Township Board of Education Policy 6154

Homework is an important part of the learning process. Homework carries the educational goals of the school into the home, improves work habits, reinforces skills and teaches independent study habits. **All students are expected to complete homework consistently.** When assigned homework is not completed consistently consequences may be imposed including a reduction in the child's grade or loss of privileges in school.

After school homework support is available for students in grades 4 – 8 who need assistance with homework. Students will be invited to participate in the Beyond the Classroom program, as needed, in order to assist them in completing homework and maintaining positive academic standing. Students must follow the same school-wide behavior expectations in Beyond the Classroom as in school. Students who do not display conduct expectations in Beyond the Classroom will be dismissed from Beyond the Classroom. Parental consent is required prior to students attending Beyond the Classroom. Transportation is provided for students who regularly ride the bus to and from school. Beyond the Classroom is generally available during full days twice per week at 2:40 pm – 3:40 pm throughout the school year. Please refer to the school calendar on the website for the schedule of Beyond the Classroom sessions.

During the COVID-19 pandemic and hybrid in-person/remote learning school environment, Beyond the Classroom may be temporarily suspended.

Honor Roll/Principal's List (see Grading Policy)

The grading policy and recognition of achievement (such as Principal's List and Honor Roll) may be modified or suspended within the Remote Learning school environment.

Instructional Assistants

Instructional assistants provide valuable educational and behavioral support for the students. Students are expected to show respect for instructional assistants and treat them as authoritative staff within the school. Instructional assistants will implement the school discipline policy including issuing behavior consequences or referrals to the office in accordance with the discipline policy.

Lavatory Usage

In order to promote student safety each grade level is assigned to use specific restrooms in the school. Students must only use the designated restrooms that are assigned to their grade level. When necessary to maintain the safety of students in the lavatory and to enforce proper usage of the facilities, structured lavatory usage will be created and imposed. We will strongly encourage all students to wash their hands properly after each use of the lavatory.

Library Media Center – Berlin Township Board of Education Regulation 5131.5

The library media center is dedicated to providing services and materials aligned to support the curriculum, promoting information literacy, helping students develop research skills while also encouraging an appreciation for literature and a love of reading.

Students must obtain a pass from the classroom teacher in order to visit the library. Students are

encouraged to borrow from the school's collection. Each student has a unique patron barcode for his or her library account enabling him/her to take full advantage of the services our online public access catalog has to offer. Open access to the library will be made available through a predetermined schedule.

When a student is late in returning library materials, an overdue notice is given to the student. Repeated overdue notices will be sent, as necessary. Further borrowing may be suspended until the overdue materials are returned. After a library book is two months overdue, it is presumed lost and a bill is generated. A book that is lost or damaged must be paid before additional books can be lent to the student. Payment for lost books is reimbursed if it is found and returned in good condition within the same school year. Upon payment, a letter of receipt is sent home with the student, and full library privileges are restored. Students in grade 8 who owe library fines will not receive their diploma and final report card. Transcripts may also be held from the student's anticipated choice of high school.

Lockers

Students in grades 7 & 8 are assigned a locker. These are made available for students' use and convenience. The locker is the property of the Berlin Township Schools. Lockers are subject to random, unannounced inspections and searches by school administrators and/or law enforcement officials. Lockers must not be shared and must be kept locked at all times. Students will be given the opportunity to visit lockers at predetermined scheduled times during the school day.

During the COVID-19 pandemic, access to lockers will be suspended until further notice.

Lost and Found

Lost items will be placed in a designated area in the cafeteria. During their regularly scheduled lunch period students are encouraged to search for their lost belongings. Items of high value, such as mobile devices, jewelry and money will be kept in the main office. All unclaimed items remaining in the lost and found for more than two weeks will be donated to a local charity.

Make Up Work

Parents/Guardians must contact the main office at 856-767-9480 or rschaffer@btwpschools.org **before 8:00am** to arrange to pick up work when their child is absent from school. This will permit teachers to have make-up work ready at the **end of the school day after dismissal**.

Marking Periods

Marking Periods	
First Trimester	9/8/2020 - 12/10/2020
Second Trimester	12/11/20 - 3/19/2021
Third Trimester	03/22/2021 - 6/22/2021

Report cards will be sent home approximately one week after the end of each marking period. Interim report cards will be sent home approximately every 30 days of school.

New Jersey Student Learning Assessment (NJSLA)

The 2020-2021 school year marks the second administration of the NJSLA test for English Language Arts, Mathematics and Science. Aligned to the New Jersey Student Learning Standards, NJSLA is a computerized test for all students in New Jersey from 3rd through 11th grade. Students in Berlin Township in grades 3-8 will be testing between late April and mid-May in English Language Arts and Mathematics. Students in 5th and 8th grade will also complete the Science Assessment. Grade-level specific testing dates will be released in the months prior to testing.

Nurse's Office (see Health Services)

Physical Education

Physical education is a required class for all students. Students must come prepared to participate in physical education classes by wearing a gym uniform (grades 7 & 8), flexible clothing and activewear shoes/sneakers. Students' grades will be negatively impacted for unpreparedness. Students are encouraged to not wear jewelry during physical education classes. At the discretion of the physical education teacher students may be asked to remove jewelry prior to participating in physical education classes.

If a student is to be excused from physical education class his/her parent must provide a written note (stating the reason for the excuse) prior to the start of class. If a student is to be excused for more than two classes in one marking period a note from a medical professional must be provided to the school nurse.

Please note during the COVID-19 pandemic, students will not be permitted to change clothing in school. Students must come to school prepared for physical education class and outdoor recess.

Plagiarism

Plagiarism is defined as taking someone else's work or ideas and presenting them as your own. Essentially it is a form of cheating and stealing. Students will be taught proper and acceptable skills for conducting research, citing works and writing papers. Students who knowingly plagiarize will be subject to disciplinary actions by teachers and administrators. (See Discipline above.)

Positive Behavior Supports (PBS) (See Code of Conduct)

Principal's List/Honor Roll (see Grading Policy)

The grading policy and recognition of achievement (such as Principal's List and Honor Roll) may be modified or suspended within the Remote Learning school environment.

Promotion Standards - Berlin Township Board of Education Policy 6146.2

A student will be promoted to the next succeeding grade level when he/she demonstrates the proficiencies required for movement to the next grade level. Students must earn a minimum overall average of 65% for each class in order to pass that course for the school year. Students who fail (<65%) two or more core academic classes (English Language Arts, Math, Science and Social Studies) for the entire school year may be retained in their current grade level. Students who fail both English language arts and math for the school year will be retained in the current grade level.

Report Cards (See Grading Policy & Marking Periods)

School Counselor

DDE Middle School has a full-time counselor on staff. During the school year the School Counselor will arrange for whole class mini-lessons on various topics of typical social-emotional development concerns for middle school students. In addition the School Counselor will provide small group sessions for students with common interests (such as students of recently divorced parents or who have suffered a death in the family). Individual counseling sessions will be scheduled on an "as needed" basis or as mandated by a student's Individualized Learning Plan (IEP).

The School Counselor will be available to conference with students on current situations as they arise. Students must complete an online request form prior to visiting the Counselor's office. The School Counselor will locate the student for a conference or to address the current matter. Parents who would like to conference with the School Counselor must contact the school to set up a mutually agreeable date and time.

School Instructional Materials - Berlin Township Board of Education Regulation 5131.5

Students are provided with essential instructional materials such as textbooks, calculators and Chromebooks for use in the school and/or home. Students are responsible for the materials issued to their care. In the event that a student loses, misplaces or does not return a school instructional material or if a student damages instructional materials beyond repair the student's parent/guardian will be financially responsible for the replacement cost of the material (textbook, Chromebook, etc.).

School Safety Drills – Berlin Township Board of Education Policy 6114

Fire drills and other school safety drills are conducted twice monthly as mandated by law. During fire drills students are directed to exit via the closest exit location and to proceed to a predetermined safe area away from the school. School staff will take attendance to ensure all students are safely secured.

Immediately upon announcement of a lockdown students will congregate with their teachers in a predetermined area of the classroom away from the visibility of outside persons from the hallway. All students and staff will remain in lockdown until a school official or local police agents release the students and staff.

In addition to fire and lockdown drills students and staff will participate in relocation drills. These drills require students and staff to relocate to a safer location such as another building within the district, community or neighboring school district.

Specials Area Classes

All students will participate in special area classes. Students will be assigned to special area classes on a cyclical basis (30 consecutive-day cycles). All special area classes will be graded courses. The special area classes are art, health & physical education, music, technology and world languages (currently Spanish).

Sports (See extracurricular activities)

Sports provide a diversity of learning experiences outside of the regular classroom. The guidance goal for each student is a balanced program of appropriate academic studies and activities as determined by the school, parents/guardians and the student. In addition to the criteria set forth in Extracurricular Activities (above) students who participate in sports activities must meet the following eligibility criteria and must maintain this criteria during the time they are active in sports:

- A school suspension during the season of any sport will result in automatic dismissal from the sport for the remainder of the season
- Fall soccer – students must maintain academic standing from the beginning of the school year through the soccer season.
- Winter basketball – academic eligibility will be determined by the grades earned on the first interim report card.
- Spring baseball, softball and track – academic eligibility will be determined by the grades earned during the fourth interim report card.
- Students may not participate in any sports activities on the same day as a school absence.
- Students must pass a medical physical exam to be eligible to play sports.

All parents/guardians must sign a conduct and sportsmanship contract **prior** to their child playing a school sport.

Due to the COVID-19 pandemic, sports may be temporarily suspended.

Student Passes

With the exception of transferring from one class to another students must have a pass to leave their assigned classrooms. This includes going to the library, main office, nurse's office, restroom or

another classroom. Students who are found without a pass in any area other than their assigned classroom may be subject to disciplinary action. (See Discipline.)

Substitute Teachers

Substitute teachers are considered guest teachers and have the same authority as the regular classroom teacher. All students are required to demonstrate respect and cooperation with substitute teachers. Violations of school behavior expectations in the presence of or under the supervision of a substitute teacher will be handled in accordance with the school's discipline policy (see Discipline).

Tardy Arrival to School (see Attendance)

Textbooks (see School Instructional Materials)

Visitors

All visitors to the school must report to the main office. Visitors who are permitted into the school must sign in the office, obtain a visitor's pass and wear the visitor's pass while they are in school. No visitors will be permitted for social visitations into the school during instructional time. All parent/guardian visitors must have current ADVANCE approval status by the Board of Education prior to entering classes during instructional time or chaperoning any school-related event or activity. Former students must contact teachers to schedule a visitation for a time not during the instructional school day.

Please note during the COVID-19 pandemic, visitors will not be permitted in school.