

Myron L. Powell School
2019-2020
Family Handbook





September 2019

Dear Myron L. Powell School Families,

I am honored to be starting my 7th year as both the Superintendent and Principal of the Lawrence Township School District. My previous roles in education over the past 32 years include a one-to-one special education aide, teacher, supervisor, coach, principal and chief school administrator. I believe that even with my vast background of working with children, they continue to teach and enrich my life every single day. My goal is to share my love of teaching and learning with all the families at MLP in order to benefit our children and this community!

Our school-wide theme this year is Teach Peace. Kathy Gross, our Art Teacher, painted a beautiful mural at the end of our hallway to creatively share our mission. We will invite all students and staff to purchase t-shirts in a few weeks displaying the logo Teach Peace. Each grade level will conduct a project to show kindness, do good deeds for others, or raise awareness for a certain issue. Students will wear their shirts as a sign of working in unity to achieve a common goal as we empower them with responsibility to positively affect the lives of others.

Once again, our student enrollment has increased this year! We added another preschool classroom for our ever-growing number of 3 and 4-year old children. Our district receives money through an Early Childhood grant that requires high-quality standards, with small class sizes. Our teachers and aides receive training in early childhood best practices to enhance the experiences our children receive as they lay the foundation for learning.

This school year, we added Amplify Science as a new curricular component for our middle schoolers. Students will take on the role of scientist or engineer to investigate real-world problems. They will conduct investigations as if they were forensic meteorologists or medical students, in order to collect and assimilate data to analyze possible solutions to their tasks.

With a warm heart and an enthusiastic spirit, I wish you a very successful 2019-2020 school year.

Yours in Peace,

Dr. Shelley Marie Magan, Chief School Administrator

Lawrence Township School District 2019-2020 School Year Calendar

2nd -Labor Day School Closed

3rd - First Day for Students

9th Back to School Night

SEPTEMBER 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

20 days

11th Teacher Inservice School Closed

14th Columbus Day School Closed

OCTOBER 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 days

7th -8th NJEA Closed

25th -26th PTC Early Dismissal

27th Early Dismissal

28th -29th Thanksgiving School Closed

NOVEMBER 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

17 days

23rd-31st Winter Break School Closed

DECEMBER 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

15 days

1st New Year's Day

2nd School Re-Opens

20th Martin Luther King Day School Closed

JANUARY 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

21 days

FEBRUARY 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

14th Teacher Inservice School Closed

17th Presidents Day School Closed

18 days

MARCH 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

22 days

APRIL 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

10th-17th Spring Break School Closed

16 days

MAY 2020						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
^{24/31}	25	26	27	28	29	30

22nd & 25th Memorial Day School Closed

19 days

JUNE 2020						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	28	30				

11th-15th- Early Dismissal

15th Last Day of School

11 days

PLEASE NOTE: The last school day will be on June 15, 2020. If inclement weather days are needed, additional days shall be added in the following order: June 16, 17, 18, & 19. If more than 4 days are added during the winter, days will be taken from Spring Break as follows: April 17, 16, 15, 14, 13. Parents, students and staff should not plan vacation, trips and other activities that call for deposits, non-refundable fees, etc. prior to July 2020, as the school year may be extended beyond June 15.

Overview

Myron L. Powell School Mission Statement

The Mission of Myron L. Powell School is to encourage, guide, and support well-rounded citizens who reach their highest potential, becoming life-long learners who contribute to society in a meaningful way.

Vision Statement

At Myron L. Powell School, we see the future as an earth-friendly environment where conflict resolution and creative problem solving are the keys to a better life for all citizens.

Our educational delivery is based on the belief that challenging content and open-ended questions will produce students who are confident in their abilities to peacefully address the needs of an ever-changing society.

Core Values

In our educational community, staff, parents and students share common values that include a democratic approach to participating in our organization. We operate with a generosity of spirit, a sense of humor and a positive, compassionate attitude that will sustain our community through times of happiness and adversity.

YOUR Values Matter

At Myron L. Powell School, the Administration takes pride in our Open-Door Policy; welcoming the opinions and ideas of students and family members. Staff members are available to make your school experience interesting, exciting, and challenging. If you see something that bothers you and you have an idea to change it, please contact us!

Myron L Powell School is an educational community serving approximately 500 students in Pre-School- Eighth grade. The brick facility is set on a beautiful campus in the center of Cedarville.

Reflecting the beliefs of Dr. Shelley Marie Magan, our Superintendent and Principal, the MLP educational philosophy is centered around the students; emphasizing kindness, creativity, accountability and practical problem-solving skills.

Our school has been awarded **CHOICE SCHOOL** status by the NJ Department of Education. This school choice program allows families from other districts to choose to apply to attend our school instead of their own district.

This special designation carries with it a solemn responsibility. Dr. Magan and the staff are committed to continually improving our school so that the quality of our educational experience and the camaraderie of our school community exceeds that of surrounding districts. Students, staff and parents will be proud to be a part of the educational enthusiasm that is “Team Hawk!”

Some School Policies

Backpacks

Once students are in school, they must remove what they need for their classes and leave their book-bag inside their locker or cubby. Because of safety concerns about concealing dangerous or illegal items inside of a bag, our policy states that bags or purses cannot be carried in the hallways during the school day.

Animals

Animals tend to carry allergens and infectious diseases. Therefore, they may not be brought into school.

Items From Home

Do not bring personal items that cannot be replaced if they are lost. Fidget spinners, electronic devices, toys, cards, jewelry and action figures are examples of items that should not be brought to school. MLP School is not responsible for your belongings if they are lost, stolen or broken.

Birthdays

Per our Health and Wellness Policy, if you choose to send a snack to school, we strongly recommend that you share only healthy snacks, like fruit or veggie trays. Only food that is **sealed, and store-bought with an ingredient label attached will be permitted!** We need to be respectful of students with allergies. We can only accept food that has been **prepared in a store and is brought to school un-opened with an ingredient label attached.**

Fragrance Policy

Strong scents and fragrances contribute to poor indoor air quality that can be unhealthy for all students and staff. Therefore, the use of strong perfumes or lotions is discouraged due to the possibility of adverse allergic reactions among students & staff.

Holiday & Cultural Celebrations

Celebrations from many parts of the world are experienced through our curriculum in order to appreciate ALL cultures. Our units of study are infused with education about a variety of cultural backgrounds. Families are welcomed to share their holiday and family traditions by volunteering at school. If you are sending any food to school for a holiday event, it must be in a sealed, store-bought package that is clearly labeled with the ingredients! If parents/guardians are assisting a teacher or attending an event in the classroom, **no younger siblings can attend**, so that the attention will be focused on the student participating in the activity.

Cell Phones

Each morning, homeroom teachers will collect cell phones and electronic watches and put them into their personal desk drawer or file cabinet for safe-keeping. At day's end, students will retrieve their electronic devices & may use them as soon as they are OFF school property. Students found not following the rule will result in their electronics being brought to the Main Office for pick-up at the end of the day by the student's parent/guardian. The MLP Technology Curriculum includes an important Digital Citizenship component that addresses safe and proper use of cell phones, electronics and social media. MLP assumes no responsibility for the loss, theft, damage or disappearance of the student's electronic devices while on school property.

Transportation

Our Transportation Department does a magnificent job of mapping out the bus routes in the most safe and equitable manner. Students must consistently be picked up and dropped off at **ONE** location unless a special request has been made per court order. Other requests must be for emergency circumstances and will not be honored for daily bus stop changes.

If Pre-School through 4th Grade children are not met at their bus stop, they will be returned to school and will be supervised in the Main Office until a parent or guardian arrives to get them. If you feel comfortable with your child exiting the school bus without an adult being present at the bus stop, please provide the main office with your written permission to be placed in your child's file, authorizing the bus driver to leave your child unattended. Please be patient on inclement weather days as they often cause a slightly delayed bus schedule.

Conduct on the bus is expected to be civil and orderly. Students are to remain seated at all times with their seat belt buckled and keep their hands to themselves. Students are asked to talk in a regular tone with others around them, keeping distractions to a minimum for everyone's safety. The bus driver will discuss students' behaviors with the school staff so that we can help to find ways to improve their manners.

Busses stop at the Pre-School Wing door where the Pre-School and Kindergarten students will be greeted by their teachers and escorted to their classrooms. Once the youngest are safe and sound, each bus will proceed to the Main Door side of the school to allow students in grades 1-8 to depart and enter school.

Students arriving by car will enter on East Avenue and exit along the front of the school at our valet area! Dr. Magan and the staff will be ready outside **beginning at 7:50 am** with welcoming smiles!

Students who leave the school by car will be dismissed 5 minutes early from their last class to meet their waiting parents/guardians at the main entrance and be signed-out by a staff member.

Biking to school is allowed but students are required to wear a helmet when riding their bike.

Pick-Up Policy

If a parent or guardian wishes to remove their child from school during regular school hours, they should send a note to the school office in advance or call the office directly. The pick-up person should go directly to the school office and provide photo identification.

A person who is listed on a student's Emergency Call List may only pick-up that student if the parent cannot be reached OR if the parent/guardian has sent in to the Main Office written notice that the emergency contact person will be getting the student from MLP School on that day.

If your child has a regularly scheduled 'special pick-up' person for an after-school activity, such as dance or karate class, please give a one-time, written authorization for this recurring occasion to the Main Office prior to the start of the event.

The School Day

Our Curriculum

Our Curriculum for the 2019-2020 School Year is one that stems from New Jersey Student Learning Standards, designed to ensure consistent instructional content across the state of New Jersey. These Standards assure that there are no gaps in the delivery of information to students. The Student Learning Standards are guides that list specific concepts that should be taught at age-appropriate levels. Teachers follow these guides when creating their instructional units. Teachers and parents are confident that information and skills the children need to know are presented multiple times each year, in several different ways. NJSLA Testing has made teachers more aware of the importance of goal-stating for each instructional unit; both for their planning purposes, and so the children can show evidence of the specific concepts they have learned. Teachers incorporate hands-on activities into lessons, pose problems with multiple answers and relate skills set forth in the Student Learning Standards to everyday situations. The goal is to keep instruction pertinent to the students, so they can apply what they are learning to their daily lives.

Our Schedule

Our school day begins at 8:00 am, when students arrive by bus, bike and car. Students in the AV Club will announce the day's activities after we Pledge the Flag and recite the 7 Habits Pledge. The usual Homeroom tasks are followed by subject area classes in Periods 1-8.

Lunch is served in the all-purpose room to all students, except for preschoolers. The hot and cold food selections on the menu are varied and nutritious. Pre-payment of the week in advance speeds the process and eliminates the drama of lost lunch money. Parents may pre-pay on-line at *myschoolbucks.com*, or send in a check or cash.

Written reminders and phone messages will be sent to each family to let them know when a child has charged their second lunch without funds in their account. A child who has no funds left in their account will be offered a **limited lunch menu** consisting of PB&J sandwich, fruit and milk. This limited lunch menu is the only food that the student may purchase until he/she has a positive balance again showing on their lunch account. Flavored juices, bottled water, bagged snacks and ice cream may be purchased in addition to the daily menu selections. These items may only be charged to accounts with a positive balance. Parents/guardians should discuss food choices with their children so that they do not order, and are charged for, two lunches every day, or for extras for friends, on their lunch account number!

Free and Reduced Lunch Programs are available for our families who qualify for this benefit. Look for applications to be distributed at the beginning of the school year. If your family is qualified, please take advantage of this wonderful program.

Students may bring lunch from home and purchase beverages in the cafeteria. Our beverage choices reflect a healthy lifestyle: bottled water, milk, and juice. Our cafeteria is a place where children practice real-world dining experiences using manners, maintaining appropriate conversations, and behaving properly.

There is time for each group to go outdoors for a recess time each day; a welcome break before returning to classwork. This time may also be used by our Middle School students who need extra help or who wish to complete an assignment with a teacher nearby.

During the day, additional Special Area classes are offered, that include Art, Technology, Science/ Technology/Engineering/Arts/Mathematics or STEAM Enrichment, Music, Health, Physical Education, Character Education and Spanish round out the remainder of the schedule until the final bell rings at 2:36 for dismissal.

Our After-School Program

Cumberland County YMCA After-School Program is available M-F at the cost of \$52.50/wk. The YMCA staff will have planned activities, outdoor recreation, homework and computer time, and snacks for students of all ages who need care **2:35-6:00 and 12:30-4:00 on Half Days**. For additional information, go to the Cumberland Cape Atlantic YMCA website. **www.ccaymca.org**

Field Trips

Throughout the year, students participate in several field trips related to the curriculum. As a way to practice what we have learned and to broaden our horizons, students and chaperones look forward to attending these field trips. All field trip permission slips will be sent to parents/guardians through a Permission Click link. As the trip time approaches, parents/guardians will be notified of the dates and details.

Family Member Participation

Field Trip Chaperones must complete a volunteer application. If parents/guardians are attending field trips, **no younger siblings may attend the trip**, so that the parent's attention can be focused on the student participating on the field trip.

Athletics & Fitness

Because fitness is a priority here at MLP School, students are encouraged to join many different Athletic Clubs and Teams. Our Athletic Program operates from Fall through Spring and provides opportunities for all skill levels and interests.

Students need to have a Sport Physical Form completed by your family Doctor before a student joins a team, to make sure all of our athletes are healthy and cleared to play sports. This form should be given to our School Nurse. There are no exceptions to the 'Physical On File' rule for each time that a student wishes to participate in an Athletic Club/Team.

Two weeks prior to the start of each sports season, we have a student assembly for all 5th-8th graders to explain each sport and club. All necessary forms are handed to the students at this time. Forms are also located on our website.

If you have any questions pertaining to the Athletic Physical requirements or the medical history update please contact the School Nurse at 856-447-4237 ext. 5370 or Mr. Williams, the Athletic Director at ext. 5540

Remember...

A NEW MEDICAL HISTORY UPDATE MUST BE FILLED OUT FOR EVERY NEW SPORT.

Traveling “Varsity” Sports (Coed unless noted)

Field Hockey, Soccer, Girl’s Basketball, Boy’s Basketball, and Cross Country. Try-outs for these teams will be announced.

Non-Traveling Sports (Coed “Club Sports”)

Chip & Putt Golf, Non-Traveling Soccer, Non-Traveling Basketball, Bowling, and Flag Football. “Club Sports” require **no tryouts** and they meet, on average, 8 days a year, to give the students a chance to strengthen their skills in that activity.

Traveling Sports-Fall

Co-Ed Soccer “Varsity & JV” and

Co-Ed Field Hockey “Varsity & JV”

Try-outs for both of these sports will begin approximately the 2nd week of September. The season will end the last week of October.

**Field Hockey and Soccer meet on the same days so a student cannot play on both teams.*



Non-Traveling Sports-Fall

Non-Traveling Cross Country, and **Non-Traveling Soccer**

Permission slips for Non-Traveling and Traveling Soccer will be combined so students may participate in both. Non- traveling basketball will begin in February after the traveling basketball schedule.

Traveling Sports-Winter

Girl’s Basketball “Varsity & JV” and **Boy’s Basketball** “Varsity & JV”

Permission slips for Non -Traveling Basketball and Traveling Basketball will be combined, as well as for Non-Traveling Soccer Club and Traveling Soccer so students may participate in both.

Try-outs for both of these sports will begin after Thanksgiving break. Season ends 1st week of February.

Non-Traveling Sports-Winter

Bowling and Non-Traveling Basketball

The bowling club travels to a local bowling alley to play. *There is a weekly cost to the student associated with this club to cover 3 games and shoe rental.*

Non-Traveling Sports-Spring

Flag Football and **Chip & Putt Golf** Football and golf sessions usually begin in April (*depending on the Spring Break date*).



Working Together

Parent and Staff Communications

Teachers are glad to make themselves available to meet with parents or guardians, if given sufficient notice. In return, parents and guardians agree to meet with teachers when requested. A phone call, email message or a brief request in the parking lot will set the meeting plan in motion to address a concern. When parents or staff request a meeting, the discussion topic will be made clear to those who are invited to be part of the conversation.

Administration would like to communicate regularly via email and texts. Many items that will improve the quality of the children's school experience can be handled via the electronic formats. For example: "Remember to wear a white T-Shirt tomorrow!" For issues that are more emotional, educational progress and welfare related, teachers and parents agree to refer to paragraph one, where a face-to-face meeting will resolve the matter more resourcefully.

On our Myronlpowell.org website, look for homework posts, upcoming events, athletics sign-ups, approaching deadlines, and class project information.

PLEASE Call If Your Child Will Be Tardy or Absent-856-447-4237 Ext. 5310

Key Contacts Extension List

5000	Superintendent-Principal	Dr. Shelleymarie Magan
5600	Supervisor	Heather Burkhart
5370	Nurse	Nalyn Pierce
5290	Transportation	Jackie Cook
5420	Child Study Team	Eileen Culver
5540	Athletics	Bob Williams
5036	Guidance	Kelly Cox
5580	Positive Behavior Teacher	Sarah Rennick

EMERGENCY CLOSINGS

Announced by Automated Calling System to the first two contact numbers listed in the school computer system.

Closings also posted on our Website and:

Philadelphia Channels 6 & 10

News 12 NJ Channel 12

WSNJ FM Bridgeton Radio Station

Half-Day Dismissal Time

12:35

Consequences of Anti-Social Actions

Discipline is the process of changing a person's behavior from inappropriate and anti-social to behavior that is appropriate and agreeable. As adults, we should not be satisfied to merely stop poor behavior. We need to accept the responsibility of showing a child what actions are right.

We are here first to teach, not to punish. We are here to help with problem-solving techniques for children who may need an alternative way of handling situations. After all, the intent of discipline is to help children understand the consequences of their behavior and to provide them with other choices of action. Children cannot always be expected to choose the right course of action; they are children.

The **Discipline Chart** on the following pages specifically identifies prohibited student conduct and lists the range of consequences which may be imposed for each action.

Discussions with school staff members, behavior specialists and administrators will focus on positive ways to rectify a mistake and precautions that will ensure the infraction does not recur.

When assigning consequences for misconduct, consideration will be given to factors such as, but not limited to: the nature of the infraction, the student's past disciplinary record, the student's age and grade level, the frequency of their inappropriate misbehavior, and the severity of the problem as it pertains to the specific situation.

If the disciplinary misconduct is severe, or the student has been unsuccessful with repeated previous interventions, **the Chief School Administrator has the right to determine the level of intervention or necessary action.**

Discipline Chart

<p>1. Bullying/Harassment: Unwanted and repeated verbal, written or physical behavior, including threatening, insulting, dehumanizing behavior that can cause discomfort or humiliation or that interferes with a student's performance or participation.</p> <ul style="list-style-type: none"> • 1st Minor Offense Level 1 • 1st Major Offense Level 2 • Repeated Offense Levels 2 or 3 	<p>11. Physical Contact w/ Another Person: Altercation that involves unwanted physical contact, such as kicking, pushing, pulling, with or without an object.</p> <ul style="list-style-type: none"> • 1st Minor Offense Level 1 • 1st Major Offense Level 3 • Repeated Offense Level 2 or 3
<p>2. Cheating: Using someone else's words, work or ideas and claiming them as your own; putting your name on them.</p> <ul style="list-style-type: none"> • Homework/Classwork 1st Offense Level 1 Repeated Offenses Levels 2 or 3 • Quiz/Test/Project 1st Offense Level 2 Repeated Offenses Levels 2 or 3 	<p>12. Fighting & Physical Violence: Use of force or physical violence against another person.</p> <ul style="list-style-type: none"> • 1st Offense Level 2 • Repeated Offense Level 2 or 3
<p>3. Computer Misuse: Manipulating computer hardware, software or data to include the improper use of technology or posting of inappropriate information or photos on the Internet or other social media during OR after school hours that may interfere with the educational process or may cause distress to another person.</p> <ul style="list-style-type: none"> • 1st Offense Level 1 • Repeated Offense Level 2 or 3 	<p>13. Contributing to Culture of Violence: Gathering to view a fight, posting photos of a fight on social media, perpetuating rumors and gossip to incite a fight.</p> <ul style="list-style-type: none"> • 1st Offense Level 2 • Repeated Offense Level 2 or 3
<p>4. Controlled Substances: Possession, use, sale or distribution of drugs or other controlled substances. Being under the influence of alcohol, drugs or unauthorized prescription medication or over-the-counter medications.</p> <ul style="list-style-type: none"> • 1st Offense Level 3 	<p>14. Profanity, Abusive Language, Gestures or Drawings: Unkind, inappropriate words either spoken or written, or vulgar actions or drawings</p> <ul style="list-style-type: none"> • 1st Minor Offense Level 1 • 1st Major Offense Level 2 or 3 • Repeated Offenses Level 2 or 3
<p>5. Discrimination: Unkind, inappropriate words or actions directed to another as a result of their race, creed, color, gender, national origin or disability.</p> <ul style="list-style-type: none"> • 1st Offense Level 3 With report to local Law Enforcement, at the discretion of the Chief School Administrator 	<p>15. Sexual Offense: Obscene behavior that is sexual in nature or sexual misconduct directed toward another person</p> <ul style="list-style-type: none"> • 1st Offense Level 2 or 3 • Repeated Offense Level 2 or 3 With Administrative Review
<p>6. Disruptive Behavior: Participating in or encouraging any activity that substantially disrupts the scheduled activity</p> <ul style="list-style-type: none"> • 1st Minor Offense Level 1 • 1st Major Offense Level 2 • Repeated Offense Levels 2 or 3 	<p>16. Stealing: Unauthorized taking or concealing items that belong to another person or to the MLP School</p> <ul style="list-style-type: none"> • 1st Minor Offense Level 1 If under \$100 and Restitution • 1st Major Offense Level 2 If under \$300 and Restitution • Repeated Offenses Levels 2 or 3 Restitution and Involvement of Police
<p>7. Dress Code Violation: Wearing inappropriate school clothing that is unsafe, distracting, vulgar, insufficiently concealing.</p> <ul style="list-style-type: none"> • 1st Offense Level 1 Warning and Substitute Clothing provided • Repeated Offenses Levels 2 or 3 Parent Contact and Administrative Review 	<p>17. Threats or Intimidation: Threatening to cause physical harm to another person with or without use of a weapon; Under consideration: the offender's intent, the victim's level of fear & offender's ability to carry out the threat</p> <ul style="list-style-type: none"> • 1st Offense Level 2 • Repeated Offense Level 2 or 3
<p>8. False Accusation and False Statements: Making false statements, giving misleading communications, forging paperwork to mislead a staff member or to cause injury to another</p> <ul style="list-style-type: none"> • 1st Offense Levels 1 or 2 • Repeated Offense Level 3 	<p>18. Tobacco Products: Possession, use, sale or distribution of tobacco products on School grounds or at school events</p> <ul style="list-style-type: none"> • 1st Offense Level 2 • Repeated Offense Level 3
<p>9. Gang-Related Activity: Engaging in verbal, written or physical acts that are associated with gang rituals or behaviors; participation in a gang.</p> <ul style="list-style-type: none"> • 1st Minor Offense Level 2 • 1st Major Offense Level 3 • Repeated Offense Levels 2 or 3 	<p>19. Trespassing in Unauthorized Areas: Students going to areas of the school that are designated as 'off limits' for safety or privacy reasons.</p> <ul style="list-style-type: none"> • 1st Offense Level 2 • 2nd Offense Level 3 Reported to Law Enforcement, if necessary
<p>10. Insubordination/Open Defiance: Refusal to follow a request or direction from any school staff member.</p> <ul style="list-style-type: none"> • 1st Offense Level 1 • 2nd Offense Level 2 or 3 	<p>20. Vandalism: Damaging or destroying school property or the property of others, resulting in damages of various monetary values</p> <ul style="list-style-type: none"> • 1st Minor Offense Level 1 If under \$100 in Damages • 1st Major Offense Level 2 If over \$100 in Damages Level 3 If over \$250 • Repeated Offense Level 2 or 3 and Restitution
	<p>21. Weapons: Possession of any instrument or object that can inflict serious physical harm on another person, or an object that can instill reasonable fear of serious harm; including, but not limited to, firearms, flare guns, razor blades, brass knuckles, chains, pocket knives, mace.</p> <p>1st Offense Level 3 And Reported to Law Enforcement</p>

Consequences	
Level 1	
<ul style="list-style-type: none"> • Warning Conference with Administration • Loss of Privileges • Parent/Teacher Communication • Review of Action with Peers • Restorative project 	
Level 2	
<ul style="list-style-type: none"> • Warning Conference with Administration • Loss of privileges • Parent/Teacher Conference • Review of Action with Peers • Restitution and/or Restorative project • After-school work session • *Suspension of schedule • In-school suspension • Out-of-school suspension 	
Level 3	
<ul style="list-style-type: none"> • *Suspension of schedule • In-school suspension • Out-of-school suspension • Administrative Review • Restitution and/or Restorative project • Reassignment to alternative educational placement • Expulsion from school • Referral to Law Enforcement, Juvenile Court, DCP&P 	

* A Suspension of Schedule is a program that continues the student's curriculum but separates the student from his/her peer group due to inappropriate behavior. The student will be given an alternate schedule so that he/she can complete work provided by the student's teachers. A schedule of alternate classroom locations will be provided where a subject area teacher will be available so that the student can successfully complete the assigned work.

Positive Supports and Interventions	
<ul style="list-style-type: none"> • Conference with the Positive Support Team • In-school counseling • Peer Mediation • Tutoring (during or after school) • Lunch with staff/administration 	<ul style="list-style-type: none"> • Lessons on deficient skills • Restorative Justice Circle • Behavioral Contract/Plan • Referral to counseling agency • Re-entry action plan

Students' Rights

- * Students have the right to the best individual education available that will enable them to achieve their fullest potential; with love of learning, health and fitness, career-path and personal relationships being most important.
- * Students have the right to instruction that is developmentally appropriate and that meets their specific needs.
- * Students have the right to instruction that is delivered by creative teachers who respect and embrace all cultures, personalities and special needs.
- * Students have the right to learn in a clean, safe, positive environment in which they can express themselves as individuals.
- * Students have the right to participate in and to improve school policy.
- * Students have the right to help define the standards and rules of behavior for the School.
- * Students have the right to timely counseling and to due process.
- * Students have the right to have their records kept private.
- * Students have the right to have their family members as active & engaged parties in their school life.

Staff Rights

- * Staff have the right to work in a safe and healthy school environment.
- * Staff have the right to participate in enrichment seminars and trainings throughout their teaching career.
- * Staff have the right to hold students to an academic performance level designed to achieve each student's highest potential.
- * Staff have a right to participate in the educational planning and decision-making that contribute to the smooth operation of MLP School.
- * Staff have the right to promote and enjoy the mutual respect and cooperation of students, parents and of their colleagues.
- * Staff have the right to hold students accountable for regular attendance, classroom preparedness and demonstration of their best efforts to learn.
- * Staff have the right to establish specific rules of behavior and consequences governing the students' classroom conduct in accordance with school policy.
- * Staff have the right to improve professionally, physically and emotionally as role models.

Students' Responsibilities

- * Students have the responsibility to respect themselves and others in an effort to become a citizen of the world.
- * Students have the responsibility to learn about other cultures and religions and to understand and appreciate customs and traditions of their friends.
- * Students have the responsibility to attend their classes and to participate in their learning experience.
- * Students have the responsibility to respect the property of others.
- * Students have the responsibility to contribute their talents to The Myron L. Powell School and to the greater community in an effort to help those less fortunate.
- * Students have the responsibility to be aware of the necessity to maintain their bodies in a healthy manner.
- * Students have the responsibility to learn to control their emotions so that they do not judge others, and so that they are able to resolve issues calmly and creatively.

Staff Responsibilities

- * Staff have the responsibility to provide a safe and healthy, engaging classroom environment that promotes and protects the psychological well-being of all children, always.
- * Staff have the responsibility to creatively disseminate all of the ideas and concepts of the Core Curriculum Standards to the appropriate ability groups.
- * Staff have the responsibility to treat all students and parents with respect.
- * Staff have the responsibility to make class enjoyable enough that students will wish to attend regularly, come prepared and be on time.
- * Staff have the responsibility to develop and enforce rules of behavior and consequences that are mutually agreed upon by students, parents, staff.
- * Staff have the responsibility to keep parents regularly informed regarding their child's academic and social progress.
- * Staff have the responsibility to provide a challenging curriculum and appropriate learning strategies that will meet the individual needs of the students in a stimulating environment.
- * Staff have the responsibility to support and promote students' appreciation of and participation in a multi-cultural society.
- * Staff have the responsibility to assume a leadership role in some aspect of the school.

Parents' & Guardians' Rights and Responsibilities

- * Parents are always welcome to make an appointment to visit Myron L. Powell School.
- * Parents have the responsibility to encourage their students to complete their assignments and to sit down with their children often to discuss their school day.
- * Parents have the right to participate in NJ Positive School Climate Surveys each year regarding their ideas to improve the quality of the educational experience.
- * Parents have the responsibility to participate in extra activities such as field trips, guest teacher days, after-school programs, and community days to be a part of their child's school experience.
- * Parents have the right to expect interaction with school staff and administration to be conducted in a cooperative, problem-solving manner with specific outcomes designated, rather than in an adversarial fashion.
- * Parents have a responsibility to follow through with recommendations made by the school staff, just as teachers will act upon suggestions made by the parents.

Homework

A way to practice what was taught in class that day!

Homework will not be new information, but rather an extension or repetition of concepts that the teacher has presented in class. We recommend, in total, for all subjects:

Grades 1 - 2	10-20 minutes
Grades 3 - 4	30-40 minutes
Grades 5 - 6	50-60 minutes
Grades 7 - 8	60-90 minutes

Families should help to set a comfortable place for their student to study. Personal attention and encouragement will help to focus your child and to keep to the recommended homework time limits. Your interactions can make homework time a bonding experience and allow you to stay informed and be aware of what is being taught. PHOTOMATH App is very helpful!

Dress Code

Clothing is an extension of your personality and it becomes a way to express yourself. Clothing can show people what you think about yourself and how you want to be treated by them. If you take time to realize it, you form ideas about people based only on what they are wearing. This happens all through society and school is a good place to practice the skill of dressing for the occasion, so you can control the impression you make on your friends, teachers and the people around you.

At MLP School, teachers will represent themselves as career professionals who are proud to do their job. Students will choose styles of clothes that represent themselves as confident young people who are glad to be part of our school community.

Please **label your clothing** as it could get lost or confused with someone else's. Keep a spare shirt and/or pants in your backpack in case what you are wearing gets dirty, wet, or in the event what you are wearing is not school appropriate attire.

Here are some helpful hints on what to wear:

Wear a tank top that covers your stomach and has straps that are three inches wide.

Tube tops and halter tops are not appropriate for school.

Wear jeans that are clean. Jeans may not have rips, holes, or tears in the jean material. The skin of your legs should be covered. Rips in your jeans will mean that you will be asked to call for non-ripped pants to be brought to you from home, or you will be asked to borrow a pair of non-ripped pants from the nurse's office.

All hats and bandanas must be removed when you enter the school building.

Flip-flops and slides are NOT safe to wear because the fronts buckle under and the backs can accidentally be stepped on. All sandals must have a back strap to keep them secured.

All hem lines of your shorts and skirts need to be as long as your center fingertip!

Undergarments should remain as intended, hidden under your clothing.

Phys. Ed. or movement classes, require a comfortable outfit that you can move in during physical activity and sneakers are a must!



Yes Yes No!

Dresses, skirts and shorts must be as long as your middle finger tip.



**No rips,
tears, holes,
or patches in
your jeans!**



School Visits

The Board of Education welcomes and encourages visits to school by parents and guardians. In order for the educational program to continue undisturbed when visitors are present, and to prevent the intrusion of disruptive persons into the schools, the following procedures have been established:

- A. All visitors shall be required to report to the school office upon entering the building to secure a visitor's pass.
A "visitor" is anyone other than a student enrolled in or a staff member employed in the particular school. Visitors may not consult with the teaching staff or pupils during class time without the permission of the Chief School Administrator (CSA) or designee.
When the parental rights of a parent have been terminated by a court of appropriate jurisdiction, the legal guardian must inform the school so that the administration may apply appropriate regulations related to visitations. The CSA shall seek confirmation of legal custodianship where necessary.
- D. Persons may not visit the school during school hours for the purpose of recommending or exhibiting books, etc. to staff
- E. No visitor shall be allowed to deliver any address, lecture or provide instruction on any subject unless authorized by the CSA or designee.
- F. All visitors to the schools must obey no smoking regulation and any other regulations designed to ensure orderly operating of the school. All persons violating this policy shall be considered a "disorderly persons" and subject to appropriate action.

SCHOOL VISITATION PROCEDURE

- 1. Any person wishing to visit a classroom during the school day must request permission from the CSA. The CSA or designee will consult the classroom teacher regarding the convenience of the proposed visit and arrange accordingly.
- 2. The time limit of visits shall be set by the CSA or designee. No visitor shall interrupt the presentation of a lesson, talk to the students or distract the students from the teacher. A visitor must report to the office before visiting a class room. It is the duty of every teacher upon seeing a stranger in the building to ask if they have been to the office. If the visitor has not, he/she should be directed to the office and the teacher should notify the office of the presence of the visitor.

Health & Safety

Health Enrollment Requirements

Prior to Enrollment and yearly thereafter each child must have in their file:

- 1). Medical Report/Physical form completed by Physician (annual physical exam needed for students playing sports)
- 2). Written consent of emergency health care with emergency contact names and phone numbers
- 3). Updated immunization record for child

Daily Health Checks

Staff Members are mandated by NJ law to report child abuse and neglect. Therefore, each child is evaluated daily for any health issues. Staff will look for symptoms of illness and communicability to others, as well as unusual bruising or injuries. All findings are recorded by the School Nurse in a health check log and will be brought to the parents' attention or, if necessary, to the attention of the Division of Child Protection and Permanency.

Sickness Policies

Our goal is to keep all children and staff at our school healthy. We are careful in our hand-washing and attentive to disinfecting surfaces. We require your cooperation in keeping your child home if he/she displays any of the following symptoms:

** High Fever * Cold Sores/Fever Blisters * Diarrhea * Head Lice * Ringworm*

** Labored Breathing * Red Eyes/Discharge * Vomiting*

** Inability to Participate in Class, as evidenced by:*

lethargy, glazed eyes, drainage from eyes or ears, unexplained rashes, hacking cough

If a child needs to leave school due to illness, the parent/guardian will be notified of the student's symptoms and of the decision to send the student home. Staff will obtain information from the parent/guardian regarding who will be coming to get the child from school and will provide a quiet area for the child to rest until they are taken home. The illness will be recorded in the daily health log.

Medications

If your child needs to receive prescription medications while at school, parents/guardians must provide:

- 1) a written order from the physician
- 2) a parental authorization form
- 3) medication in the original container with the child's complete name, medication name, dosage and time intervals for administration and possible side-effects

Medication should always be hand-delivered to the School Nurse and never be given to children to transport to school.

Incident Reports

If your child is injured while at school, a staff member will complete an incident report which describes how the injury happened and what action was taken. Some incidents require immediate parental notification such as head injuries and bee stings, so that parents may elect to take further medical action.

In the event that a student causes injury to another student, the staff will work closely with the families involved to resolve the situation to everyone's satisfaction, per the Lawrence Township Board of Education District Policy. In accordance with New Jersey statutes, all school staff are mandated to report suspected child abuse and neglect. If you suspect that a child is being abused or neglected, please report your suspicions to the

DCP&P New Jersey State Hotline:

877-652-2873

Security Procedures

Security of our students is fundamental to our learning experience at Myron L. Powell Elementary School. School staff are trained to respond quickly and appropriately to a wide variety of crises, including medical emergencies, threats against people, terrorism and abductions. We know that there is no better action than prevention. Therefore, our front office staff are an important part of our school security team; screening people and their requests through our security window, monitoring everyone who enters our school building.

Late Arrival & Early Dismissal

Late arrivals and early dismissals are as disruptive to the educational process as absenteeism. The parent/guardian shall inform the school in advance whenever possible. A student to be dismissed early must be met in the school office by the parent/guardian or authorized agent.

Late Arrival

Parents/guardians must provide a note, stating the reason for the late arrival. The written explanations are a protection for the child as well as for attendance documentation.

When it is necessary for a child to arrive ten (10) or more minutes after the beginning of the school day for reasons other than a family emergency or medical/dental appointment, time missed by the student shall be counted as unexcused time and will be made a part of the student's permanent attendance record. Parents/guardians may be required to provide documentation of the reason(s) the arrival of their child to school after the beginning of the school day. Three unexcused latenesses will equal one unexcused absence.

Early Dismissal

Teachers have been directed to dismiss students only upon direction from the office.

It is requested that parents not ask to take their children out of school early except when an emergency makes early dismissal unavoidable. Such requests must be provided in writing, stating the reason for making the request. The written explanations are a protection for the child as well as for attendance documentation.

When it is necessary for a parent/guardian to pick up a child ten (10) or more minutes prior to the end of the school day for reasons other than a family emergency or medical/dental appointment, time missed by the student shall be counted as unexcused time and will be made a part of the student's permanent attendance record.

Parents/guardians may be required to provide documentation of the reason(s) for removing their child from school prior to the end of the school day. Three unexcused pick-ups will equal one unexcused absence.

Excessive absences including those resulting from late arrivals or parents/guardians picking up their child before the end of the school day may result in the district filing a complaint with the court and required by the New Jersey Administrative Office of the Courts in accordance with and required by the provisions of NJSA 18A:38-28 through 31, Article 3B, Compelling Attendance at School and other applicable state and federal statutes.

Lawrence Township Board of Education

District Policies Student Series 5000

Absences & Excuses

Policy 5113

Attendance at school may be excused for certain absences as defined by the Board. All absences for reasons other than excused, shall be unexcused.

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

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive the pupil of the classroom experience deemed essential to learning and may result in retention at grade level or loss of credit toward graduation requirements in accordance with policies of this Board.

Pupils shall be subject to the school district response for unexcused absences during the school year as outlined in NJAC 6A:16-7.8(a)4 and the regulations included within this policy. In addition, unexcused absences from school or from classes within the school day shall subject a pupil to the disciplinary rules of the Board of Education, which may include the denial of a pupil's participation in co-curricular activities and/or athletic competition. Repeated trancies that interfere with efforts of the Board and its staff in the maintenance of good order and the continuity of classroom instruction may result in the suspension or expulsion of any pupil.

Definitions

A pupil will be considered to have attended school if he/she has been present for at least 60% of the school day or 4 hours. "Excused Absence" shall be defined as the absence of a pupil from school for a full day or a portion of a school day for one or more of the following reasons:

- A. The pupil's illness (physician's note required);
- B. Death in the family (parent note required);
- C. Court Appearance (copy of court order required);
- D. Religious Holiday in accordance with the provisions of NJSA 18A:36-14 through -16 (parent note required);
- E. Quarantine of the home (physician's note required);
- F. Suspension from school;
- G. Student excluded from school by the school nurse for medical reasons (physician's note is required when the student is absent for more than two (2) days after being excluded by the school nurse).
- H. Approval of an educational vacation/holiday excursion, after review by the Superintendent, of Vacation Approval Request, as completed by the parent or guardian.

"Truancy" shall be defined as a pupil's absence from all or a part of the school day without the knowledge of the pupil's parent(s) or legal guardian(s). A pupil will also be considered truant if he/she:

- A. Leaves school without the knowledge or approval of the CSA;
- B. Leaves class due to illness and does not report to the school nurse as directed; or, is present in school but is absent from class without approval. Such truancy from a class may be referred to as cutting a class.

"Unexcused Absence" shall be defined as all absences for reasons other than those listed above.

Notice to School of a Pupil's Absence

A. The parent(s)/guardian(s) is requested to call the school office in the morning of the pupil's absence. The parent(s)/guardian(s) who anticipates a future absence or anticipates that an absence will be prolonged, should notify the Chief School Administrator at least a week in advance. The Chief School Administrator will assist in the arrangements for make-up work.

Readmission to School After an Absence

- A. A pupil returning from an absence of any length must present to the school nurse a written statement, dated and signed by the parent(s)/guardian(s) explaining the reasons for the absence. A student who has been absent by reason of having or being suspected of having a communicable disease must present written evidence to the school nurse of being free of communicable disease.

Instruction

- A. Teachers are expected to cooperate in the preparation of home assignments for pupils who anticipate an excused absence of five (5) days duration. The parent(s)/guardian(s) must request such assignments.
- B. A pupil who anticipates an excused absence due to a temporary or chronic health condition may be eligible for home instruction. The parent(s)/guardian(s) must request home instruction.
- C. Pupils absent for any reason are expected to make up the work missed. The pupil is responsible for requesting missed assignments and any assistance necessary.
- D. In general, pupils will be allowed a reasonable amount of time to make up missed work. A pupil who missed a test because of an excused absence shall be offered an opportunity to take the test or an alternate test.

Denial of Course Credit

- A. The teacher will determine the credit to be awarded a pupil for make-up work, subject to the rules set forth in this section. Where class participation is a factor in the learning process, the teacher may consider a pupil's absences in determining a final grade, except that absences for the observance of a pupil's religious holiday or for a suspension from school cannot adversely affect the pupil's grade. The teacher may record an incomplete grade, for a pupil who has not had full opportunity to make up missed work.
- B. An elementary pupil will be retained at grade level in accordance with the Board's policy on retention.

School District Response to Unexcused Absences During the Year

For up to four (4) cumulative unexcused absences, the Chief School Administrator designee shall:

- A. Notify the parent(s)/guardian(s) of each unexcused absence prior to the start of the following school day;
- B. Conduct an investigation, if necessary, of the cause of each unexcused absence, including contact with the pupil's parent(s)/guardian(s);
- C. Proceed in accordance with the provisions of NJSA 9:6-1 et seq. and NJAC 6A:16-11, if a potentially missing or abused child situation is detected; and,
- D. Cooperate with law enforcement and other authorities and agencies, as appropriate.

For between five (5) and nine (9) cumulative unexcused absences, the Chief School Administrator/designee shall:

- A. Notify the parent(s)/guardian(s) of each absence prior to the start of the following school day;
- B. Conduct an investigation, if necessary, of the cause of each unexcused absence, including contact with the pupil's parent(s)/guardian(s);
- C. Develop an action plan, in consultation with the pupil's parent(s)/guardian(s) to address pattern of unexcused absences, if any, and to have the child return to school and maintain regular attendance;
- D. Revisit the action plan, as needed, to identify patterns of unexcused absences and establish outcomes, based on the pupil's needs and specify the interventions for achieving the outcomes, supporting the pupil's return to school and regular attendance that may include any or all of the following:
 - ✦ Refer or consult with the Intervention and Referral Services Team in accordance with the provisions of NJAC 6A:16-8;
 - ✦ Conduct tests, assessments or evaluations of the student's academic, behavioral and health needs;
 - ✦ Consider an alternate educational placement;
 - ✦ Make a referral to a community-based social and health provider agency or other community resource;
 - ✦ Make a referral to the court program designated by the New Jersey Administrative Office of the Courts;
 - ✦ Proceed in accordance to NJSA 9:6-1 and NJAC 6A:16-11 if the pupil is considered to be a potentially missing or abused child; Cooperate with law enforcement and other authorities/agencies as appropriate.

For ten (10) or more unexcused absences, the following procedures shall be initiated:

- A. Refer to the court program as required by the New Jersey Administrative Office of the Court in accordance with NJAC 6A:16-7.8;
- B. Make a reasonable to notify parent(s)/guardian(s) of the mandatory referral;
- C. Consult with parent(s)/guardian(s) and involved agencies to support the return of the student to school and regular attendance;
- D. Cooperate with law enforcement agencies and other authorities and agencies as appropriate; Proceed in accordance with NJSA 18A:38-28 through -31, Article 3B, "Compelling Attendance at School." For students with disabilities, an attendance plan and punitive/remedial procedures shall be applied in accordance with the student's IEP.

Discipline

- A. Notify the parent(s)/guardian(s) of each unexcused absence prior to the start of the following school day;
- B. Conduct an investigation, if necessary, of the cause of each unexcused absence, including contact with the pupil's parent(s)/guardian(s);
- C. Proceed in accordance with the provisions of NJSA 9:6-1 et seq. and NJAC 6A:16-11, if a potentially missing or abused child situation is detected; and,
- D. Cooperate with law enforcement and other authorities and agencies, as appropriate.

For between five (5) and nine (9) cumulative unexcused absences, the Chief School Administrator/designee shall:

- A. Notify the parent(s)/guardian(s) of each absence prior to the start of the following school day;
- B. Conduct an investigation, if necessary, of the cause of each unexcused absence, including contact with the pupil's parent(s)/guardian(s);
- C. Develop an action plan, in consultation with the pupil's parent(s)/guardian(s) to address pattern of unexcused absences, if any, and to have the child return to school and maintain regular attendance;
- D. Revisit the action plan, as needed, to identify patterns of unexcused absences and establish outcomes, based on the pupil's needs and specify the interventions for achieving the outcomes, supporting the pupil's return to school and regular attendance that may include any or all of the following:
 - ✦ Refer or consult with the Intervention and Referral Services Team in accordance with the provisions of NJAC 6A:16-8;
 - ✦ Conduct tests, assessments or evaluations of the student's academic, behavioral and health needs;
 - ✦ Consider an alternate educational placement;
 - ✦ Make a referral to a community-based social and health provider agency or other community resource;
 - ✦ Make a referral to the court program designated by the New Jersey Administrative Office of the Courts;
 - ✦ Proceed in accordance to NJSA 9:6-1 and NJAC 6A:16-11 if the pupil is considered to be a potentially missing or abused child; Cooperate with law enforcement and other authorities/agencies as appropriate.

For ten (10) or more unexcused absences, the following procedures shall be initiated:

- A. Refer to the court program as required by the New Jersey Administrative Office of the Court in accordance with NJAC 6A:16-7.8;
- B. Make a reasonable to notify parent(s)/guardian(s) of the mandatory referral;
- C. Consult with parent(s)/guardian(s) and involved agencies to support the return of the student to school and regular attendance;
- D. Cooperate with law enforcement agencies and other authorities and agencies as appropriate;

Proceed in accordance with NJSA 18A:38-28 through -31, Article 3B, "Compelling Attendance at School."

For students with disabilities, an attendance plan and punitive/remedial procedures shall be applied in accordance with the student's IEP.

Discipline

- A. At the discretion of the Chief School Administrator, students may be denied participation in co-curricular activities or athletic competition for unacceptable attendance;
- B. Students deemed to be truant shall be subject to appropriate discipline;

Recording Attendance

- A. Teachers must accurately record the pupils present, tardy, and absent each day in each session or each class. Attendance records must also record pupil's attendance at out-of-school curricular events such as field trips.
- B. Teachers must classify and record each absence as excused, unexcused or truancy;
- C. The student's report card will record the number of times the student was absent and tardy in each marking period. A student's absence for the observance of a religious holiday will not be recorded as such on any transcript.

Appeal

A student who has been denied course credit for excessive absences may appeal that action in accordance with the following procedures:

- A. The pupil or his/her parent(s)/guardian(s) shall file a written appeal to the Chief School Administrator within five school days of receiving notice of the action. The appeal should state the reasons for admitted absences, documentation that would reduce the number of absences, and reasons why the pupil should receive course credit.
- B. The Chief School Administrator will respond in writing no later than ten (10) school days after receiving the appeal. The student or his/her parent(s)/guardian(s) may appeal an adverse decision of the Chief School Administrator to the Board of Education, and the Commissioner of Education, in that order.

Attendance Improvement Plan

- A. The Chief School Administrator will collect attendance data from the school and calculate the average daily attendance rate for the district. The attendance rate shall be calculated by dividing the total number of pupil days present for all pupils by the total possible number of pupil days present for all pupils and multiplying the result by one hundred.

When the average daily attendance rate for the district or for a school does not meet the New Jersey Department of Education requirements, performance objectives to improve pupil attendance pursuant to the provisions of NJAC 6A:32-12.2 (s) shall be developed. The Chief School Administrator shall submit an annual report to the New Jersey Department of Education on student attendance.

The Board of Education requires the pupils enrolled in the schools of this district attend school regularly in accordance with the laws of the State of New Jersey. The educational program offered by this district is predicated on the presence of the pupil and requires continuity of instruction and classroom participation. The regular contact of pupils with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

Attendance at school may be excused for certain absences as defined by the Board. All absences for reasons other than excused, shall be unexcused.

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

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive the pupil of the classroom experience deemed essential to learning and may result in retention at grade level or loss of credit toward graduation requirements in accordance with policies of this Board.

Pupils shall be subject to the school district response for unexcused absences during the school year as outlined in NJAC 6A:16-7.8(a)4 and the regulations included within this policy. In addition, unexcused absences from school or from classes within the school day shall subject a pupil to the disciplinary rules of the Board of Education, which may include the denial of a pupil's participation in co-curricular activities and/or athletic competition. Repeated trancies that interfere with efforts of the Board and its staff in the maintenance of good order and the continuity of classroom instruction may result in the suspension or expulsion of any pupil.

"Excused Absence" shall be defined as the absence of a pupil from school for a full day or a portion of a school day for one or more of the following reasons:

- A. The pupil's illness (physician's note required);
- B. Death in the family (parent note required);
- C. Court Appearance (copy of court order required);
- D. Religious Holiday in accordance with the provisions of NJSA 18A:36-14 through -16 (parent note required);
- E. Quarantine of the home (physician's note required);
- F. Suspension from school;
- G. Student excluded from school by the school nurse for medical reasons (Physician's note is required when the student is absent for more than two (2) days after being excluded by the school nurse).
- H. Approval of an educational vacation/holiday excursion, after review by the Superintendent, of Vacation Approval Request Form, as completed by the parent or guardian

"Truancy" shall be defined as a pupil's absence from all or a part of the school day without the knowledge of the pupil's parent(s) or legal guardian/guardian(s).

This includes habitual, unexcused early pick-ups at the end of a school day.

Number to call for a student who will be late or absent:

856-447-4237

Lawrence Township Board of Education Policy

Absent / Tardy Guidelines

Students with the following number of days absent or tardy will be subject to the actions listed below:

0-4 Unexcused Absences

1. Daily absence confirmation phone calls.
2. Parent acknowledgement of absence.
3. Parent receives letter of concern in-district monitoring of absence pattern.

5-9 Unexcused Absences

1. In-district investigation of absences
2. Parent receives letters of concern stating that due to the number of absences, an academic evaluation of progress may be conducted.
3. Academic evaluation (negative impact caused by absences)
4. Home visit by the Chief School Administrator if necessary, accompanied by staff member
5. Parent-involved Action Plan to be created with referral to community resources (if needed)
6. Referral to law enforcement if neglect/abuse is suspected

More than 10 Unexcused Absences

1. Mandatory referral to NJ Administrative Court Disorderly Persons Offense
2. Parents notified of the referral to the NJ Court in a letter from the Chief School Administrator
3. Law enforcement notified of referral to the NJ Court
4. Referral to law enforcement if neglect/abuse is suspected

Lawrence Township Board of Education Policy

Parental Involvement

As a school district that receives Title I funds, the Lawrence Township School District shall implement programs, activities and procedures for the involvement of parents/guardians in programs assisted by Title I funding. The district shall distribute this district parental involvement policy that describes the means for carrying out the requirements of No Child Left Behind Act (NCLB) of 2001, §1119(a) through (f). Parents/guardians will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents/guardians and schools within the district.

For the purposes of this policy, "parent" means a parent and/or legal guardian. "School", for the purposes of this policy, is a specific school in a Target Assistance Title I program or schools within the district in a school-wide Title I program.

Each school served with Title I funds will:

- A. Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of their school's participation and the requirements of this policy, and the right of the parents to be involved;
- B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to district parental involvement;
- C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school district parental involvement policy and the joint development of the school-wide program plan under NCLB, §1114(b)(2);
- D. Provide parents of participating pupils:
 1. timely information about programs required by NCLB, §1118;
 2. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to achieve
 3. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and,
- E. Submit any parent comments on the plan when the school makes the plan available to the Board of Education, if the school-wide program plan under §1114(b)(2) of NCLB is not satisfactory to the parents of participating pupils

Shared Responsibilities For High Student Academic Achievement

Each school served by Title I funds shall jointly develop with parents of all pupils served with Title I funds, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact will:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the pupils served by Title I funds to meet the state's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 1. parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual pupil's achievement;
 2. frequent reports to parents on their children's progress; and
 3. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Entrance & Exit Criteria for Participation in Title I Programs

In order for students to participate in Title I Programs in the district, the following entrance and exit criteria shall be used by the appropriate district personnel to determine eligibility:

- A. Teacher recommendation
- B. Grades
- C. Local and State Assessments

Building Capacity For Involvement

To ensure effective involvement of parents and to support a partnership among the school(s) involved, parents, and the community to improve student academic achievement, each school and school district assisted with Title I funds:

- A. Shall provide assistance to parents of pupils served by the school in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- B. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster district parental involvement;
- C. Shall educate teachers, pupil services personnel, Building Principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;
- D. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- E. May involve parents in the development of training for teachers, Principals, and other educators to improve the effectiveness of such training;
- F. May provide necessary literacy training from Title I funds if the school district has exhausted all other reasonably available sources of funding for such training;
- G. May pay reasonable and necessary expenses associated with local district parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- H. May provide necessary literacy training from Title I funds if the school district has exhausted all other reasonably available sources of funding for such training;
- I. May pay reasonable and necessary expenses associated with local district parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- J. May train parents to enhance the involvement of other parents; May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize district parental involvement and participation;
- K. May establish a district-wide parent advisory council to provide advice on all matters related to district parental involvement in Title I programs;
- L. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and Shall provide such other reasonable support for district parental involvement activities under this policy as parents may request.

Accessibility

In carrying out the district parental involvement requirements of NCLB, §1118 and this policy, the school and school district, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, to include providing information and school reports required under NCLB, §1111 in a format and, to the extent practicable, in a language such parents understand.

The district will inform parents of any parental information and resource centers that provide training, information, and support to parents and individuals who work with local parents, school districts, and schools receiving Title I funds. The Superintendent of Schools will submit this policy to the New Jersey Department of Education for review to be sure the policy meets the requirements of NCLB, §1118.

Lawrence Township Board of Education Policy
Instructional Supervision and Evaluation

The Chief School Administrator (CSA) shall develop procedures for the supervision of the teaching and administrative staff in performance of their duties that shall not be limited to the observations required for evaluation. Such supervision may include, but need not be limited to, review of lesson plans and teacher-made examinations; regularly scheduled curriculum conferences; and brief, informal classroom observations.

The Board of Education believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this district. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve pupil learning and growth; and provide a basis for the review of staff performance.

The Board encourages a positive working environment in which the professional growth which results from staff participation in the evaluation process is considered of major importance. Therefore, the administration shall develop evaluation instruments flexible enough to identify the needs, strengths, and improvement objectives of each staff member.

The CSA shall develop, in consultation with teaching staff members, job descriptions for each teaching staff member position and evaluation criteria for said positions based directly upon the job description. The job description shall be concise, stating major responsibilities as briefly as possible. All job descriptions shall be presented to the Board for approval.

All teaching staff members shall be evaluated against criteria that evolve logically from the instructional priorities and program objectives of each staff member as specified in the job description of his/her position. Criteria must include but need not be limited to consideration of pupil progress; instructional skills; subject knowledge; professional conduct and growth; human relations skills; classroom management skills.

Tenured teaching staff members shall be observed and evaluated at least once each year by properly certified persons. Non-tenured teaching staff members shall be observed and evaluated at least three times each year by properly certified district staff.

The evaluation procedures shall provide continuous, constructive, cooperative interaction and communication between the teaching staff member and his supervisor/evaluator, thus ensuring a valid basis for performance review. All procedures for the evaluation of teaching staff members shall be in compliance with law and regulation.

The CSA shall provide each teaching staff member with a copy of this policy statement, his job description, and his evaluation criteria annually by October 1st, and shall distribute any amendments to those documents within 10 working days of their becoming effective.

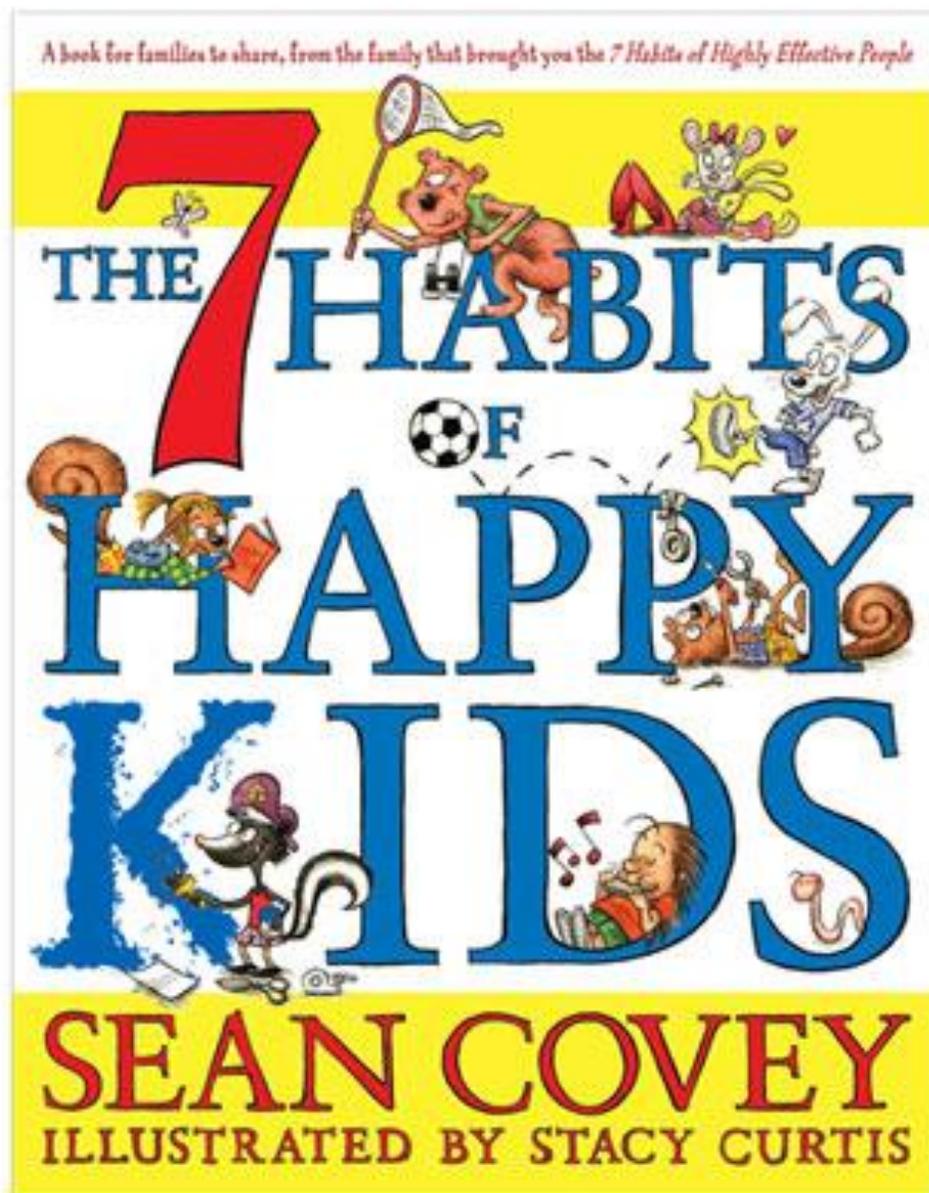
The CSA shall report at least annually on the effectiveness of the evaluation system and shall recommend means to improve it whenever desirable.

The CSA shall, in the implementation of this policy, develop procedures in consultation with teaching staff member for:

- A. The collection and reporting of data that are appropriate to the job description and minimally include the observation of classroom instruction;
- B. Observation conferences between the teaching staff member and the supervisor; the preparation of a written evaluation for each of the three observations of non-tenured staff members; and an evaluation for each observation of a tenured staff member;
- C. The preparation of individual professional improvement plans;
- D. The preparation by the supervisor of an annual written performance report which shall include the annual evaluation of the teacher, an individual professional improvement plan developed by the staff member and the supervisor, and a summary of the results of the formal and informal assessment of his pupils along with a statement of how these indicators relate to the effectiveness of the overall program and the performance of the staff member;

- E. The conduct of the annual summary conference;
- F. The signing of the annual written performance report by the properly certified supervisor/evaluator and the staff member.

All such procedures shall conform to law. This policy and related procedures shall be reviewed at least yearly, and any necessary revisions made before re-adoption by the Board.



Lawrence Township Board of Education Policy
Dating Violence

The Board of Education has determined that a safe and civil environment in school is necessary to learn. Acts or incidents of dating violence whether they are verbal, sexual, physical or emotional will not be tolerated and will be dealt with according to school student code of conduct.

Warning Signs of Dating Violence

A pattern of behaviors may be an important sign that a student is involved in an unhealthy or abusive dating relationship. Warning signs may include but not be limited to the following:

Name Calling and Put Downs Does one student in the relationship use name-calling or putdowns to belittle or intimidate the other student?

Extreme Jealousy Does one student in the relationship appear jealous when the other talks with peers?

Making Excuses Does one student in the relationship make excuses for the other?

Cancelling or Changing Plans Does one student cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?

Monitoring Does one student call, text, or check up on the other student constantly. Does one student demand to know the other's whereabouts or plans?

Uncontrolled Anger Have you seen one of the students in the relationship lose his or her temper or throw and break things in anger?

Isolation Has one student in the relationship given up spending time with family and friends? Has the student stopped participating in activities that were once very important?

Dramatic Changes Has the student in the relationships appearance changed? Lost or gained weight? Does the student seem depressed?

Injuries Does the student in the relationship have unexplained injuries? Does the student give explanations that seem untrue?

Quick Progression Did the student's relationship get serious very quickly?

Statistics

Victims of alleged aggressors of teen dating violence are more likely to bring a weapon to school.

Victims of teen dating violence have lower academic achievement and grades of D and F.5% of girls reported missing at least one day of school a month due to safety concerns.

43% of teen dating violence victims report that the dating violence experience occurred in a school building or on school grounds.

83% of the acts or incidents of dating violence that occurred at school was physical abuse.

Procedures for Reporting Incidents of Dating Violence

All acts or incidents of dating violence shall be reported to the principal/designee in compliance with existing school district policy and procedures. School staff should take all reasonable measures to prevent acts or incidents of teen dating violence. This report should be made verbally as soon as possible but no later than the end of the student's school day. A written report regarding the act or incident of dating violence should be submitted to the principal/designee by the reporting staff member no later than one day after the act or incident occurs. Staff members are required to report all acts or incidents of dating violence, including, but not limited to:

Witnessed or reliable information concerning acts or incidents that are characterized by physical, emotional, verbal or sexual abuse;

Digital or electronic acts or incidents of dating violence;

Patterns of behavior that are threatening or controlling.

Guidelines for Responding to Incidents of Dating Violence at School

Protocol for Staff Members

Any school staff member who witnesses or learns of an act or incident of dating violence is required to take the following steps:

Separate the victim from the aggressor;

Speak with the victim and the aggressor separately;

Speak with witnesses or bystanders separately;

Inform the principal, or his or her designee of the act or incident;

Prepare written report of incident for principal/designee;

Monitor the interactions of the victim and the aggressor. Student safety should be the priority.

Protocol for Administrators

Any school administrator who witnesses or learns of an act of dating violence is required to take the following steps:

Separate the victim from the aggressor;

Meet separately with the victim and the aggressor;

Take written statements from the victim and alleged aggressor;

Review the victim's and aggressor's written statements to ascertain an understanding of the act or incident.

Questions may be asked of either individual for clarification;

Further investigate the incident by speaking with bystanders/witnesses of the act or incident. All statements should be documented;

The school administrator should make the determination to involve the law enforcement agency serving the district;

After an assessment by a school social worker, counselor or psychologist a determination is made that the victim or aggressor's mental health has been placed at risk appropriate referrals should be made; Contact should be made with the parents/guardians of both the victim and the aggressor. A recommendation of a meeting should be made to discuss the act or incident with the principal/designee;

Schools must notify both parties in writing of the outcome of the investigation into the act or incident of dating violence.

Protocol for Working with the Victim of an Act or Incident of Dating Violence

Administrators shall consider adopting the following methods for dealing with victims of dating violence.

Student safety should be the first priority. Interaction between the victim and the alleged aggressor should be avoided. The burden of any schedule changes (classroom, bus etc.) should be taken on by the alleged aggressor.

Schedule a conference with the victim and their parents/guardians.

Identify any means or actions that should be taken to increase the victim's safety and ability to learn in a safe and civil school environment.

Alert the victim and their parents/guardians of school and community based resources that may be appropriate, including their right to file charges, if the act or incident violated the law.

Monitor the victim's safety as needed. Assist the victim with any plans needed for the school day and after school hours. (e.g. Hallway safety, coordination with parents/guardians for transportation to and from school).

An individualized safety plan may be developed if deemed necessary. See Appendix A for examples and additional resources.

Discuss a school approved Stay Away Agreement between the victim and the alleged aggressor.

Encourage the victim to self-report any and all further acts and incidents of dating violence that occur at-school in writing to the principal, or his or her designee. Document all meetings and action plans that are discussed.

Protocol for Working with the Alleged Aggressor of an Act or Incident of Dating Violence

Administrators shall utilize the following methods for dealing with the alleged aggressor in act or incidents of dating violence:

Schedule a conference with the aggressor and their parents/guardians.

Give the alleged aggressor the opportunity to respond in a written statement to the allegations of an act or incident of dating violence at-school;

Alert the alleged aggressor and their parents/guardians, to both school and community-based support and counseling resources that are available;

Identify and implement counseling, intervention and disciplinary methods that are consistent with school policy for acts or incidents of this nature;

Review the seriousness of any type of retaliation (verbal, emotional, physical, sexual, electronic/digital) towards the victim who reported the act or incident of dating violence. Address that consequences would be issued consistent with the school's student code of conduct and procedures for any type of retaliation or intimidation towards the victim; document all meetings and action plans that are discussed;

Policy for the Documentation and Reporting of an Incident of Dating Violence

Incidents of dating violence that occur at school shall be documented in the following manner:

Dating violence statements and investigations should be kept in files separate from student academic and discipline records to prevent the inadvertent disclosure of confidential information; Every act or incident of dating violence at school that is reported should be documented in an appropriate manner, including statements and counseling resources that are offered and prescribed to the victim or alleged aggressor.

Discipline Procedures Specific to Incidents of Dating Violence at School

The Board of Education requires its school administrators to implement discipline and remedial procedures to address acts or incidents of dating violence at school. These procedures should be consistent with the student code of conduct. The procedures specific to acts or incidents of dating violence at school should be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses should be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved. The consequences and remedial measures shall include, but not be limited to:

Consequences

Admonishment

Temporary removal from the classroom

Classroom or administrative detention

In-school suspension

Out-of-school suspension

Reports to law enforcement

Expulsion

Remediation/Intervention

Parent conferences

Student Counseling (all students involved in the act or incident)

Peer support group

Corrective instruction or other relevant service experiences

Supportive student intervention (I & RS)

Behavioral management plan

Alternative placements

Resources

Parents/guardians and students will be provided with information on safe, appropriate, school, family, peer and community resources available to address dating violence.

Forms

The district will utilize the forms that follow this policy to report and document incidents of dating violence.

Notice of Policy

Notice of this policy shall appear in all district publications that discuss comprehensive rules, procedures, and student conduct.

Lawrence Township Board of Education Policy Intimidation and Harassment

The Board of Education prohibits acts of harassment, intimidation or bullying against any pupil.

A safe and civil environment in school is necessary for pupils to learn and achieve. High academic standards; harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment; and since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

For the purposes of this policy, "harassment, intimidation or bullying" means any gesture or written, verbal or physical act or any use of an electronic communication device directed at a student that takes place on or off school grounds, at any school-sponsored function, or on a school bus *as provided for in section 16 of P.L.2018, c.122 (C.18A:37-15.3* that:

Targets a student and which may affect his/her educational program;

Substantially disrupts, infringes or interferes with the orderly operation of the school or the rights of other students;

Creates a hostile educational environment for a student(s) by infringing and/or interfering with a student(s)' education;

Severely or pervasively causes physical or emotional harm to student

Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or by any other distinguishing characteristic; and is unwanted, aggressive behavior that may involve a real or perceived power imbalance.

A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his person or damage to his property; or

Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

For the purposes of this policy and as defined in NJSA 18A:37-15.1, an electronic communication device is, "A communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer or pager." Acts of harassment, intimidation or bullying may also be a pupil or group of pupils exercising control over another pupil, in either isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

The term "school grounds," pursuant to NJAC 6A:16-1.3, means and includes land, portions of land, structures, buildings, and vehicles, when used for the provision of academic or extracurricular programs sponsored by the school district or community provider and structures that support these buildings, such as school district wastewater treatment facilities, generating facilities, and other central service facilities including, but not limited to, kitchens and maintenance shops. School property also includes other facilities as defined in NJAC 6A:26-1.2, playgrounds, and recreational places owned by local municipalities, private entities or other individuals during those times when the school district has exclusive use of a portion of such land.

Anti-Bullying Coordinator

The Chief School Administrator shall appoint a district anti-bullying coordinator, who shall be responsible for overseeing and strengthening the anti-bullying initiatives and policies of this district to prevent, identify and address harassment, intimidation or bullying of students. The district anti-bullying coordinator shall also:

Collaborate with the school anti-bullying specialist(s), the Board of Education and the Chief School Administrator to prevent, identify and respond to harassment, intimidation or bullying of students in the district;

Provide data in collaboration with the Chief School Administrator, to the New Jersey Department of Education regarding harassment or intimidation or bullying of students;

Execute such other duties related to school harassment, intimidation or bullying as requested by the Chief School Administrator;

Meet at least twice per school year (once in the first semester and once in the second semester) with the school anti-bullying specialist to discuss and strengthen procedures and policies to prevent, identify and address harassment, intimidation or bullying in the district.

In addition, a school safety team shall be established in each school to foster and maintain a positive school climate within the schools. Any parent/guardian who serves on the school safety team shall not participate in any activity of the team that may compromise the confidentiality of students.

The Principal or Chief School Administrator must appoint the currently employed school guidance counselor, school psychologist or other similarly trained individual as the school anti-bullying specialist. If there is no such individual meeting these criteria, the Principal or Chief School Administrator must appoint another currently employed individual in the school to the position of school anti-bullying specialist.

The school anti-bullying specialist shall:

Chair the school safety team;

Lead investigations of incidents of harassment, intimidation or bullying in the school; and,

Act as the primary school official responsible for preventing, identifying and addressing incidents of harassment, intimidation or bullying in the school.

The Chief School Administrator/designee shall develop a list of appropriate responses to actions of harassment, intimidation or bullying occurring off school grounds, in cases in which a school employee is made aware of such actions. These responses shall be consistent with the district's code of student conduct and other provisions of this policy and in accordance with the provisions of state and federal laws.

For school staff to address HIB that occurs off school grounds there must be reason to believe, at a minimum, that the alleged HIB has substantially disrupted or interfered with the orderly operation of the school or the rights of other students. Once this determination has been made, school staff must implement the provisions of this policy and the code of student conduct of the district.

Expected Behavior

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

The Board of Education believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parents/guardians, staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of pupils, staff and community members.

The Board of Education believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent discipline problems and encourage pupils' abilities to grow in self-discipline.

Our Open Door policy, promoted by all Counselors and Administrators, and School Employees states that any school employee who witnesses or has reliable information that a student has been subject to HIB, SHALL REPORT the incident to the appropriate school official.

Adult acts of HIB toward a student are to be reported.

Cyber-bullying

The Board of Education expressly forbids cyber-bullying. For the purposes of this policy, "cyber-bullying" shall mean using the communication capacities of computers, the Internet and/or other digital communication devices to bully others by:

Sending or posting cruel messages or images;

Threatening others;

Excluding or attempting to exclude others from activities;

Starting or passing on rumors about others or the school system;

Harassing or intimidating others;

Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group;

Sending or posting harmful, untrue or cruel statements about a person to others;

Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger, sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images; and/or, engaging in tricks to solicit embarrassing information that is then made public.

Pupils found to be engaging in activities as described above shall be subject to the terms and sanctions found in this policy and the discipline code of the district, the Chief School Administrator shall provide annually to pupils and their parents/guardians the rules of the district regarding pupil conduct, and the policy shall appear in all publications of the school district's comprehensive rules, procedures and standards of conduct for schools within the school district, including the pupil handbook.

Provisions shall be made for informing parents/guardians whose primary language is other than English.

These district rules shall include, but not be limited to:

- A. Describing pupil responsibilities including the requirements for pupils to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority;
- B. Addressing appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success,
- C. Explaining pupil rights; and,
- D. Identifying disciplinary sanctions and due process.

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

Discipline of Pupils

In considering whether a response beyond the individual level is appropriate, the administrator should consider the nature and circumstances of the act, the level of harm, the nature 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 can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil behavior and the consequences of such actions and to involvement of law enforcement officers, including school resource officers.

Pupils

Consequences and remedial measures for a pupil who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance.

Consequences shall be consistent with the Board of Education approved code of student conduct and NJAC 6A:16-7. Consequences and remedial measures shall be designed to:

Correct the problem behavior;

Prevent another occurrence of the problem;

Protect and provide support for the victim of the act; and

Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Consequences and appropriate remedial actions for a pupil 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:

Consequences

Admonishment;
Temporary removal from the classroom;
Deprivation of privileges;
Classroom or administrative detention;
Referral to Chief School Administrator;
In-school suspension during the school week or the weekend;
After-school programs;
Out-of-school suspension (short-term or long-term);
Legal action; and Expulsion.

Remedial Measures

- A. Personal;
- B. Restitution and restoration;
- C. Mediation;
- D. Peer support group;
- E. Recommendations of a student behavior or ethics council;
- F. Corrective instruction or other relevant learning experience;
- G. Supportive student interventions, including participation of the Intervention and Referral Services Team;
- H. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
- I. Behavioral management plan, with benchmarks that are closely monitored;
- J. Assignment of leadership responsibilities (hallway, or bus monitor, or peer tutoring)
- K. Involvement of school disciplinarian;
- L. Student counseling;
- M. Parent conferences;
- N. Student treatment; or
- O. Student therapy.

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 transportation;
- J. Targeted use of monitors (e.g., hallway, cafeteria, bathroom, playground, school perimeter, bus);
- K. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- L. General professional development programs for certificated and non-certificated staff;
- M. Professional development plans for involved staff;
- N. Disciplinary action for school staff who contributed to the problem;
- O. Supportive institutional interventions, including participation of Intervention and Referral Services Team;
- P. Parent conferences;
- Q. Family counseling;

The 7 Habits of Highly Effective People

Habit 1 Be Proactive

You are responsible for your life. Decide what you will do and get on with it. Take actions that help you to feel good and to get the results you desire.

Habit 2 Begin With The End In Mind

Think of how you want people to remember you. What would you like people to say about you? Begin each day with your deepest values in mind and act with integrity in the moment of choice. Use this habit as a basis for your everyday behavior.

Habit 3 Put First Things First

Devote more time to what is important. You have to take time for the things that are important, but not urgent. Otherwise the urgent things take up all of your time!

Habit 4 Think Win-Win

Think of how to solve problems so that each party can benefit. Win-Win is a frame of mind and heart that constantly seeks to make people satisfied with their interactions with each other.

Habit 5 Seek First To Understand, Then To Be Understood

Most people listen with the intent to make a reply, rather than listen to understand the speaker. Learn to listen with your ears, eyes, and your heart for the true meaning of the words the person is speaking. Next, help people to understand you by being honest about what you think and how you feel. Tell the truth with grace and courage and kindness.

Habit 6 Synergize

The essence of synergy is to value differences. Respect differences and adjust for strengths and weaknesses of the people around you. The contributions of everyone will improve the lives of everyone.

Habit 7 Sharpen The Saw

Take time to take care of yourself! Your health is the greatest asset you have. Eat, sleep and exercise so that your body and mind can operate at their peak. Make social interactions, emotional discussions, and spiritual reflections a priority in everyday life.

Myron L. Powell Elementary School
Home of the Hawks - Soaring to Success
Annual Integrated Pest Management (IPM) Notice
For School Year 2019 – 2020

July 1, 2019

Dear Parent, Guardian, and Staff Member:

This notice is being distributed to comply with the New Jersey School Integrated Pest Management Act. Lawrence Township Board of Education has adopted an Integrated Pest Management (IPM) Policy and has implemented an IPM Plan to comply with this law. IPM is a holistic, preventive approach to managing pests that is explained further in the schools IPM Policy included with this notice.

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

The IPM Coordinator for Myron L. Powell School is:

Eric Brown, Facilities Manager
225 Main St. Cedarville, NJ 08311
(856) 447-4237 ex.5360
ebrown@myronlpowell.org

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

Your Right to Know: as part of a school pest management plan Myron L. Powell School may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and the DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure. Parents/Guardians and School Staff will be notified when pesticide applications are made@ the school. There have been no pesticides used in the 2017-2018 school year.

The school's IPM plan was modified, updated and approved by the Board of Education for the 2017-18 School Year. You may review the school's IPM plan on the school's website: www.myronlpowell.org

Sincerely,
Eric Brown, IPM Coordinator

Integrated Pest Management Statement

Integrated Pest Management (IPM) on school property is a long-term approach to maintaining healthy landscapes & facilities that minimizes risks to people and the environment. Pests can cause significant problems to people, property and the environment; many pesticides can cause similar risks to people's health and the environment. To reduce the risk of pests, unnecessary pesticides and harmful effects to the environment, The Mission of Myron L. Powell School is to promote an Integrated Pest Management (IPM) Program in our school.

Instead of routine chemical applications, it is the policy of this school district to use IPM procedures for the control of pest. through the use of IPM we will minimize pesticide use and maximize pest control by using non-chemical methods first as a means of pest control, these methods will include sanitation, monitoring, mechanical, physical, and biological controls. Chemical application controls will be used, only as needed and only as a last resort to control pest problems, and the least hazardous to Children, Staff, Parents and the Environment in accordance with Integrated Pest Management & Pesticide Laws.

Educational strategies are used to enhance pest prevention, and to build support for the IPM program.

The school's IPM Coordinator shall consider the range of options and choices used, when it is determined that a pesticide must be used. Low-impact pesticides and methods must be used first.

School IBM Policy

The New Jersey School Integrated Pest Management Act of 2002 requires schools to implement a school integrated pest management program. The law requires the superintendent of the school district, for each school in the district, the board of trustees of a charter school, and the principal or lead administrator of a private school, as appropriate, to implement Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty, and staff to pesticides. Myron L. Powell School shall therefore develop and maintain an IPM plan as part of the school's policy.

Integrated Pest Management Procedures in Schools

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

Myron Powell School will always consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all other available options and a determination that these options are not effective or not reasonable. When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.

Development of IPM Plans

The school IPM plan is a blueprint of how Myron L. Powell School will manage pests through IPM methods. The school IPM plans states the school's goals regarding the management of pests and the use of pesticides. It reflects the school's site-specific needs. The IPM plan shall provide a description of how each component of the school IPM policy will be implemented at the school. For Public schools, the Local School Board, in collaboration with the school building administrator (principal), shall be responsible for the development of the IPM.

IPM Coordinator

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

Education/Training

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

Record Keeping

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

Notification/Posting

The IPM Coordinator through the School Principal is responsible for timely notification to students' parents or guardians and the school staff of pesticide treatments pursuant to the School IPM Act.

Re-entry

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

Pesticide applicators

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

Evaluation

Annually, the IPM Coordinator will make recommendations for improvement as needed. The local Board of Education directs the Chief School Administrator to develop regulations/procedures for the implementation of this policy.

Authorizing Regulatory references: The School Integrated Pest Management Act of 2002
N.J.A.C. Title 7 Chapter 30 Subchapters 1-12
Pesticide Control Act of 197

Annual AHERA Notification Letter ***For School Year 2019– 2020***

Dear Parent, Guardians and Staff Members:

The Lawrence Township School District is providing this notification letter to comply with the Federal "Asbestos Hazard Emergency Response Act" (AHERA) EPA- CFR Part 763

The AHERA Act that was passed by Congress in 1986 requires school systems to inspect their buildings for asbestos containing building materials and to have a written asbestos management plan.

A copy of our district's Asbestos Management Plan is available for review in the district's Designated Person office during regular school hours.

AHERA Designated Person for Myron L. Powell School is:

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