PATERSON CHARTER SCHOOL FOR SCIENCE & TECHNOLOGY

8-12 CAMPUS

PARENT – STUDENT HANDBOOK

2025 - 2026

196 W. Railway Ave. Paterson

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Chapter 1

GENERAL INFORMATION

Welcome to the Paterson Charter School for Science & Technology (PCSST). The purpose of this Student-Parent Handbook is to inform students and parents about PCSST's policies and procedures in place. "Parent(s)" for the purposes of this handbook means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the student legally resides. When parents are separated or divorced, parent means the person(s) who has legal custody of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

The Handbook sets the standards for behavior for students as well as the expectations of the school for student achievement and commitment of parents. Parents are expected to discuss the content of this handbook with their children. Parental support is critical to a student's success in school and cooperation in implementation of these guidelines will result in a strong relationship between home and school. PCSST thanks you for choosing our school for your child and looks forward to a successful academic year.

Mission Statement

The mission of the Paterson Charter School for Science and Technology is to provide a responsive educational model that will empower all students, through a standards – equity based academic program founded on expectations for high achievement that will graduate literate, responsible, self-directed persons who have the core knowledge and skills needed to be successful, contributing members of society.

The Vision

The mission of the PCSST supports our vision for a new public school that:

- Will encourage all students to not just graduate but desire to pursue higher education or occupations that will continually challenge their intellect;
- Will work to transform all students into citizens who think independently, critically, creatively, and morally;
- Will foster self-esteem and engender all students to view themselves as valuable and to take responsibility for their actions;
- Will be an enthusiastic, dynamic learning environment staffed with instructors committed to teaching to high standards and meeting the learning needs of students, both collectively and individually;
- Will be a learning community with and established, accessible connection between the quadrangle of stakeholders – students; parents; school; and community – which nurtures and supports for all students their academic , emotional, and physical development;
- Is a learning environment that sustains high academic achievement for all students through ongoing authentic assessments and open accountability to all stakeholders.

Core Values

Six core values are emphasized for excellence in living, as well as in learning. It is expected from teachers, students, parents and all staff to apply these values to the world around them especially while they are at school.
Respect, Trustworthiness, Responsibility, Fairness, Caring, Citizenship.

PCSST Beliefs

PCSST stakeholders must all share these beliefs so we can meet our mission and attain the vision we hold for our school and our students.
First among the beliefs at PCSST is that the actions of the faculty and staff can provide students with the opportunity to improve their educational achievement and future livelihood. PCSST makes a difference in the lives of our students.
Second, is the belief that all students can learn and grow no matter their academic starting place. PCSST maintains a growth mindset.
Third, is the belief that the success of students is directly linked to the effort everyone is willing to expend to achieve their goals. PCSST believes effort can overcome any difficulties.
Fourth, is the belief that a college education and career readiness is essential for future economic success of students. PCSST believes college and career readiness should be the expectation for all students.

Fifth, is the belief that a technology infused educational program will lead to students who have the skills and knowledge to effectively utilize a variety of technologies in their futures. PCSST believes digital natives need digital tools.

Finally, is the belief that academic, physical, social and emotional development are all necessary for students to be successful in life. PCSST believes in well-rounded global citizens.

Affirmative Action

PCSST has in place a policy pertaining to affirmative action, sexual harassment and bullying. The affirmative action officer is Ms. Carter, Director of Instruction. Policies are posted on our website. Log onto www.pcsst.org then click on “school board”, then click on “policies”.

Student Weekly Schedule and Bell Times

Monday & Friday			Tuesday & Thursday			Wednesday		
R	7:50:00 AM	8:00:00 AM	HR	7:50:00 AM	8:00:00 AM	HR	7:50:00 AM	8:00:00 A
eriod 1	8:00:00 AM	8:49:00 AM	Period 1	8:00:00 AM	8:59:00 AM	Advisory	8:00:00 AM	8:30:00 A
ssembly	8:49:00 AM	8:59:00 AM				Period 1	8:30:00 AM	8:59:00 A
eriod 2	9:02:00 AM	9:51:00 AM	Period 2	9:02:00 AM	9:51:00 AM	Period 2	9:02:00 AM	9:51:00 A
eriod 3	9:54:00 AM	10:43:00 AM	Period 3	9:54:00 AM	10:43:00 AM	Period 3	9:54:00 AM	10:43:00 A
eriod 4	10:46:00 AM	11:35:00 AM	Period 4	10:46:00 AM	11:35:00 AM	Period 4	10:46:00 AM	11:35:00 A
unch	11:35:00 AM	12:13:00 PM	Lunch	11:35:00 AM	12:13:00 PM	Lunch	11:35:00 AM	12:13:00 P
eriod 5	12:16:00 PM	1:05:00 PM	Period 5	12:16:00 PM	1:05:00 PM	Period 5	12:16:00 PM	1:05:00 P
eriod 6	1:08:00 PM	1:57:00 PM	Period 6	1:08:00 PM	1:57:00 PM	Period 6	1:08:00 PM	1:57:00 P
eriod 7	2:00:00 PM	2:49:00 PM	Period 7	2:00:00 PM	2:49:00 PM	Period 7	2:00:00 PM	2:49:00 P

EARLY DISMISSAL		
Monday- Friday		
HR	7:50:00 AM	8:00:00 AM
Period 1	8:00:00 AM	8:34:00 AM
Period 2	8:37:00 AM	9:11:00 AM
Period 3	9:14:00 AM	9:48:00 AM
Period 4	9:51:00 AM	10:25:00 AM
Period 5	10:28:00 AM	11:02:00 AM
Period 6	11:05:00 AM	11:39:00 AM
Period 7	11:42:00 AM	12:18:00 PM
Lunch(Grab&Go)		12:18:00 PM

DELAYED OPENING		
Monday- Friday		
HR	9:50:00 AM	9:53:00 AM
Period 1	9:53:00 AM	10:27:00 AM
Period 2	10:30:00 AM	11:04:00 AM
Period 3	11:07:00 AM	11:41:00 AM
Lunch	11:41:00 AM	12:19:00 PM
Period 4	12:22:00 PM	12:56:00 PM
Period 5	12:59:00 PM	1:33:00 PM
Period 6	1:36:00 PM	2:10:00 PM
Period 7		2:49:00 PM

Student Entry Protocols to The Building

- Students entrance start at 7:35 am; we encourage parents to not drop students off early
- Students will enter through the main entrance
- Students will scan their I.D.'s for attendance purposes. I.D. 's must be worn at all times in the school building.
- Students will remain in the gym until 7:45 AM.
- Students will then pick their pre-packed breakfasts and go to their lockers then classrooms.

- Students will not be allowed to attend class without full uniform attire with no exceptions. Parents or guardians will be contacted to bring or provide their child with proper uniform attire so they can attend class.

- Students must put their phones in their YONDR pouches as they enter the school building.

- Students will not be allowed to enter the building with any electronic devices such as wireless headphones or earbuds.

Nutrition Program

PCSST believes that healthy, well fed, students perform better in school and life. To meet that end PCSST provides a free nutritious breakfast and lunch each day. To maintain the school's eligibility for funding for this program parents must complete by September 30, the State Income Eligibility Form provided each year.

- Prepackaged breakfast will be available from 7:45 AM to 8:00 AM on each floor's serving area.
- Students may bring their own breakfast, but must be aware they will not have access to a refrigerator or microwave

Mealtime Online: (You will need your child's student ID number.)
Parent Portal Overview
Logging In:

- Go to http://www.mymealtime.com.
- Enter your username and password.
- Click Sign In

Media Center (Library)

Media center services will be available on Mondays only.

Outstanding Balances

Any outstanding balances attributable to lunch, library, book, property damage, computer loss/damage, etc. must be paid before your child graduates or transfers from PCSST. Failure to fulfill your child's financial obligation will leave us no recourse but to withhold your child's report card, academic transcripts, diploma, and or deny access to the Student Information System.

School Pictures

A professional photographer will take graduation photographs of students in grades 8 & 12. Students may purchase the entire package of photos or a partial package.

Student Transportation

School Buses

Students are required to go through the appropriate application process to determine their eligibility. Transportation is provided for students living in areas designated by the sending district's transportation department. High School Students are no longer allowed to ride with yellow buses. Eligible High School students will receive NJTransit passes.
Students should understand that riding the bus is a privilege contingent upon proper and courteous conduct.
Students may not ride buses other than the one to which they are assigned, and they must get on and off the bus at their regularly scheduled stop. Students must always wear their ID labels.

Students Driven To School

Students who are transported in cars should be dropped off in the designated area in front of the school. Parents should not drop off their child/ren on the opposite side of the street. Automobiles must not drive through/in the parking lot or park in the bus loading areas. The front entrance will be used for pick up and drop off. Please be conscious of the heavy traffic during these times, as the safety of your children is our priority.

Bicycles, Skateboards, Roller Blades Scooters, and Lithium ion (battery-powered) Personal Transportation Devices.

Skateboards and bicycles are permitted on school premises. Students are not permitted to ride them in the school building. Students are recommended to wear safety helmets and must walk

their bicycle to and from the bicycle rack. All bicycles must be chained and locked on the rack outside of the gym door. Skateboards need to be handed to the Guidance Counselor or Dean of Students. PCSST reserves the right to rescind (individually or school wide) this privilege at any time during the school year.
Roller blades, scooter, hover-boards, balance wheels, electric small scooters and intelligent scooters are not permitted on school property.

Lost and Found

Personal items that are found will be placed in a bin inside of the gym. Unclaimed items will be discarded once every marking period, after parent-teacher conferences.

Transition of classes

Bathrooms will be locked during transition time.

Telephone Calls

Students may not be called from class to talk on the telephone during school hours, nor are they allowed to make outgoing calls except in the most urgent circumstances. As part of an effort to teach responsibility, students are discouraged from calling home for forgotten items. All arrangements regarding after school activities must be made before the student leaves home in the morning. Calls of an emergency nature, that may involve the interruption of a class to deliver a message to a child, must be directed to an administrator. We ask that all students please come to school in the morning clearly knowing whether their parents expect them to ride the bus, or be picked up by car in the afternoon. We also ask that parents please know whether or not their children are planning to stay for an after-school activity.

Student Information System (GENESIS)

This is a very valuable tool that gives parents access to their child's current grades, attendance, homework, individual assignments, schedule and discipline report. Username and passwords can be obtained by contacting the IT department through the main office.

Plagiarism/Cheating

Plagiarism/Cheating is the practice of taking someone else's work or ideas and passing them off as one's own. PCSST has a zero tolerance policy for plagiarism and cheating. Students who cheat on a test/quiz or plagiarize on their assignments will have the following consequences:
1st Offense:

- Saturday Detention
- Secondary Assessment

2nd Offense

- No Parent/No School
- Zero on the assignment

3rd Offense

- Alternative setting - OSS
- No Parent/No school upon return to Main Campus
- Zero on the assignment

4th Offense

- Zero on the assignment
- Loss of grade level privileges (including Prom/Graduation Ceremony)

Field Trips

Parents & Students understand that participation in a field trip is voluntary, that it is not required, and that it exposes children to some risk(s). Parents/Guardians understand the description of the field trip and authorize their child to participate in the planned components of the field trip. They understand that adequate and appropriate supervision will be provided. They also understand that participation in the field trip will involve activities off school property. They agree to release and hold harmless the PCSST Board of Trustees, its employees and volunteers from any and all liability, claims, suits, demands, judgments, costs, interest and expense (including attorney fees and costs) arising from, or related to, such activities and/or any related activities, including any accident or injury to the student and the costs of medical services. In the event of an injury requiring medical attention, we grant permission to the supervising teacher(s) or staff (including volunteers) to attend to, and provide medical treatment for students. In case of a serious emergency and the parent cannot be located, they give permission to the supervising staff to take their child to the hospital. This release shall bind the parent and the successors, and shall inure to the benefit of the PCSST Board of Trustees. Your child and attendees must follow safety protocols.

Book Bags:
Students may use book bags to transport only school materials to and from school. PCSST will not allow students to carry their book bags with them during the class time. Student bags, coats and jackets will be stored in the lockers during the day. All bags and lockers are subject to random searching throughout the year.

ID Cards:

All newly enrolled students are issued a free school ID Card. It is used for many purposes and must be worn at all times. ID codes (Bar Code, Q-Code) are used for attendance, lunch payments, special school sponsored events and for hallway identification. Students must adhere to the following or face administrative action:

- No student will be permitted to enter the building or a classroom without an I.D. card
- I.D. cards must be worn and clearly visible the entire school day.

- I.D. cards should not be altered in any way (front or back). If they are, students are responsible for purchasing a new I.D. card.
- If a student forgets his/her ID card, he/she will be charged for a temporary ID $1.00. Replacement ID cards can be purchased as well. Unpaid Replacement IDs will be recorded in the student's discipline points.
- Replacement I.D. card must be paid immediately or students will be issued a school wide detention.

Price of ID: $3.00 Lanyard: $1.00 Plastic ID Holder: $1.00

I.D. cards have barcode, q-code, graduating year, ID Number, bus pass (if eligible) and a color bar to identify every grade. Students who violate this ID policy are required to report to detention after school for a one-hour detention. Students who violate this ID policy are required to report to a school wide detention.

Hall Pass

PCSST MS/HS uses electronic hall passes. Students must sign out of their class using the electronic hall pass when traveling during class times. Students who do not use the electronic pass or abuse the privileges offered to them will be subject to discipline, including discipline points/school wide detention, and denial of future privileges. Students are discouraged from leaving the classroom during the first and last 10 minutes of the class period so accurate attendance can be recorded and instruction begun or concluded effectively.

LOCKERS

Students can go to their lockers only at the scheduled times. All bags and lockers are subject to random searching throughout the year.

Electronic Devices/Cell Phone

PCSST provides electronic devices that students need to participate in the instructional program. Cell phones and other electronic devices including wireless ones (i.e. camera, iPod, large head phones, recording device, handheld game, etc.) will be confiscated from the student if they're seen, heard or used. Students are NOT permitted to use wireless earbuds or headphones. After the first offense, parents will be required to come to school to pick up the confiscated item. Offenders will be subject to a school wide detention.

- Phones
  - Classroom pouches are mandatory upon entry into the classroom. Refusal to put the phone in the pouch, Assistant Principal will be

contacted.

- Phones seen, heard, or used will be confiscated including seen on one person. E.g., seen in pocket.

    - 1st Violation:
        - Confiscated, returned to the student at the end of the day and detention.
    - 2nd Violation:
        - Confiscated, picked up by parents and schoolwide detention.
    - 3rd Violation:
        - Confiscated, picked up by parents and device must be handed to Deans before the student enters the building daily for 1 month and Saturday detention.
    - 4th Violation:
        - Confiscated, device must be handed to Deans before the student enters the building daily for 2 months and a No Parent/No School.

Any student refusing to hand over an electronic device will serve an out-of-school suspension and may be subject to other administrative actions. Cell phone use is only allowed before school in the main lobby and at dismissal time to maintain parent communication and the safety of students.

STUDENT SAFETY

Monthly Emergency Drills:

PCSST conducts 2 Emergency Drills each month . One is the Fire Drill. The second is an Emergency Drill such as, an Evacuation, a Lockdown, a Shelter in Place, an Active Shooter, or a Code Blue. Emergency drills will be held throughout the school year so that students will be trained to act properly. A comprehensive emergency preparedness plan is on file in the main office.

During an Emergency: Whether practice or actual drill, students must adhere to all instructions to ensure their safety. Fire drills are held at various intervals throughout the school year. Students must follow their teachers' instructions and go to the designated areas as quickly as possible. Students must not run or push. A signal will be given for returning to class. Any

misconduct during this procedure will result in administrative action. Students must remain silent for all emergency and practice drills.

Supervision of Students before and After School

Students should not arrive before 7:35 AM (unless transported by school bus) or remain after 3:00 PM unless they are in a specific activity under the supervision of a teacher.

Adults will supervise those students participating in activities at times prior to 7:45 AM and after dismissal. Students who are consistently picked up late from school activities may be prohibited from participation. Additional involvement of The Division of Child Protective Services may also be pursued.

Visitors to the building

All visitors must first check in at the security desk. They need to present identification in the form of a Driver's License or State issued ID, and wear a visitor's badge before visiting other parts of the building

Visitors who cannot present acceptable ID will not be allowed to enter the building beyond the reception area. Visitors will be escorted by school personnel.

Family Life Instruction

As part of the New Jersey Department of Education Mandate for Curriculum, the PCSST offers a Family Life Curriculum for the students. Parents/Guardians who DO NOT WISH their child participate in Family Life Instruction must send a letter to the Lead Person to have their child withdrawn from the program.

Counseling Services

Paterson Charter School for Science and Technology offers counseling services through a fully functioning Counseling Department, consisting of school counselors, social workers, college & career advisors, HIB & SAC specialists and mental health specialists. The school counselor or his/her designee can help students create plans to succeed in school and transition to post secondary education.

The counseling department also assists students with social and emotional concerns. To see the school counselors, students can make an appointment in advance unless it is an emergency. Parents/Guardian may also call the office to arrange an appointment with a counselor. If the counselor is not available and students have a problem, they must make sure they speak with a teacher or administrator.

Parent Involvement

The teachers and administrative staff at PCSST support and encourage parents to take an active interest in the education of their children. This is part of our School-wide Title I effort. Any teacher, administrator or office staff member can be reached via e-mail using the person's firstname.lastname@pcsst.org. All parents are assigned a username and password to monitor their children's grades in our student information system, Genesis.

Parent Participation

Parents are encouraged to participate in the PTO and Title I school improvement activities.

Parent Teacher Organization (PTO)

The PCSST PTO is a committee that represents the parents of PCSST students. The PTO is designed to support, strengthen, enhance and encourage the educational and social school environment. Their goal is to complement the school's curriculum with additional opportunities for students, parents and teachers in order to learn, grow, communicate and socialize. The PTO will hold scheduled virtual and in-person meetings to plan, organize, discuss various fundraising activities and discuss any concerns regarding their children's school life. For more information about joining the PTO and or meetings email the Communications and Outreach Coordinator. (william.lightner@pcsst.org)

Chapter 2

HEALTH OFFICE

The Health Office is located on the first floor in close proximity to the main office and the gym.

Due to COVID-19 Precautions, only ONE student at a time will be allowed in the health office.

However, with the exception of an emergency, their classroom teachers MUST call the health office before sending a student.

Students may not stop at the Health Office between class periods.

Injuries sustained by students at home should be addressed at home or with an emergency service organization.

Students should not be sent to school with serious untreated injuries.

HEALTH OFFICE TELEPHONE: 973-247-0600 ext. 1115.

General Procedures

Students must comply with the following procedures:

1. All students MUST return all physical exam and emergency information forms to the nurse's office in September. The nurse must be notified IMMEDIATELY of any changes to be made on these forms during the school year.
2. All immunizations must be up to date. Failure to comply may result in school exclusion until proof of immunizations is received.
3. All gym excuses MUST be brought to the health office FIRST.
   Any injured or ill student requiring crutches, elevator, or special accommodations must have a doctor's note and be approved by the school nurse
4. New students must have a physical examination within 30 days of beginning school per NJ law.
5. Student-athletes must have a "sports" physical form completed by their physician which includes a cardiac assessment section in order to participate in either practices or games.
6. It is highly recommended that all other students receive at least one physical during their high school years.
7. Immunizations must be up-to-date

Medications

Students who have asthma or a life-threatening condition (for example, severe allergic reactions) may carry inhalers and/or epi-pens and self-medicate when necessary provided that appropriate forms from the medical doctor are in the Health Office (this ensures that the school nurse is aware of serious health conditions).
Students who require prescription medication during school hours must bring it to the Health Office, where the nurse will administer it to the student as prescribed by the student's physician.
All medications, whether prescriptions or over-the-counter:

1. Must be in their original containers.
2. Accompanied by a note from the physician which must include the name of the medication, the dose, and the frequency of the dose.
3. The note must be signed and dated by the physician.
4. A parent or guardian must also sign and date a consent form.

If the medications are not picked up at the end of the year, they will be discarded.

Immunizations

The State of New Jersey requires the following immunizations:

1. DTaP Diphtheria, Tetanus, and pertussis: A total of 4 doses with one of the doses on or after the 4th birthday OR any 5 doses.
2. Polio Vaccine: 4 doses.
3. Measles Vaccine: 1 dose, if born before 1/1/90: 2 doses, if born on or after 1/1/90.
4. Rubella Vaccine: 2 doses OR laboratory evidence of immunity.
5. Mumps Vaccine: 2 doses OR laboratory evidence of immunity.
6. Hemophilis B (Hib): 2 doses (mandated only for children who were enrolled in child care, pre-school, or pre-kindergarten).
7. Hepatitis B: 3 doses, or laboratory evidence of immunity (for pupils entering grade 6 after 9/1/01, and born after 1/1/90).
8. Tdap is required to enter 6th grade or 5 years after the last DTP/DTaP or Td dose.
9. Varicella: For children born after 1/1/98, 1 dose.

Accident Insurance

The school insurance program covers all students during school hours and all athletes and other students participating in after school activities.
The school insurance policy is in "excess" of any other insurance that may be in force. This means that you must first submit your claims to your insurance carrier. If your carrier does not pay the full claim, you may then submit the claim to the insurance carrier for PCSST. If you do

not have insurance for your family, or if your insurance does not offer coverage for a particular medical expense, then the district policy will pay primary benefits within the limits of the plan. Claim forms may be obtained from the school nurse.

Chapter 3

DRESS CODE

Students must be in complete uniform before entering the building. The Assistant Principal or his designee shall determine whether any particular use of the school uniform is in a violation of the spirit and/or the intent of this school uniform policy. Students and parents are expected to honor the uniform code in order that valuable school time is not spent examining student attire to determine appropriateness. At no time will a student be permitted in the building with improper uniform/footwear as noted in the handbook. Parents will be notified and asked to bring the proper uniform in order for their child to attend classes. Failure to pick up their child or bring proper uniform, the child may lose their seat and will be referred to the Board of Trustees for removal from the school.

VIOLATION OF DRESS CODE

The student's parent will be notified of this violation by written notification given to the student. If a student comes to school on a second occasion inappropriately dressed, his/her parent will be notified of this violation by written notification given to the student. Students lose their dress-down privilege if they exceed 10 uniform violations. They also may face other administrative action(s). Inappropriate attire jeopardizes the instructional climate and therefore, will not be tolerated.

Guidelines for clarification are as follows:

1. Proper shoes must be worn at all times on school grounds. Proper shoes do not include slippers, clogs/crocs, flip-flops,form runners etc.
2. Uniforms should be neat and clean. High school boys must wear a tie.
3. Uniforms may not be worn inside out or backwards.
4. Students must wear a pair of all-black, all-white, all-gray or any combination of these color sneakers.
5. Thermals, hats, caps, curlers, headscarves, hairnets, bandanas, du-rag's, sweatbands, chains, sunglasses, scarves, gloves and coats are not to be worn during school hours.
6. Pants should be worn at the waist and not sag. Pants should not be altered other than the waist and length. Pants should not fit too tight.
7. Uniforms with rips, tears, holes or frayed edges are considered inappropriate for school.
8. Undergarments must not be exposed.
9. Writing on arms, hands or any other part of the body is not permitted.

10. Hair, face and body paint are inappropriate for school.
11. Jewelry and accessories should be appropriate for school and not attract undue attention or pose a safety risk.
12. All wristwatches must be activated to mute to avoid being confiscated.
13. No make-up should be re-applied in school, (all makeup confiscated will be discarded/not given back). Make-up should be appropriate for school and not attract undue attention.
14. No curling irons, bumpers or any other electronic hair devices are permitted.
15. All shirts must be tucked in pants.
16. Street Clothing (jeans, sweats, slickers, etc.) cannot be worn under uniform.
17. Belts must be a plain and solid black or brown in color (no metallic belts).

UNIFORM POLICY

All items must be purchased from the uniform establishment designated by PCSST. (No other garments can be worn in the school building):
**If the uniform store Cannot provide the pant size that you need you may purchase it from one of the following: (ie. Target, Walmart etc.)

Grade 8 must purchase (regular uniform):

1. Light Blue with navy trimming logo shirt or Navy blue with light blue trimming logo shirt.
2. Brown or blue khakis w/logo
3. Navy blue with light blue trimming logo shirt.
4. Brown or blue khakis (style pants).
5. Navy blue or Gray logo vest or logo sweater
6. Brown or black leather belt with standard buckle

Grade 8 must purchase (physical education):

1. Light blue logo t-shirt
2. Navy blue sweatpants w/ logo.

Grades 9-12 must purchase (regular uniform)

1. Light blue oxford logo shirt (Male students are required to wear PCSST tie)
2. Dark blue khakis (style pants).
3. Gray logo vest or logo sweater.
4. Brown or black leather belt with standard buckle

Grades 9-12 must purchase (physical education):

1. Light gray logo t-shirt.
2. Light gray logo sweat pants and shirt.

SHOES (footwear)

The shoes for all grades, for the regular uniform, are Blue, brown or black (low cut) shoes (leather or suede) with a rubber bottom. Students may wear a pair of all-black, all-white, all-gray or any combination of these color sneakers. Physical education uniforms can only be worn during physical education class unless it was authorized by administration. Students may be issued a school wide detention or may be sent to In-School Suspension for wearing any garments that were not purchased from the uniform store authorized by PCSST.

DRESS DOWN DAY (Tag Day)

Students are given the opportunity to participate in dress down day. Dress down day is an opportunity for students to wear clothing other than their school uniform. Students are still expected to dress appropriately. A fee may be charged in order to participate. Students must enter the building wearing the appropriate shoes. Students are prohibited from wearing the following if they chose to participate. Students are advised to have their physical education uniform available to substitute for clothing found inappropriate to avoid being reprimanded.
Students MUST adhere to the following dress down policy. The following is not permitted:

1. Open toe/heel shoes (flip flops, sandals, crocs, etc.)
2. Shorts
3. Capris, Jeggings, Leggings, Tights, etc.
4. “Belly shirts” or shirts that expose the mid-section
5. Ripped jeans
6. Sleeveless shirts
7. Open front or back blouses
8. Pajama pants
9. Scarves, bandanas, flags, hats, gloves, etc.
10. Offensive messages/pictures on shirt and pants
11. Body forming clothing
12. Extremely baggy clothes
13. Any garment with a hood

Any offender will be subject to one or all of the following:
1st offense: Remain in In-School Suspension until parents bring in uniform.
2nd offense: Loss of Tag Day privileges for the rest of the school year and contacting a parent to bring in uniform.

Field Trip Dress Code:

Students are required to wear school khakis, polo, vest and blue, brown or black shoes to all field trips. Any student that does not comply with the dress code will not be permitted to attend the field trip. Monies may be forfeited if non-refundable. Students may be allowed to dress professionally for a presentation or an assignment. Students must have prior approval from the administration to not wear their uniform on a field trip.

PROM Criteria

All Students must be passing all core subjects and any other courses required to graduate at the end of the 3rd quarter.

High School Prom, Eighth Grade Dance, and Graduation Practice Contracts:

All seniors and eighth-grade students who wish to attend their respective dance and graduation ceremony must sign (both parent and student) and adhere to the contracts distributed by PCSST. Those who do not sign or adhere to the contracts, will not be permitted to attend or participate. Contracts will be distributed at a mandatory meeting. Parents who are unable to attend the mandatory meeting need to arrange a separate meeting with the advisor. Students may also forfeit their right to attend the aforementioned events if they partake in any major behavioral offenses regardless of their grade level.

Chapter 4

School iPad / Chromebook Initiative

Paterson Charter School for Science and Technology has initiated a 1:1 technology program for 3rd through 12th grade students and teachers in an effort to embrace 21st Century Skills. Students will be using iPads/Chromebooks in the classrooms and after reading and returning the required agreement, they will be allowed to take their designated iPad home to continue school work. iPad/Chromebook use will be monitored by school level administration to engage use and effectiveness of the device in the classroom.
Students are expected to have their fully charged iPad with them every school day.

Goals for Student Users

- To prepare students for the digital world.
- To increase productivity and engagement of all learners.
- To make student-centered learning a priority.
- To increase collaboration, creativity, critical thinking and communication in our students.

Guidelines

Student use of the iPad/Chromebook falls under the PCSST Acceptable Use Policy for technology. Internet and iPad/Chromebook use will be monitored through PCSST level management software. Anyone found to be violating acceptable use will be disciplined. All software, applications, and documents stored on the iPad/Chromebooks are the property of the school and subject to review and monitoring.
Students May NOT:

- Change permissions, passwords or profiles on the iPads/Chromebooks.
- Modify the iPad/Chromebook in any way other than instructed by an administrator or other school personnel.
- Apply marks, stickers, or other decoration to iPad/Chromebook covers. Violation will result in a fine to pay up to the replacement cost of the cover when he/she leaves Paterson Charter School for Science and Technology.
- Exchange iPads/Chromebook with any other student.
- Remove the supplied cover from the iPad/Chromebook.
- Sync the iPad/Chromebook with any computer.
- Clear or disable browsing history on the device.
- Disable the iPad/Chromebook or its applications.

Failure to comply with these guidelines will be treated as a violation of the PCSST acceptable use policy and will be handled according to the school's discipline code.

Using the iPad /Chromebook

Have their device fully charged and ready for use during the school day.
Clean the screen with approved soft, lint-free cleaning towels. Do not use any spray cleaners or liquids.
Make sure hands are clean before using an iPad/Chromebook.
Keep iPad/Chromebook away from food and drink.
Charge the iPad/Chromebook only with the included charger and using a standard wall outlet for your power source.
Document any software/hardware issues to your teacher as soon as possible.
Keep the iPad/Chromebook in a well-protected temperature controlled environment when not in use. Do not leave the iPad/Chromebook in a vehicle or location that is not temperature controlled.

Applications

Student iPads/Chromebook will be given to students with key applications already installed. Applications should not be installed or uninstalled by the student. It is the responsibility of the PCSST IT Department to install and uninstall all applications. If there is an application a student would like installed he/she may discuss the educational merits of the application with his/her teacher. If approved by the teacher, the application may be installed by the PCSST IT Department.

Saving Documents

Saving documents with your iPad/Chromebook is accomplished using "cloud" storage. This will require you to have a Google Drive account. Using this account, you can save, export, and import documents in a couple of different formats. This allows you to access your documents from other computers via the Internet. You can also share your documents with other students or your teacher. When creating accounts students should use the following format when creating usernames/passwords in order to ensure he/she doesn't "forget" this vital information:
Username: school email address (firstname.lastname@pcsst.org)
Password: Will be distributed
Reporting Technical Issues
Any errors or problems with the iPad/Chromebook should be reported as soon as practical. This can be done by informing the office/administration or designated person about the issue so it can be addressed in a timely manner. All syncing of the device will be handled through the school to ensure applications and configurations are found on every device to maximize the potential of the device.

Security Codes

Students should set a security passcode on his/her iPad/Chromebook. This passcode should be known only by the student to ensure the device is only used by the designated student. The school has the right to bypass the security code at any time.

Monitoring and Consequences for Misuse

Devices may be monitored for misuse by school staff. Any teacher or administrator may revoke iPad/Chromebook privileges or restrict iPad/Chromebook use at any time, including during class time, if misuse or inappropriate content is suspected.

Anti-Big Brother Notification

The devices furnished to students may record or collect information on the student's activity or the student's use of the device. PCSST shall not use any of these capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student.

Returning Device (iPad/Chromebook)

Proper care of iPads/Chromebooks through the school year and returning at the end of the school year with all accessories are the responsibility of the student. Students not returning their iPad/Chromebook will be assessed the value of a replacement and added to the end of year checklist which may result in withholding of diploma, report card and/or transfer card.

Care and Responsibility:

- Students should always maintain possession of their own iPad/Chromebook.
- iPads/Chromebook should always be covered.
- iPad/Chromebook should not be used around food (breakfast, lunch, etc.)- No iPads/Chromebook in the common area during lunch.
- iPad/Chromebook should not be left unattended. For example, iPads/Chromebook should not be left on bleachers during practices, or left on steps during lunch.
- iPads/Chromebook should be locked in lockers if not in direct use or possession of the owner. If an iPad/Chromebook is stolen outside of school student
- iPads/Chromebook should not be used for playing games during instructional time
- Students should not clear or disable browsing history

*Loss of privileges may include loss of device and/or deactivation of certain features such as camera, internet, etc.

Misuse of Device

The parents of the student are responsible for repairing their damaged devices. The parents who do not pay the insurance fees will be charged for full repair or replacement cost. The following rules apply to the parents who purchase the device insurance:
1st-time damage will be covered by insurance without any deductible.
Any subsequent damages will be covered by insurance with $50 deductible for each incident.
For every time a student breaks an iPad parent will receive email and text message or call.

Damage

Damage due to a determined accidental cause will be addressed by the school through normal procedures, returned to the IT department for repair through the insurance program. Damage due to negligence may result in the student assuming the financial responsibility of replacement of the iPad/Chromebook. Students taking the iPad/Chromebook from school property must sign and submit the Parent-Student iPad/Chromebook Use Agreement Form. Student use of the iPad/Chromebook off school grounds may be revoked at any time by the administration or designated person.

Loss or Damage Reporting

- If an iPad/Chromebook is lost / damaged outside of school the damage must be reported to an administrator or designee by 8:00 a.m. the next school day.
- If an iPad/Chromebook is damaged during school it must be reported to a teacher, IT administrator immediately.

General Rules (iPad/Chromebook)

If there are repeated occurrences of an iPad/Chromebook not being usable for the school day, i.e not in school, not being charged, etc. then the administration may revoke iPad/Chromebook privileges, including but not limited to the right to take the iPad/Chromebook off school grounds.

IMPORTANT - Cost of Replacement

Parents must purchase the Insurance to cover repair or loss of iPad or Chromebook used by their child. The following charts will be applicable for costs associated with iPads and Chromebooks during the school year if insurance is not purchased.

Ipad Value =	$400.00
Chromebook Value =	$400.00

A replacement iPad/Chromebook will not be given to students until the cost for lost or repair is made.
Every high school student gets a new ipad and charger at the beginning of the 9th grade. Students are responsible to keep the charger in clean and working condition until they graduate. If the adapter / cable is broken or lost, the student is responsible for a replacement charger.
Every Middle School student gets a new Chromebook.
If the adapter / cable is broken or lost, the student is responsible for a replacement charger.

PCSST Student Technology Usage Agreement

(This agreement has been provided to Parents for signature at the time of their receipt of the devices. All signed copies are kept in the IT department)
Paterson Charter School for Science and Technology has initiated a 1:1 Technology Program for 7th through 12th grade students and teachers in an effort to embrace 21st Century Skills. Students will be using iPads/Chromebooks in the classrooms and after reading and returning the required agreement, they will be allowed to take their designated device home to continue school work. iPad/Chromebook use will be monitored by school level administration to engage use and effectiveness of the device in the classroom.
Student goals and responsibilities are explained in detail in this Student and Parent Handbook.
iPad, Chromebook, computer labs, teacher computers, networks, and online resources are designed and delivered for only one intention, that is for school purposes and student learning. All students, teachers and staff are responsible for using PCSST Information Technology resources for only educational purposes. No other purposes are allowed at any time on school grounds or outside of the school.
All software, applications, and documents stored on the iPad/Chromebook and other Information Technology resources are the property of the school and subject to review and monitoring anytime.
From: District Regulation 2361:

2361 - ACCEPTABLE USE OF COMPUTER NETWORK/ COMPUTERS AND RESOURCES

The school district provides computer equipment, computer services, and Internet access to its pupils and staff for educational purposes only. The purpose of providing technology resources is to improve learning and teaching through research, teacher training, collaboration, dissemination and the use of global communication resources.
For the purpose of this Policy and Regulation, “computer networks/computers” includes, but is not limited to, the school district’s computer networks, computer servers, computers, other computer hardware and software, Internet equipment and access, and any other computer related equipment.
For the purpose of this Policy and Regulation, “school district personnel” shall be the person(s) designated by the Superintendent of Schools to oversee and coordinate the school district’s

computer networks/computer systems. School district personnel will monitor networks and online activity, in any form necessary, to maintain the integrity of the networks, ensure proper use, and to be in compliance with Federal and State laws that regulate Internet safety.

Due to the complex association between government agencies and computer networks/computers and the requirements of Federal and State laws, the end user of the school district's computer networks/computers must adhere to strict regulations. Regulations are provided to assure staff, community, pupils, and parent(s) or legal guardian(s) of pupils are aware of their responsibilities. The school district may modify these regulations at any time. The signatures of the pupil and his/her parent(s) or legal guardian(s) on a district-approved Consent and Waiver Agreement are legally binding and indicate the parties have read the terms and conditions carefully, understand their significance, and agree to abide by the rules and regulations established under Policy and Regulation 2361.

Pupils are responsible for acceptable and appropriate behavior and conduct on school district computer networks/computers. Communications on the computer networks/computers are often public in nature and policies and regulations governing appropriate behavior and communications apply. The school district's networks, Internet access, and computers are provided for pupils to conduct research, complete school assignments, and communicate with others. Access to computer networks/computers is given to pupils who agree to act in a considerate, appropriate, and responsible manner. Parent(s) or legal guardian(s) permission is required for a pupil to access the school district's computer networks/computers. Access entails responsibility and individual users of the district computer networks/computers are responsible for their behavior and communications over the computer networks/computers. It is presumed users will comply with district standards and will honor the agreements they have signed and the permission they have been granted. Beyond the clarification of such standards, the district is not responsible for the actions of individuals utilizing the computer networks/computers who violate the policies and regulations of the Board.

…continues on the link http://www.straussesmay.com/seportal/Public/DistrictRegulation.aspx?RegulationID=2361&id=e6758410730f424d979e1d910d059880

From: District Policy 2361:

2361- ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

The Board of Education recognizes as new technologies shift the manner in which information is accessed, communicated, and transferred; these changes will alter the nature of teaching and learning. Access to technology will allow pupils to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by pupils to these information sources but reserves the right to limit in-school use to materials appropriate for educational purposes. The Board directs the

Superintendent to affect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.
The Board also recognizes technology allows pupils access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable, or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.
The Board provides access to computer networks/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to computer networks/computers at any time, for any reason. School district personnel will monitor networks and online activity to maintain the integrity of the networks, ensure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.
… continues on the link http://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?PolicyID=2361&id=e6758410730f424d979e1d910d059880

Anti-Big Brother Notification

The devices furnished to students may record or collect information on the student's activity or the student's use of the device. PCSST shall not use any of these capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student.

The following is the forms to fill out by parents to receive a device.

Chapter 5

Academics

Instructional Program

PCSST's academic program exceeds the graduation requirements as set forth by the New Jersey Department of Education. Our detailed Program of Studies is available at our website at 2023-24 Program of Studies.

Textbooks

PCSST supplies textbooks for all courses. Many textbooks are in digital format and used with the iPads/Chromebooks. In some cases, a classroom set of books are provided for core courses. This saves the student the need to carry a heavy backpack full of books between school and home. However, students will not receive a second copy of their issued textbook until they pay for a lost or damaged first copy. Report cards and diplomas may be withheld for students who do not meet their financial obligations for lost or damaged textbooks or other materials. (E-books may be substituted where available.)

Parent Involvement

The teachers and administrative staff at PCSST support and encourage parents/legal guardians to take an active interest in the education of their children. All parents/legal guardians are assigned a username and password to monitor their children's grades at the same website.
Any teacher, administrator or office staff member can usually be reached via email using the following format; firstname.lastname@pcsst.org

Grading

A dual grade reporting system is used at PCSST. Quarterly course grades are reported both as a letter grade and percentage as follows:

4.00-3.75 = **A+**
3.749-3.375 = **A**
3.374-3.125 = **B+**

3.1249-2.75 = **B**
2.749-2.50 = **C+**
2.49-2.00 = **C**
1.99-0.00 = **F / I**

Mid-term and Final Exams

In an effort to avoid over-testing students and losing instructional time to testing, PCSST does not administer Mid-Term Exams. Final Exams will be limited to only Full Year Courses. Seniors will be exempt from final exams if their cumulative grade average in the class is an "A" 3.375 or above. The Final exam will count as the equivalent of ½ of a marking period grade.
Final grade is determined by adding the four marking periods, half the Final Exam grade and dividing by 4.5.

Academic Recognition Awards

Each quarter we recognize our high achieving students for their weighted GPA achievement. Students with a GPA of 3.76 and above are recognized as "Scholars", those with a GPA of 3.51-3.75 are recognized as "High Honor" students and those with a GPA of 3.25 - 3.5 are recognized as "Honor" students. Recognition is contingent on having no failing grades.
Additionally, PCSST recognizes ongoing achievement. 9th grade students may earn Academic Numerals for achievement over the entire year. Academic Certificates are presented to students achieving excellence over multiple school years. High achieving students in the Advanced Placement program can attain recognition as an AP Scholar, AP Scholar with Honors, or AP Scholar with Distinction honors.
Upon graduation students are also recognized for their achievement. Each department recognizes graduating seniors with their own scholar awards. Students receive cords to wear with their graduation robes signifying their honors. There are also achievement awards for accumulating 160 and 170 total credits, far above the required graduation credits and including college level coursework. Eighth graders receive recognition from each department during their moving up ceremony.

Preparation for Class

Students are expected to bring completed homework assignments or projects to class each day. Submission of work may be required via e-mail or other electronic means. Students who repeatedly are unprepared for class will face disciplinary penalties from their teachers.

Promotion

In order for a student to be promoted to the next grade level the following criteria must be met:
Middle School
Students must have passing grades in core subjects:
English Language Arts, Mathematics, Social Studies and Science.
Students who fail two or more core subjects will be retained at their present grade level.
High School
Students earn 6 credits for a full year course and 3.0 credits for half-year (semester) courses. Students are expected to carry 40 credits each year-one course each period for the entire year.
High school student's advancement is based on credits earned as follows:
You must earn 35 credits to be in a sophomore homeroom;
You must earn 70 credits to be in a junior homeroom;
And earn 105 credits to be in a senior homeroom.

The Weighted GPA Calculation

College success and persistence is linked to rigorous high school courses. To that end, PCSST offers rigorous curricula to all students in high school, and supports academic counseling to prepare our students for college.
In order to encourage and recognize more PCSST students to take Advanced Placement (AP), Honors, and College-level courses, PCSST utilizes weighted GPA.
The cumulative weighted grade point average includes additional weighted for Dual Enrollment, Honors, and AP courses.
The grade calculation and weighting system is shown below:

The Weighted Grade Calculation	
Course Type	Coefficient
Dual Enrollment Courses	1.25
AP Grade	1.25
Honor Grade	1.125
All other Course Grade	1

Intervention

Students who complete all formative assignments and receive a score of 0, 1, or 2 on a summative assignment are eligible for intervention. The purpose of intervention is for students to work with teachers on enrichment and support activities that will help students in mastering a skill. Intervention is held three days a week after school: Tuesdays, Wednesdays and Thursdays from 3:00-4:00p.m.

Students are expected to check their gradebook on Genesis to know their scores and eligibility for intervention. Eligible students are responsible for contacting their subject teacher through their school's email accounts to request intervention and retakes. An intervention request must be submitted to the subject teacher in three days after the summative assessment grade is posted. Students must request work from their teacher and report to the allocated room on their scheduled intervention day(s). Students are expected to arrive at their scheduled intervention on time and ready to work.Failure to report to the assigned intervention will result in the summative grade remaining as is.

***Please note the following**

- Long-term summative assignments are not eligible for intervention or a retake because the student received feedback during the creation of the task. Example: Research papers, essays, projects with drafts.
- Unit Assessments/Unit Projects are not eligible for retakes.
- If work on a summative assignment is insufficient (not enough effort shown; refusal to complete) students will NOT be eligible for a retake.

*Modifications can be made by teachers in regards to students with 504s and IEPs, as well as English Language Learners.

Advisory:

Every student in the building will have a 30-minutes advisory period every Wednesday during Homeroom. Advisory is a time for students to work in small groups with a certified staff member.

Students will have an opportunity to build relationships and work on social emotional learning strategies to help improve their academic and emotional well being.

SPECIAL EDUCATION SERVICES*

PCSST follows the Federal and State laws that govern services to students with disabilities. It is the school's responsibility to ensure compliance with those laws. Students with disabilities will be educated in the least restrictive environment (LRE).This means that students will be placed in the setting that puts the fewest limits on their opportunities to be educated with non-disabled peers. PCSST utilizes an inclusive and holistic approach to special education services. Students who are eligible for special education receive services and support through in-class resource programs, pull-out resource programs ,accommodations and modifications, related services, and consultation services provided to classroom teachers who serve special education students as needed. PCSST shall comply with federal and state law that ensures that all students with disabilities will be provided with a free appropriate education (FAPE). Parents must notify the registrar's office if their child has an Individualized Educational Program (IEP) from any previous school.

Please refer to the PCSST special education handbook for more information regarding special education rules and procedures.

Intervention & Referral Services(I&RS) Team

The purpose of the Intervention/Referral Service Team (I&RS) is to identify and plan alternative instructional strategies for students who are experiencing academic, social or behavioral problems. The I&RS team is composed of the referring teacher, the chairperson, and other participants on need basis(nurse, CST, Speech etc.). Parent/Legal Guardians are invited to attend I&RS meetings regarding their children. The I&RS process provides problem- solving strategies and instructional support for teachers. Questions concerning the referral process should be referred to an administrator.

Credit Recovery

PCSST offers credit recovery through our online system PLATO. Students who have not earned the required credits for their grade level have an opportunity to participate in credit recovery after school with approval.

Graduation Requirements

The State of New Jersey is phasing in more rigorous graduation requirements. PCSST Graduation requirements are as follows:

Subjects	**Total Credits**
Language Arts	24 Credits (English I-II-III-IV)
Math	24 Credits (Algebra I & II, Geometry & Additional Math)
Science	21 Credits (Biology, Chemistry, Physics with lab preferred)
Social Studies	18 Credits (WH II, US I & II)
PE/Health	24 Credits (PE/Health 9-12)
Visual & Perf. Art	6 Credits
21st Century Life & Careers	6 Credits (Life Skills, Character Ed, Career-Tech Edu)
World Language	12 Credits
Financial/Business	3 Credits (Financial Literacy)
Additional Electives	0.5 Credits
Total Credits	138.5

CREDIT REQUIREMENT FOR GRADE STATUS:	
SOPHOMORE	Min. 35 Credits
JUNIOR	Min. 70 Credits
SENIOR	Min. 105 Credits

Chapter 6

JROTC Program

Junior Reserve Officers' Training Corps (JROTC) for Paterson Charter School for Science and Technology

The PCSST JROTC program has matured into a vibrant, active program that encourages young people to become better citizens by studying and demonstrating the values of loyalty, duty, respect, selfless service, honor, integrity, and personal courage over their 4 year high school career.

Cadet students learn life skills and citizenship while earning community service hours through their study of numerous topics including: values and ethics, manners and proper courtesy, current events, personal-finance, geography, government, first aid, and leadership principles - documented and demonstrated - by Presidents and leaders of this country's history.

Cadet students also participate in team-building events such as the annual promotion and award dinners, Columbus Day Parade, Operation Goodie Bag, and numerous visits to sister schools, veteran hospitals, and homes for the elderly.

Many of the PCSST JROTC cadets have successfully earned college scholarships, including fully paid tuition for up to four years, at institutions like UCLA, Penn State, FIU, Norwich, Boston and the United States Military Academy.

The program:

In addition to the rigorous academic curriculum the students participate in, they have many other extra-curricular activities to learn and grow in. Specifically, the programs offered are:

Academic Team – students on the academic team participate in competitions with other JROTC programs from around the world. Annually, the team successfully competes in the fall and spring of the academic year by demonstrating their knowledge on topics such as current events, SAT/ACT preparation, basic leader education training from the JROTC curriculum, and college entrance requirements and scholarship opportunities.

Color Guard – students compete for slots on the honor color guard as members of either the all-male, all-female, or mixed color guard. They have the honor of presenting our nation's colors at School events, Community events, and sporting events. For example, our color guard presents our nation's colors at Seton Hall basketball games, Professional soccer's Red Bull soccer team events, Bergen and Passaic County community events, and local school events. The color guard also competes against other JROTC color guards from around the Northeastern United States throughout the fall, winter, and spring.

Cyber Security Team –

students on the cyber security team learn how to utilize the latest technology in debugging and then securing computers. With this knowledge they compete with other high school student teams from around the world. Successful for multiple years in a row, the PCSST Cyber security team has made it to the second round of the highly competitive Cyber-Patriot competition sponsored by the United States Air Force Academy by outscoring over 1000 other high school teams.

Drill Team –

students participate on the drill and ceremony team as part of the male, female, and mixed teams at the squad, platoon, and individual level. The team competes during the fall, winter, and spring against teams from around the northeastern United States, composed of all the military services JROTC programs.

Leadership Team –

students on the leadership team participate in competitions with other JROTC programs from around the world. The team competes in the fall and spring of the academic year by demonstrating their knowledge on topics such as current events, SAT/ACT preparation, basic leader education training from the JROTC curriculum, college entrance requirements, scholarship opportunities, and George C. Marshall's nine principles of leadership. In the past, the team has made it to the second round of competition by outscoring over 500 other high school teams.

Raiders –

raider students participate in arduous military and physical skill competitions with other schools from around the Northeast United States. Students may participate on the male, female, and mixed raider teams. Students train all year to maintain top physical condition and learn to excel at military skills such as, constructing a one rope bridge, cross country casualty evacuations, land navigation, and emergency first aid. Each year, PCSST Raider teams win trophies in the six different events at the Northeastern United States Raider Championships.

JROTC Cadets Leadership Challenge (JCLC) –

Annually, highly qualified cadets are invited to participate in the weeklong leadership education camp, conducted with other top JROTC schools from around the Northeastern United States, at Fort Dix, New Jersey during the month of June. Training includes aquatics, physical fitness, leadership principles, military skills, basic first aid, and land navigation. Students also participate in advanced math and science demonstrations. Graduates of the JCLC program typically become the leaders for the following PCSST academic year JROTC program. Throughout the

entire PCSST JROTC program, parents of our student cadets are encouraged and welcome to participate in any of the JROTC activities.

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Chapter 7

ATTENDANCE

Students' Responsibilities...

- To make regular and punctual attendance to school and individual classes your first priority for scheduled days;
- To provide a dated note from your parent on the day you return that details the date and reason for your absence;
- To read and become familiar with the policies and procedures for absenteeism and class cutting;
- To know that early dismissal or late arrival may be considered an absence if minimum time requirements are not met;
- To appreciate the correlation between regular attendance and academic achievement;
- To keep and periodically review an accurate record of your absences;
- To be aware of the total number of unexcused absences that will result in denial of credit;
- To know that class cutting and any other unexcused absence will result in a zero (0) for class participation and a zero (0) for any test /quiz missed without the opportunity for make-up;
- To arrange immediately with your teacher(s) to make up work missed during an excused absence;
- To attempt to schedule medical/dental appointments, college visitations, and other non-school matters outside school hours;
- To notify the school as far in advance as possible through a note from your parent of any scheduled absences;
-

Students' Rights...

- To be informed of recorded class absences upon request;
- To be notified of any class cuts;
- To have absences from school accurately recorded in the office;
- To know that absences occasioned by religious observances and school-sponsored activities are not charged toward your total absence record;
- To examine any notes explaining absence provided by you;
- To appeal in writing to the appropriate administrator any decision concerning your attendance;

- To request, in writing, a review of any penalty imposed for cutting or accumulated absences;
- To be permitted to make up work, quizzes, tests missed during an excused absence or suspension.

Parents'/Guardians' Responsibilities...

- To make your child's school attendance and punctuality your first priority for all scheduled school days;
- To support the integrity of the attendance policy by accurately and punctually reporting your child's absence from school to the attendance officer;
- To provide a dated note explaining the reason for and date of your child's absence immediately upon his/her return to school or, when possible, in advance (see suggested format);
- To appreciate the correlation between regular attendance and academic achievement;
- To be aware of the dates of your child's absences;
- To know that early dismissal or late arrival may be considered an absence if minimum time requirements are not met;
- To inform your child that you do not condone illegal class absence (cutting);
- To know that class cutting and any other unexcused absence will result in a zero (0) for the class participation and a zero (0) for any test/quiz missed without the opportunity for make-up;
- To direct your child to meet with teachers about work missed during his/her absence;
- To attempt to schedule medical/dental appointments and other non-school-sponsored matters outside school hours;
- To honor the cited attendance procedure.

School Sponsored function(s)/Athletic event(s) policy:

In order to participate in an after school extracurricular activity, including music, athletics, cheerleading, performances, plays, etc., students must be marked present for the school day. If regarded as absent, these activities will be prohibited.

Absences and Tardiness:

PCSST recognizes two kinds of absences and tardiness: excused and unexcused. Please read through the definitions of each carefully so that you understand the responsibilities that you and your parents must honor. Also, you need to be very aware of your responsibilities regarding homework, quizzes and tests when you have an excused absence as well as the consequences for unexcused absences.

Students that accumulate ten (10) unexcused absences must have a formal conference with the Truancy Officer and Guidance Counselor. Parents will be required to sign the Parental Statement of Understanding of Student Attendance Form.

Accumulation of each 5 days Tardy will result in a Saturday Detention. A No Parent No School may be assigned if the detention is missed. Habitual days Tardy may result in further action including but not limited to involvement of Division of Child Protective Services and Court charges.

To all seniors, please be advised of the strict attendance policy and its direct impact on your eligibility for graduation. Regular attendance is essential for academic success and is a mandatory component of all our programs. Seniors will not be permitted to participate in the Graduation Ceremony if academic and attendance requirements are not met.

Excused Absences:

PCSST accepts only the following as excusable reasons for absence from school. Parents or guardians must notify the school each morning their child is not attending. The written excuse shall be submitted to the attendance office and filed as part of the student's school record. An excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

Personal Illness: Upon the student's return to school, a doctor's note is required. A doctor's note will be accepted up until 10 school days of the absence.

Emergency: Your parent must confer with the Lead Person to have an emergency marked excused.

Illness in the Family: Your parent must confer with the Lead Person, or designee, to have an illness in the family marked excused.

Appointments: Your parent must confer with the Lead Person, or designee, to have an appointment marked as excused. All appointments should be made after school whenever possible.

Quarantine of the Home: A letter from the Board of Health family physician is required in order to have days marked as excused.

Religious Holiday: Notification from your parents must be received prior to the date in order to have a religious holiday marked as excused.

Death of a Relative: A copy of a letter from the funeral home is required in order to have the death of a relative marked as excused.

Legal Obligations: A copy of summons or a letter from Court is required within 10 school days.

Make-up work for absences:

An absence from school, even for several days, does not excuse you from responsibilities in the classroom on the day you return. If you have an absence, you will be given the same number of

days that you were absent to make up missed work. On the day you return to school, it is your responsibility to find out what work is required and when the work needs to be completed. Students who do not complete missed assignments will be denied privileges and placed in intervention groups until the work is completed.
If you are absent for school-related reasons or for an anticipated or planned absence, make arrangements with your teacher(s) for assignments prior to your absence. For students with absences, make-up tests will be scheduled at a reasonable time designated by the teacher. It is the student's responsibility, however, to take the test at that time. If the student fails to do so, the teacher is not obligated to set another time for the make-up.

Unexcused Absences:

Eighteen (18) days is the maximum amount of unexcused absences that are allowed before the loss of credit for the entire school year. You will be recorded with an unexcused absence if you:

- Leave school before 12:21 pm on a regular school day, or come in after 10:30 am on a regular school day, without a proper excuse note as mentioned above.
- Credit for the day will not be given to tardies later than 8:30 am on a half school day schedule. Also, any early leave on a half day will be considered an unexcused absence.
- In order to gain attendance credit for the day, you must attend a minimum of 4 hours of instruction.
- Fail to bring a doctor's note within ten school days following an absence
- Leave school without signing out of school at the main office
- Walking out of the building without permission
- Are absent from school without parental permission (truant)
- Are absent for reasons not acceptable to the administration

Truancy:

Truancy means that a student is not excused and absent from school without the knowledge of a parent. Truancy indicates a deliberate disregard for the educational program and is considered a serious matter that will have one or all of the following immediate consequences:

- Notifying local law enforcement (N.J.S.A. 18A:38-25, 26 and N.J.A.C. 6A: 16-7.8)
- Parent notification
- No Parent/No School
- Saturday detention
- Out of school Suspension
- Referral to guidance

See "Make-up Work for Unexcused Absences"
Chronic cases may result in denial of credit

If you are truant, no credit will be recorded for work you missed. A record of the truancy will be entered into your record file.

Habitual Truant:

PCSST will consider a student a “habitual truant” when, in spite of warnings and/or his/her parents' efforts to ensure attendance, he/she has accumulated ten (10) total unexcused days during the school year. Habitual days Absent may result in further action including but not limited to involvement of Division of Child Protective Services and Court charges.

Tardiness:

Tardiness to school, whether it is the result of oversleeping, missing the bus, car problems, baby-sitting, athletic workouts, socializing, lingering, etc. is unacceptable. Tardy to school - after 8:25am students are absent for period1, report to cafe and wait for 2nd period. Students arriving between 8:01 and 8:24 marked unexcused tardy, and need to attend daily tardy detention.

After 1st period, 0 -7 minutes after the bell rings. Students who do not attend class result in an absence.

Students who do not receive four (4) hours of instruction time will not receive credit for the school day without a doctor’s note excusing the student’s tardiness. Students who are late for class will be bound by the PCSST tardy policy.

Tardy Detention Policy:

Students arriving between 8:01 and 8:24 marked unexcused tardy, and need to attend daily tardy detention. Students that accumulate 5 unexcused tardies will be issued a Schoolwide Detention. A No Parent/No School or additional disciplinary action including but not limited to losing privileges for the month will occur for habitual tardiness or missing detention. That applies to all reoccurring 5 tardies.

Students who attend a Tardy Detention immediately following a tardy to school, will have the unexcused tardy stricken from their attendance record.

Tardy Detention:

• Starting time for Tardy Detention will be 2:55 pm and end at 3:55 pm. (School Wide Detention rules apply)

Cutting:

When a student misses a class, or is more than seven minutes late, for other than an excused reason, it is considered a cut.

He/she will be asked to explain his/her absence to a member of the faculty or an administrator. Walking out of class without permission can be considered cutting. Cutting class is considered to be an unexcused absence and will also lead to one or more of the following consequence

- School Wide Detention
- No Parent/No School
- In-School Suspension
- Out-of-School Suspension
- Denial of Credit (Please read “Denial of Credit” policy)

Class Tardiness:

Students who are not in their scheduled class before the bell rings are considered tardy. If the student is more than seven minutes late, it will be considered a cut. Every 5th tardy will result in a detention. Chronic tardiness will be reported to the Assistant Principal who will assess discipline for tardiness including any or all of the following: Tuesday, Thursday, Saturday Detention, ISS, No Parent/No School, OSS. Chronic tardiness may lead to a student being denied credit.

Denial of Credit:

- Students with 18 days unexcused absences will be denied credit for All classes and repeat the year.
- Students with 18 periods of absence from a full year class and 8 periods of absence from semester classes will result in a loss of credit.

Cutting class is considered an unexcused absence.

Check outs Prior to Dismissal:

Only parents and other adults listed on the emergency contact will be permitted to sign a student out of school early. Photo ID is required to check a student out of school. All other circumstances whether written or verbal must be approved by an administrator.

Communication with School/Parent:

PCSST values communication with parents as a key component to successfully educating our students. It is important that the school officials are able to contact parents at any time; therefore, it is necessary that school officials maintain updated contact information on file. It is the parent’ responsibility to ensure all contact information is updated. If your home or mailing

address, phone number(s), e-mail or emergency contacts change, please notify the main office immediately at (973) 247-0600.

The school cannot be held responsible for any correspondence missed by parents if not informed of any changes of contact information.

PCSST uses a school notification system to send student absence notifications, schedule change notices, weather advisories, lunch balance notifications, emergency alerts, detention notifications and other important parent communications via voice, text, e-mail.

Chapter 8

CODE OF CONDUCT

Students' Rights…

- To feel safe in the school environment
- To take full advantage of all learning opportunities
- To work in an environment free from disruptions
- To respectfully express their opinions, ideas, thoughts and concerns
- To have a healthy environment that is smoke, alcohol and drug free
- To use school resources and facilities for self-betterment under appropriate supervision
- To expect courtesy, fairness and respect from all members of the community
- To be informed of expectations and responsibilities
- To take part in a variety of school activities and
- To have the right to due process

Students' Responsibility…

- To be caring and honest
- To do his or her best to learn and master all he/she can
- To respect school rules, regulations and policies
- To honor the student handbook
- To be sure that personal expressions do not interfere with the rights of others
- To follow state law and school policies concerning substance abuse
- To respect and protect the personal and property rights of others and of the school
- To treat all members of the community with full respect, fairness and courtesy
- To abide by all the expectations of the school and its community
- To follow the prescribed guidelines for participation in school activities, and
- To adhere to due process procedures

Due Process and Students' Rights and Responsibilities:

All students at PCSST are entitled to the rights guaranteed by the United States Constitution and Bill of Rights and student rights will not knowingly be denied by the required code of conduct or by any disciplinary actions taken by the school. Any student who exhibits any of the misconduct listed in this handbook or added to this list at a later date will suffer stipulated consequences. These consequences range from notification of parent, detention and emergency removal from a school activity to suspensions and expulsions and will follow New Jersey Education Law.

All students at PCSST have the right to feel physically, emotionally and intellectually safe. Therefore, if at any time you feel you are the subject of harassment, hazing, threats or other intimidating behavior, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports like this will be kept completely confidential.
Similarly, if you are concerned about the safety of a student who seems to be the subject of harassment, hazing, or threats, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible, and all reports will be kept completely confidential.

Individual Actions:

It is expected that every individual will accept responsibility for his/her own actions, whether intentional or unintentional. Often harm caused to other persons or their possessions is unintentional or the result of careless behavior. This, however, does not excuse or diminish the personal responsibility of the student (and/or his/her parent) to make appropriate restitution. When known and verified by an administrator, any harm caused to another will be reported to the parent. PCSST, its employees, nor the board, assumes any liability for the intentional or unintentional harm caused by any student to another individual or his/her possessions.
PCSST's main goal is to help every student fulfill his/her intellectual, social, physical and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, the PCSST administrators and teachers shall not allow the below listed behaviors during school, on school property, or at any school sponsored activities. Students who continuously disregard the code of conduct may be recommended to the board for expulsion.
Our ultimate goal is to develop in students a sense of responsibility and self-discipline. Appropriate behavior, reinforced by firm and fair rules and consequences becomes the basis for this school-wide discipline program. Guidelines are provided in order to foster mutual respect and cooperation within the school setting. PCSST takes seriously its responsibility to educate its students in a safe and drug free school where they are free from fear of harm or intimidation. Weapons, drugs and gang activity will not be tolerated. Students who violate PCSST rules or State laws related to these offenses will be suspended or expelled from school. Violators will also be reported to police and may be arrested. These rules apply to all students at school or school-sponsored activities including field trips and on buses, athletic fields, stadiums, parking lots, official school bus stops and other sites used for school-sponsored activities.

Conduct Information:

It is our belief that good discipline is one of the cornerstones of a good education, and that to ensure good discipline, a close, cooperative relationship must exist between the home and the school. The policy developed provides close communication with parents/guardians at the onset

of discipline problems, so that together we can find alternatives for students so they can experience success in relationships at home and school.
For this discipline program to be successful, students must make choices for themselves and be responsible for their own behavior as well as for their academic performance. Students who make poor choices cannot and should not place blame on the environment, parents/guardians, the school and/or peers. While the school will help students develop good decision-making skills, ultimately, the future is determined by each student's own actions. The procedures in the discipline program will be followed in a fair and consistent manner.

Merit Points:

Students will receive merit points for doing something good/positive. Rewards for a target increase in Merit Points will be given at the end of each marking period, as part of SWAG recognition.
Students may attain Positive Merit Points by demonstrating the following:

- Caring
- Character
- Citizenship
- Fairness
- Leadership
- Respect
- Responsibility
- Service
- Truthfulness
- Trustworthiness

Discipline Points:

Discipline points are issued to students who violate classroom rules. Restrictions will be rendered as points accumulate. The following consequences will be rendered at the listed thresholds:
Discipline Points will result in the following restrictions:

- 25 points - School-wide Detention after school.

Disorder and Demonstrations:

The Board will not permit any willful activity by a pupil or group of pupils that interferes with the orderly operation of the schools or the rights of others. The Board specifically prohibits any assembly or expression that materially disrupts instruction; is obscene, slanderous, or grossly prejudicial; advocates the use of dangerous or harmful materials; advocates the use of force or

the violation of the law or school rules. Behavior contrary to these expectations may be reprimanded. See Consequences.

Minor Misconduct:

Minor violations as outlined below may not be immediately reported to the administration or parent. Citations will be issued for misconduct outside the classroom as well. Such conduct shall include, but may not be limited to, any of the following:

1. Horseplay, wrestling, pushing, scuffling, clowning, acting out
2. Excessive talking
3. Pencil pops, spitballs
4. Hall disruptions such as yelling and running
5. Name calling
6. Possession of hats, other unnecessary hair accessories, sunglasses, curlers, electronic devices, water guns, skateboards, etc. (These items will be taken from the student by the Assistant Principal and held until they are picked up by the parent.) Headbands, wristbands, pins, etc. the administrators deem inappropriate to wear on school grounds
7. Sunflower seeds and gum are not permitted on school grounds
8. Inappropriate behavior in the lunchroom (loud talking, being out of seat, playing with food, cutting in line, failure to return tray, failure to clean up, throwing food, etc.)
9. Eating in unauthorized areas
10. Public displays of affection (Prohibited also as a form of greeting)
11. Being in the hall without a planner/pass or in an off-limits area (teachers' workroom, conference room, etc.)
12. Disruptive behavior
13. Failure to serve school wide or teacher detention
14. Obscene or inappropriate language, gestures, or acts
15. Unexcused tardy to school or class
16. Dress code violations
17. Improper use of lockers
18. Littering on school property

Accumulated points and citations for minor infractions shall be deemed as insubordination, willful disobedience and disregard for the rules and procedures of the school. This will lead to more serious disciplinary action up to expulsion from the school.

Intervention Process for MINOR Misconduct:

The teacher, in response to MINOR disciplinary problems in the classroom, will take the steps noted in the student handbook when students fail to abide by expected behavior in accordance

with the student handbook such as warning students to stop their misbehaviors, assigning discipline points, assigning teacher held detentions, or removing the student from the classroom. Contacting parents is also done.

Major Misconduct:

Serious violations as outlined below should be immediately reported to the administration. Such offenses are considered serious and therefore, the consequences for such action may result in immediate short-term or long-term suspension pending a board hearing for expulsion of a pupil guilty of such conduct. Such incidents shall include, but may not be limited to, any of the following:

1. Continued and willful disobedience
2. Failure to identify oneself or giving false identification
3. Forgery or altering school form/documents
4. Open defiance of the authority of any teacher or person having authority over him/her
5. Acts of bigotry
6. Possession or use of laser pointers or Infrared lasers
7. Theft or possession of stolen/lost property
8. Conduct of such character as to constitute a continuing danger to the physical well-being of other pupils
9. Willful or dangerous acts (ex. Firecrackers, stink or smoke bombs and throwing objects such as bottles or rocks)
10. Provoking a physical altercation
11. Antagonizing another pupil
12. Willfully causing, or attempting to cause, substantial damage to school property (including iPad/Chromebook issued by PCSST); Vandalism
13. Participation in an unauthorized occupancy by any group of pupils or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility
14. Incitement which is intended to and does result in unauthorized occupation by any group of pupils or others of any part of a school or other facility owned by any school district
15. Incitement which is intended to and does result in truancy by other pupils
16. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises or at school- sponsored activities
17. Truancy; leaving school property without permission.
18. Class cutting; leaving class without permission or leaving class with permission for an extended amount of time.
19. Poor attendance and lateness without bona fide justification
20. Use or possession of unsafe or illegal articles

21. Use of any tobacco product on school property or possession of tobacco-related products such as lighters, matches, or papers
22. Excessive use of profanity, abusive language and verbal threats toward another student
23. Tampering with or damaging property of other pupils or staff members
24. Selling or buying lottery tickets or any other gambling paraphernalia on school property
25. Being convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property, on a school bus or at a school-sponsored function
26. Engaging in conduct, which if committed by an adult, would constitute a crime or quasi crime according to New Jersey statute
27. Trespassing to restricted areas
28. Hazing Pupils: hazing means to plan, encourage or engage in any hazing activity. Hazing is defined as doing any act or coercing another, including the victim, to do any act of initiation into any pupil or other organizations. This creates a substantial risk of mental or physical harm to any person. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.
29. Invasion of privacy (photos, videos, social media, etc)
30. Violation of the Electronic Devices Acceptable Use Policy
31. Participating in Harassment, Intimidation or Bullying of another student or staff member.
32. Student Safety - Arson
33. Student Safety - Assault
34. Student Safety - Computer Trespass
35. Student Safety - Damage to Property
36. Student Safety - False Public Alarm
37. Student Safety - Fight
38. Student Safety - HIB Alleged
39. Student Safety - HIB Confirmed
40. Student Safety - Kidnapping
41. Student Safety - Robbery/Extortion
42. Student Safety - Sexual Assault
43. Student Safety - Sexual Contact
44. Student Safety - Substance Suspected/Refused Exam
45. Student Safety - Theft (>$10)
46. Student Safety - Threat Criminal - Aggravated Assault
47. Student Safety - Threat Criminal - Arson
48. Student Safety - Threat Criminal - Homicide
49. Student Safety - Threat Criminal - Kidnapping
50. Student Safety - Threat Criminal - Sexual Assault
51. Student Safety - Threat Simple
52. Student Safety - Trespass
53. Student Safety - Alcohol
54. Substance - Anabolic Steroids

55. Substance - Cocaine/Crack
56. Substance - Designer/Synthetic Drugs
57. Substance - Drug Paraphernalia
58. Substance - Heroin
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60. Substance - Unauthorized Over-the-Counter Substances
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64. Weapon - Bomb
65. Weapon - Handgun
66. Weapon - Knife/Blade
67. Weapon - Other Weapon
68. Weapon - Spray

Teacher Intervention Process for MAJOR Misconduct:

1. Students will immediately be removed from class and sent to the Assistant Principal's Office and/or In School Suspension room. The student may have to be picked up by a parent, legal guardian, or emergency contact.
2. Office referral will go in student's discipline transcript
3. Phone call to parent by the teacher
4. Parent may receive a phone call by an administrator to inform them of further consequences

Restorative Practices

PCSST believes that violations of the Code of Conduct create damage to the climate and culture of the school. Trust and respect must be re-established when misconduct occurs. Students need to take positive actions to re-establish that lost trust and respect. Those actions may include but not be limited to:

- Writing a reflection letter about their inappropriate behavior
- Writing a letter of apology to the offended individual or group
- Meeting with the offended party
- Meeting with Guidance counselor or SAC/HIB coordinator
- Provide a public apology to the offended individual or group
- Volunteer for service to demonstrate their re-commitment to the school

Other Disciplinary Actions

- After School Detention
- Conference with Parent and Administrator

- Conference with Parent and Teacher
- Conference with Parent, Teacher, and Administrator
- Conference with Parent, Teacher, Administrator, and Counselor
- Conference with Child Study Team
- Conference with Teacher, Administrator, and Student
- Conference with Student and Administrator
- Daily Behavior Report (Conference with Student and Counselor)
- Behavioral Contract (Conference with Student and Counselor)
- Expulsion w/o Educational Services
- Recommendation for Expulsion
- In-School Suspension
- Referral to Law Enforcement
- Lunch Detention
- Withholding of Privileges
- Out-of-School Suspension
- Parent Shadowing
- Referral to Counselor for corrective behavior modification sessions(S)
- Saturday Detention
- Option to Withdraw/Transfer out
- Administrative Warning

Substitute Teachers:

Our school is fortunate in having capable people to help us whenever our regular teachers are ill or are attending conferences. A substitute teacher is deserving of the same respect as members of the regular PCSST teaching staff; failure to do so will result in a report to your regular teacher and/or to the administration.

Technology in Labs and Classrooms:

Students should respect all technological equipment. Any mishandling or tampering with computers or systems may result in loss of computer privileges at school. In addition, disciplinary action may occur for situations considered serious by the school administration. Any damage, requiring repair to hardware or software will result in financial charges being assessed. Students shall not alter or attempt to alter school or private property including technology hardware and software. Students may not bring computer software to campus to be used on school computers without prior approval of the school administration. Students should not bring food items or beverages into the classroom setting; this includes candy and gum. Students are not permitted to go on any websites not authorized by a PCSST Staff member or Administrator. Behavior contrary to these expectations may be reprimanded. See Consequences.

Hallway Policy:

It's a PRIVILEGE that PCSST allows students to have either complete or limited access to hallways for the purpose of moving from one location within the school to another. Students must present a planner or corridor pass that states their destination, or they will be issued a citation and ushered back to their class. The Corridor Policy was created because the teaching and administrative staff believe that this kind of PRIVILEGE serves the best interests of students and staff alike by creating an atmosphere of mutual trust and respect. PCSST believes the best opportunities for student learning occur in the classrooms so students should not be out of the classroom unnecessarily. The Corridor Policy also provides students with an opportunity to assume freedom and make responsible choices.

Minor misconduct reports issued to students outside the classroom (ex: inappropriate peer interactions, inappropriate hallway behavior, late to class, horseplay) will be handled by the issuance of citations. Any PCSST employee, who observes a student engaged in inappropriate student behavior exhibited outside of the classroom, will issue a citation. Behavior contrary to these expectations may be reprimanded. See Consequences.

(Food services Conduct) Cafeteria Conduct:

PCSST has implemented a Whole School Breakfast program and a Unit Lunch program. This means students will sometimes be dining in locations other than the cafeteria. For the safety and health of students the proper disposal of food and cleaning of spaces is essential. We expect these programs to aid in providing healthy meals and a greater variety of choices for students. To be effective students should engage in the following expected behaviors:

1. Return disposable trays, trash, and debris to trash cans.
2. Keep tables, chairs, and floors clean.
3. Talk in a normal voice (classroom voice) or even less than that voice.
4. Keep cafeteria lines orderly… no pushing, running, or cutting in lines.
5. Avoid loitering in the cafeteria/or alternative location.
6. Keep hands, feet, personal belongings, and food to oneself.
7. Leave backpacks or books in lockers or storage areas.
8. I.D's will be utilized to scan for all lunches.

In the event students are descriptive during lunch; we may employ "silent lunch" for the remaining portion of the period.

Students who mutilate or deface school property will be fined an amount necessary to cover the cost of restoring the damaged property, as well as receiving appropriate disciplinary action.

Behavior contrary to these expectations may be reprimanded. See Consequences.

Assemblies:

Team or grade school assemblies are held for the benefit of the students and the faculty. Courtesy will be shown to those in charge of, and participating in, the program. Behavior contrary to these expectations may be reprimanded. See Consequences.

Media Center (Library):

PCSST provides services and materials to support the curriculum, help broaden knowledge and develop critical thinking skills for all members of the school community. Students are responsible for the materials they borrow, fines they owe, and are expected to respect staff and peers in abiding by the policies of the center and maintaining an environment that is conducive to learning. Behavior contrary to these expectations may be reprimanded. See Consequences.

Lavatories:

Students are not permitted in the lavatories between class periods unless they have a hall pass from an authorized staff member. Lavatories will be locked during transition times. Second and third floor lavatories will be locked during lunch periods.

Behavior contrary to these expectations may be reprimanded. Below is a list rules of conduct that all students must follow:

1. Students should not be found in the lavatory without a pass.
2. Students are only allowed one at a time.
3. Students should not loiter.
4. Students should not eat.
5. Students should refrain from use of any profane or vulgar language.
6. Students may not yell, scream, or make excessive noise while in these areas.
7. Students must do their part to keep these areas clean and safe.
8. Students must clean up after themselves and appropriately dispose of all trash.
9. Students should report any leaks, spills, or other problems in the lavatory to a teacher or the main office.
10. Students should not remove or tamper with any fixtures in the lavatories
11. Students must not horseplay, roughhouse, push or wrestle with others.
12. Students may not use their electronic devices while in the lavatory

Bus Conduct Expectations:

Students are only permitted to board the bus they are assigned to use. Conduct on the bus is expected to be the same as in the classroom. Safety depends on the skill of the drivers, and nothing should be done to distract them. Students may be denied bus privileges when behavior is inappropriate. Riding on the school bus extends the regular school day for those students. All

actions taken by administration can and will be enforced. Consequences include, but are not limited to, bus suspension or out of school suspension. Students who are not authorized to ride the bus will face administrative action.

Riding the bus is a privilege. Students who wish to enjoy this privilege must abide by the following rules and regulations to help to ensure safe and orderly bus transportation. Students, who engage in any bus misconduct, may be suspended up to ten (10) days or may lose their bus privilege for the duration of the school year. Parents/guardians will be notified of the students' bus violations. Failure to abide by these safety procedures will result in the following sequence of events:

Parents are expected to review proper bus conduct with their children. PCSST will expect students to adhere to the following

Bus Conduct Expectations:

1. Ride only the bus designated by school (List is provided to driver)
2. Always show respect for the driver
3. Enter and leave the bus in an orderly manner
4. Remain seated while the bus is in motion
5. Always avoid reckless and boisterous activity, including during waits at pickup points
6. Talk in a reasonable tone of voice and avoid loud noises or profane language
7. Extend no portion of the body or other object out a bus window
8. Keep aisles clear at all times
9. Refrain from bringing animals or bulky, unmanageable projects onto the school bus
10. No horseplay or physical contact with others on the bus
11. No bullying
12. No extortion of property of others by threat or intimidation/theft
13. No vandalism
14. No tampering with emergency doors
15. Refrain from partaking in any physical altercation
16. Refrain from smoking, eating, and drinking on the bus
17. Shall not possess, use, or distribute any substance in violation of Policy No. 5530.

Discipline Options:

Once an office referral has been submitted, the administrator will determine the consequence of any unacceptable student behavior. The parent will receive notice of the student's discipline problems and the consequence administered for any infraction resulting in disciplinary action that will be filed on the student's discipline transcript. The consequence may be one of the following according to the seriousness of the misbehavior, but not necessarily in this order:

- Administrative Warning
- Referral to Guidance for corrective behavior modification session(s)
- Lunch Detention

- After School Detention
- Saturday Detention
- No Parent/No School
- Daily Behavior Report
- Withholding of Privileges
- Parent Shadowing
- Administrative Detention
- In-School Suspension
- Out-of-School Suspension
- Behavioral Contract
- Option to Withdraw/Transfer out
- Recommendation for Expulsion
- Expulsion from PCSST
- Conference with Child Study Team
- Conference with Parent and Teacher
- Conference with Parent, Teacher, Administrator, and Counselor
- Conference with Parent, Teacher, and Administrator
- Conference with Student and Administrator
- Conference with Teacher, Administrator, and Student

The Discipline Committee

The discipline committee meets as needed when the Assistant Principal thinks that the consequence of any unacceptable student behavior needs more than 4 days suspension and/or removal of privileges.
The Discipline Committee consists of the following members:

- Executive Team Members
- Teaching staff
- Counselor
- HIB/SAC
- Grade level Coordinator

The composition of the Committee may change from time to time based on the student's grade level. The Committee is responsible for determining the level of consequence of the infraction. The Dean of Students provides all available documentation and information to the committee.

DESCRIPTION OF DISCIPLINE OPTIONS (CONSEQUENCES)

Referral to Guidance:

Guidance counselors will meet with students to introduce them to strategies they can utilize to improve their behavior in the classroom.
Lunch Detention: Students will be assigned a designated place to eat their lunch and may be required to complete work assigned by the supervising staff member.

Teacher Detention:

A teacher will assign detentions to students whose behavior does not improve after an initial warning and one-on-one discussion. Teacher detentions can be during or after school. After school detentions are served between the hours of 3:00 to 5:00 Monday thru Friday in the classroom or on a Saturday morning. Students may be required to complete work assigned by the supervising staff member. Parents will receive a phone call by the teacher when a detention is assigned. Should a student fail to appear for an assigned detention or if the student is not picked up in a timely manner, the consequence will be determined by an administrator.

School-wide (Weekday) Detention:

A weekday detention is a formal disciplinary action that can only be assigned by the PCSST administrative staff and requires written correspondence given to the student for the parent. The parent may also receive verbal correspondence through an automated system. An assignment will be given for the time spent in detention and must be completed within a specific timeframe. Failure to complete an assignment can lead to further consequences determined by an administrator. If a student fails to appear for School-wide Detention, they will have to serve a School-wide (Saturday) Detention.

School-wide (Saturday) Detention:

Detention is a formal disciplinary action that can only be assigned by the PCSST administrative staff and requires written correspondence given to the student for the parent. The parent may also receive verbal correspondence through an automated system. An assignment will be given for the time spent in detention and must be completed within a specific timeframe. Failure to complete an assignment can lead to further consequences determined by an administrator.
If a student fails to appear for the school-wide (Saturday) Detention, the following consequence will occur:

- No Parent/No School
- The student is also required to make up the school-wide (Saturday) Detention the

If the student does not comply with the above, further administrative action will occur. Please note that when a parent “reschedules” Saturday detentions, it is considered a missed detention unless excused by an Administrator.
Please be advised that PCSST reserves the right to amend School-wide detention and Saturday detention consequences at any time with written notice given to the student, mailed to the parent or sent by an automated system before the assigned detention date.

No Parent/No School:

Students will not be permitted to attend school unless they are accompanied by a parent or court appointed guardian. Students that attend school without a parent or legal guardian may face an in-school or out-of-school suspension unless prior arrangements are made with an administrator. Please be advised that individuals listed on your emergency card will not be permitted to attend conferences on the parent or legal guardian’s behalf.

Daily Behavior Report:

A daily behavior contract is an informal tracking tool used by the school to monitor a student’s day-to-day behavior and academic progress until such time that satisfactory results have been achieved. The student’s teachers complete this report each day. The form is returned the next school day after being reviewed and signed by a parent. An administrator will review the report to determine whether the student will be permitted to return to class. This process is recorded on the student’s discipline transcript.

Withholding of Privileges:

Students may be denied an opportunity to participate in school-related activities and/or events as deemed appropriate by an administrator. Students may also be required to be accompanied by a parent or court appointed guardian. Consequences may include field trips that have already been paid for, dinner/dances, graduation ceremonies, etc. In these instances, no refund will be provided.

Parent Shadowing:

Parent shadowing is a very effective method that is used when other informal and/or formal discipline measures have been ineffective. When parents visit the school and “walk in their child’s shoes,” they are often better equipped to understand and assist their child and the school in resolving the identified problem.

Administrative/School Wide Detention:

An administrator may assign administrative detention to students who fail to comply with school rules or fail to report to an assigned teacher detention. Parents will be sent a notification when

administrative detention is assigned. All administrative detentions are documented on the student's permanent disciplinary record. Failure to appear for administrative detention will result in the student being assigned to in-school or out of school suspension. Students assigned after school detention must be picked up no later than 10 minutes after students are dismissed at the front of the school. Please refer to the Supervision of Students Before & After School section for further consequences.

In-School-Suspension (ISS):

An Administrator may assign an In-School-Suspension (ISS) to a student if they are; removed from class for failing to comply with school rules.

- While allegations or a Harassment, Intimidation or Bullying (HIB) are being investigated;
- Student waiting to be transported home for a Major Conduct infraction.

ISS is primarily used as a temporary placement until the next scheduled class.
An assignment will be given for a period not to exceed school hours where a student may be required to complete classroom work in a supervised place designated by an administrator. The teacher will be informed via email of the students' whereabouts. All students are required to complete a self-reflection paper and adhere to the following rules:

- All students are required to provide accurate information
- There is absolutely no talking/noise.
- Students are required to complete a reflection form.
- Students must always keep their heads up and stay seated.
- If you are not sent with work, you are required to complete an ISS assignment.
- The student is responsible for all work missed while in ISS.

Students are expected to complete work and conduct themselves quietly during ISS. Failure to do so will result in the following additional consequences:

- First offense: Citation and verbal warning
- Second offense: Citation and School-wide (Saturday) Detention
- Third offense: Citation and No Parent/No School
- Fourth offense: Citation and Out-of-School Suspension

Out-of-School Suspension:

Out-of-School Suspension is a formal disciplinary action that can only be assigned by the PCSST administrative staff and requires written or verbal correspondence to parents. Out-of-school suspension may increase on successive occasions when it becomes necessary for the same student to be suspended from school. A meeting between a parent and an administrator is required prior to any out-of-school suspended student's return to PCSST. Any student that knowingly reports to school after being notified they are suspended will be considered trespassing and will not be permitted on school grounds. Students that attend school

on a day they are suspended are considered trespassing and the school reserves the right to call the local authorities.
All students under suspension are prohibited from participating in after school activities and therefore required to leave the school campus immediately upon dismissal.
Discipline Transcripts are maintained in the student's Permanent Record on the SIS.

Behavioral Contract:

Students who violate the Paterson Charter School for Science and Technology school rules by amassing excessive discipline points will also be required to sign a Behavioral Contract in order to remain a student at PCSST. This is critical, in that PCSST believes in engendering youth responsibility. A parent will also be required to sign the contract as well. The contract includes a daily behavior sheet which students must have completed each school day. Students must return the sheet to school the next day with a parent or legal guardian signature. Students may lose other privileges (Activities, clubs, field trips, etc.) or serve an in or out of school suspension by not complying.

Option to Withdraw:

A student may withdraw from PCSST without penalty from the charter school at any time and enroll in another local school in the school district in which such student resides. A student who is suspended or expelled from a charter school as a result of a disciplinary action taken by a charter school shall also be entitled to enroll in a local school within the local school system in which student resides, if, under the disciplinary policy of the local school system, such student would not have been subject to suspension or expulsion. In such instances, the local board shall not be required to independently verify the nature or occurrence of the applicable conduct or any evidence relating thereto.

Recommend for Expulsion:

Expulsion is a formal disciplinary action that can only be approved by the PCSST Board of Trustees after receiving a recommendation by the PCSST administrative team due to the student's involvement in repetitive or serious discipline offenses. A written correspondence to the student's Parent, containing the date and time of a board hearing, will be mailed to the Parent within ten (10) days of the suspension.

Chapter 9

SAC and HIB

SAC

The student assistance program at the Paterson Charter School for Science & Technology is designed to help students and their families with problems affecting their personal lives and academic performance. The role of our Student Assistance Counselor (SAC) is to enhance and support students' success in the school environment. There are a variety of school-based prevention and intervention services offered to assist students with personal problems and encourage them to build upon their strengths.

Services

The Student Assistance Counselor (SAC) provides in-school assessment, crisis intervention, counseling, and referral services to any student who may be experiencing personal, family, and/or peer difficulties. The goal is to support the students and prevent personal difficulties from interfering with their success in school.

Concerns that students may seek assistance for may include, but are not limited to:
Abuse/Neglect
Anger
Anxiety
Bullying
Crisis Management
Depression
Divorce
Eating Disorder
Family Changes
Grief/Loss
Self-Esteem
Self-Harming
Social Skills
Substance Abuse

Confidentiality

Counseling services are confidential. When students seek help on their own, they are encouraged to share this decision with their families. Parents are not contacted unless an

assessment indicates a safety risk. This would include a student who is in danger of harming him or herself, harming someone else, or is being harmed by another individual.

How to Make a Referral

- Students may self-refer and come in to see the counselor at any time during the school day.
- Students can confidently refer to other students who may need support.
- Students may be referred by the school administration, guidance, nurse, or any other school staff member that has identified an area of concern.

Additional Mental Health Services

Studies show that good emotional health has a positive impact on student success at school. Today's students face many stressors that can affect their emotional health— ranging from brief difficulties that affect a student's ability to learn to more serious problems that may have a long-term impact on the student's well being. While the school counselors and social workers may address some concerns, a major crisis or event in the student's life may require assistance from professional mental health experts.

Therefore, our school is collaborating with Smart Choice Solutions, LLC to provide certain mental health services at the school. This means that students at PCSST can obtain, with parental permission, counseling services including screenings, crisis counseling, group counseling and treatment for acute and chronic mental health problems. Students over the age of 18 can submit a request for services with a waiver.

Drug/Alcohol/Substance Abuse Enforcement Policy

Any pupil suspected of being under the influence or buying, selling, possessing or using drugs/alcohol/controlled dangerous substances on school property or at school functions shall be suspended from school for a minimum of three (3) days and/or recommended for expulsion. Parents will be notified, and a full report of the incident shall be made to the police. Pursuant to New Jersey Statute NJSA 18A:40A-12, the parents of a pupil who shall appear to be under the influence of illegal substances/alcohol to any teaching member, school nurse or other educational personnel shall be required by law to have their child immediately evaluated by a physician or taken to the emergency room of the nearest medical facility for a medical evaluation, the report of which evaluation shall be furnished to the school within 24 hours. If it is determined that the pupil was under the influence, the pupil may not resume attendance at school without producing a written report by the examining physician certifying that said pupil is physically and mentally able to return. Vape detectors are installed in all bathrooms and locker rooms.

Substance Abuse Code 5131.6

Harassment, Intimidation and Bullying

The Board of Trustees prohibits acts of harassment, intimidation, or bullying of a 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 and disciplined environment. 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, and bullying.
HIB Policy is available on our website.

Board Policy Number: 5512

Harassment, Intimidation, and Bullying
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A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to

educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

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

B. Harassment, Intimidation, and Bullying Definition

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

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

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

“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to a telephone, cellular/smartphone, smart watch, computer, or pager.

C. Student Expectations

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

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

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

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

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship.
3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct. Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

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

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

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

D. Consequences and Appropriate Remedial Actions

Consequences and Appropriate Remedial Actions – Students

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

Factors for Determining Consequences – Student Considerations

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

Factors for Determining Consequences – School Considerations

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

Factors for Determining Remedial Measures

Personal

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

Environmental

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

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

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

Examples of Consequences

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

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;

2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure he or she does not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student. Parents, Family, and Community
1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

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

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in "hot spots" (e.g. locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);

22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions – Adults

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

Target/Victim Support

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

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

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

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult "shadow" to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;

9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

E. Harassment, Intimidation, and Bullying Reporting Procedure

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

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

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

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

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

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

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

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

The district Anti-Bullying Coordinator shall:

a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;

b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;

c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;

d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and

e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;

b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and

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

- A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affects school climate and culture. Each School Safety Team shall meet, at a minimum, two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student

in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

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

b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;

c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;

d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;

e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;

f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and

g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

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

G. Harassment, Intimidation, and Bullying Investigation

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

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of

the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

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

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

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

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

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

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

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

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

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

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

I. Reprisal or Retaliation Prohibited

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

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

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

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

J. Consequences and Appropriate Remedial Action for False Accusation

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

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely

accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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

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

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

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

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

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

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

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

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

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

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

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

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

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

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

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

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

O. School and District Grading Requirements

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

P. Reports to Law Enforcement

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

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.
The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.
The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.
N.J.S.A. 18A:37-13 through 18A:37-32
N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.
Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education
Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

GANG INSIGNIA/ACTIVITY

New Jersey law requires that students shall not wear or possess any clothing, jewelry, symbol or other object that may reasonably be perceived by a teacher or administrator as evidence or membership in or affiliation with any gang. A student shall not commit any act, verbal or non-verbal (gestures, handshakes, etc.), that may reasonably be perceived by a teacher or administrator as evidence or membership in or affiliation with any gang. A student shall not commit any act, verbal or non-verbal, in furtherance of the interests of any gang or gang activity including, but not limited to,

- soliciting others for membership in any gang or gang related activity,
- requesting any person to pay protection or otherwise intimidating or threatening any person,
- committing any other illegal act or violation of District rules or policies, or
- inciting other students to act with physical violence on any person.

The term “gang”, means a group of two or more persons whose purposes or activities include the commission of illegal acts or violations of this Code of Conduct, District rules or policies, or whose purpose or activities cause disruption, or are likely to cause disruption to the educational process.

Chapter 10

SERVICES for STUDENTS

K-12 school counseling, college and career readiness curriculum

PCSST College Readiness Access and Success Program (CRASP) consists of a K-12 counseling curriculum that is comprehensive in scope, preventive in nature, and developmental in design. PCSST counselors organize developmental workshops, in-class presentations, and structured guidance lessons that are designed to provide all students with the knowledge and skills required for college and career readiness. In order to deliver the K-12 school counseling curriculum, during the school year, the PCSST counselors conduct college and career readiness presentations systemically for each grade level. Classroom and group activities that are aligned with the ASCA National Model are infused throughout PCSST's overall curriculum and are presented systematically throughout the K-12 classroom activities. These workshops and guidance lessons are categorized into four major domains which are (1) Character Education & Personal Wellness, (2) Knowledge and Life Skills Building, (3) Career Development, and (4) College Readiness, Access and Success.

Individual learning plan and academic advising

Aligned with the new accountability standards, all public schools in New Jersey are strongly encouraged to use the Educational Proficiency Plan (EPP) to document student work required by 6A:8-4(c-d). Academic advising and individualized learning plans that incorporate student personal strengths, skills, abilities, values, areas of interest matches those personal assets with college and career options that are the most appropriate fit for each student.

The New Jersey Administrative Code also defines a Personalized Student Learning Plan as a "formalized plan and process that involves students setting learning goals based on personal, academic and career interests beginning in the middle school grades and continuing throughout high school with the close support of adult mentors that include teachers, school counselors, and parents" (N.J.A.C. 6A:8). Parallel to the expectations of the New Jersey Administrative Codes, one of the areas that CRASP focuses on is continuous academic improvement of students from K-12. Therefore, to help all students academically improve, PCSST school counselors implement the individual learning plan that consists of the following components (1) student baseline academic data chart that includes students' individual scores in standardized tests scores as well as their high and low achieving classes, (2) student survey to identify what does the student sees as his/her strengths in core subject or in general, (3) the results of comprehensive need assessment, (4) core subject diagnostic results, (5) teacher's feedback chart that indicates students' strengths challenges and specific areas to focus, (6) offering extra academic support through teacher tutoring, peer tutoring, online tools and

Saturday schools, (7) individualized academic support program that includes students' current academic standing, the description of the intervention for improvement plan, follow-up meeting notes, description of evidence that determines proficiency in the topic and targeted day for completion, (8) student weekly study schedule for personal educational plan, (9) communication chart that show how teachers, counselors, parents and students work collaboratively to prepare the individual learning plan, monitor and evaluate the progress made during the school year, and (10) sharing resources and helpful web-links.

In order to implement an individualized learning plan, PCSST school counseling department follows the following steps. First, all school counselors work together and collaborate with key stakeholders in order to determine the content and logistics of the implementation of individualized learning plans. Second, based on the standardized tests results and teachers' recommendations, the unique needs of each student are determined. Third, during the summer staff orientation, all teachers receive formal training about implementation of individual learning plans. In this training, school counselors also provide teachers with resources and materials. Fourth, after teachers are matched with students before the program starts. During the school year, both school counselors and administrators follow up individual learning plans through individual student and teacher meetings.

Individual college and career counseling sessions

All PCSST counselors are supposed to meet with each student from K-12 for a minimum of three times during the school year to assist the student in establishing personalized academic, college, and career goals. As recommended by the "National Office for School Counselor Advocacy' (NOSCA) Eight Components of College and Career Readiness Counseling, during the individual counseling sessions, elementary school counselors focus on "early awareness, knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career readiness" (p.2). Then, during the individual counseling sessions middle school counselors provide PCSST students with opportunities and resources to explore and deepen college and career knowledge and skills necessary for short and long term goal setting. Finally, high school counselors help students to select high school courses that play a crucial role for college and career readiness. They also focus on creating access to college and career pathways by offering one on one support in college and career exploration and the selection processes. In particular, besides conducting college and career assessments and questionnaires, during the individual counseling sessions, each student receives one on one support for financial application, college admission portfolio preparation, and successful college transition and adjustment. In general, the content of individual counseling sessions for each grade and each student is determined based on the students' personalized needs. In order to identify each student's unique needs, school counselors use several tools that include students' test scores, assignment report, discipline report, course grades, attendance report and teachers' referrals. It was the department's priority to remain proactive and set up home visits and parent conferences with early warning signs of little or no college pursuit.

Small group counseling sessions

As a part of the responsive services component of the CRASP, PCSST counselors also organize small group counseling sessions. According to the students' needs, the selected topics of small group counseling are: (1) Test Anxiety/ Test Taking Strategies, (2) Anger Management Techniques, (3) Family First, (4) Self-Esteem & Motivation, (5) Time Management, Study and Organization Skills, (6) Personal Wellness, (7) Peer Conflict. In general, group size is between 6-8 students and based on the group structure, each group meets for approximately 40 minutes, once a week for 5-6 weeks.

College dual enrollment program

The previous research emphasizes the importance of early college experiences on students' college readiness, pursuit and persistence (AIR & SRI, 2009). The dual enrollment program is the main way to give students a sense of what college academics are like. In dual enrollment programs, students enrolled in a high school may be dual enrolled at a local four year or two year institution. Therefore, to offer early college experience, PCSST has built a partnership with post-secondary institutions such as Seton Hall, Ramapo College , and Passaic County Community College. The college dual enrollment program allows PCSST students to receive first-hand college classroom experience by enrolling in several college courses before they graduate PCSST. This is not only reflected on their high school transcript, but also contributes earned credits toward their college transcript. Each year, approximately 25% of seniors take the advantage of the college dual enrollment program and get a head start on their college careers.

Instant decision days

Organizing college on site admission days is one of the most important components of CRASP. Thanks to the school counselors' collaborative efforts with postsecondary institutions, each year an average of ten instant decision days are organized with various local colleges and universities. PCSST counselors made applying for undergraduate admission very easy for students through coordinating on-site admissions. During the on-site admissions, PCSST students' college application fees were waived. This means that thanks to instant decision days, each PCSST senior saved an average of 300 dollars on their college applications. After admission counselors review a senior's completed college application file, they make acceptances and scholarship decisions on the spot. The post-secondary intuitions that attend the PCSST instant decision days includes but not limited to: New Jersey City University, William Paterson University, Bloomfield College, Fairleigh Dickinson University, St. Peter University, Seton Hall University, Ramapo College, Kean University, College of St. Elizabeth, Felician

University, Caldwell University, Passaic County Community College, Montclair State University, as well as military schools.

College Fairs and College Trips

Starting from middle school, the PCSST counselors schedule field trips for PCSST students to visit college open houses and college fairs. In particular, counselors take students to national and district college fairs which usually have representatives from many colleges across the nation. PCSST counselors believe that college fairs that are sponsored by NACAC and NJACAC are a good way for students to learn about many colleges and get a brief snapshot about them. Each year all PCSST seniors also participate in the Historically Black Colleges and Universities (HBCUs) college fair. During the HBCU college fairs, PCSST senior students get an opportunity to speak to over 50 HBCUs that provide application fee waivers, scholarship awards, and on-site admissions. Upon visiting a college, students are required to provide the attendance office proof of college visit.

School-Wide Career Day

Each year the PCSST counseling department holds an Annual Career Day. From Grade 8 -12, all students participate in the Career Day. In general, PCSST Career Day starts at 8:30am and ends at 1:00pm. PCSST school counselors work collaboratively to invite speakers representing various career fields and various career schools. During the PCSST Career Day, students stay in their classroom and speakers and presenters from different career clusters share their perspective of the career world and give PCSST students first-hand career experience. In general, during the PCSST career day, students explore their interests and skills in their future endeavors by learning about different careers and vocations.

Parent - Counselor and Student Conference

In addition to phone calls, emails and the letters sent home, each school counselors from K-12 arrange individual meetings with parents and students to address the specific needs of students. During the conferences, counselors discuss (1) student's academic progress, (2) personal graduation plan, (3) test scores, (4) attendance and discipline reports, and (5) individual college, career and financial aid plan.

Home visitation

In PCSST, it is noted that many parents have difficulties attending report card nights and parent events because of various reasons such as their very busy and long work schedules or transportation issues. Therefore, in order to improve parental involvement, the home visitation program is designed to allow PCSST school counselors, teachers and administrators to reach out to parents. Based on the student's needs and with parental consent, school counselors work with teachers to arrange the home visits.

All PCSST staff and faculty receive Professional development activities for home visitations. The purpose of the home visitations is to learn about the student's needs, interests, and concerns to establish communication and rapport with parents. During these visits, the parents are informed of their child's academic progress, as well as any pertinent college and career information. During the visits, teachers and counselors also chat about the school community, school environment, programs, and their child's overall achievement thus far. These visits are considered as a friendly informational visit to let parents and students know how much we care. Please note that home visits are on hold until the pandemic is officially over.

Teacher Tutoring

In order to improve the student's academic development and to enhance student learning, PCSST school counselors help students get extra academic support from teachers. In PCSST, there are three main teacher tutoring services. The first one is the intervention period. During the intervention periods a small group of students who need additional help meet with their assigned teachers and get extra academic support. The second tutoring service is Saturday School, a program that provides a small group of students help to meet their academic goals. Saturday school tutors are certified teachers from PCSST. They come to the school on Saturdays to create a systematic approach to ensure the growth of all learners. The third tutoring service is during the teacher's office hours. PCSST students who need extra academic support go to their teacher's pre-assigned office hours before or after school to ask their questions.

Peer Tutoring

In addition to teacher tutoring services, the peer tutoring program is also designed to help PCSST students who are having difficulties in a course because of particularly challenging subject matter, lack of basic foundation, lack of preparation or other factors. Peer tutors are PCSST former students or high achieving students who have a high level of knowledge and skills in a specific subject, and are available to all students who are seeking help to improve. In general, PCSST counselors make arrangements for a high achieving student to tutor another student, one who may be doing poorly in a specific class. This sometimes includes help with homework or project assignment.

High School Recognition and Reward Program

In order to create and promote school-wide college going culture in PCSST and recognize college ready students, the PCSST school counselors have implemented several incentives. For example, student college acceptances and scholarships awards are presented at (1) Wall of Honor, (2) School Web-Site, (3) Graduation Ceremony, (4) School-wide Assemblies, and (5) Guidance Office. Furthermore, students who receive college acceptances are allowed to wear their college apparels during certain school days. Moreover, to encourage

and recognize college and career ready students, each year during the graduation ceremony, one student gets “the most College Ready Student” award.

In addition, to support students’ college application and to increase their college knowledge, PCSST organizes PCSST College Spirit days. During the month of May, school counselors encourage teachers to wear their alma mater shirts/sweatshirts that represent the college they attended and or graduated from. This gets the students to talk to their teachers about college and hopefully get them interested in learning more about different colleges. It is also a great way for teachers to show students that they are proud of attending their college and graduating with a degree. Teachers are also encouraged to share their college experience with each class.

AP and Honor courses

As indicated by the College Board, taking AP courses give students the opportunity to take a college level course in high school. PCSST offers a variety of AP courses in all subject areas. Students can begin taking AP classes in grade 9. It is not recommended that students take more than three AP courses a year. Students are placed in Advanced Placement courses based on teacher recommendation. Students who score a 3 or higher on the AP Exam have the opportunity to earn official college credit. AP Exam scores are reported on a 5-point scale as follows: (5) Extremely qualified, (4) Well qualified, (3) Qualified, (2) Possibly qualified, or (1) No recommendation. In order to prepare students for AP and college-level courses, honors course tracks have been created.

Personalized FAFSA Application Support

According to previous studies, the complexity of FAFSA application and lack of information appear to be two significant barriers that hinder disadvantaged students’ FAFSA application. The research also reported that many students eligible for aid do not apply for FAFSA (Sturrock, 2002; King, 2004; Bettinger, et al. 2009). Therefore, PCSST school counselors offer individualized assistance with FAFSA completion to each senior student. During one-on-one individual counseling sessions, school counselors strive to simplify the process of getting financial aid and provide clear information about the FAFSA process and grant eligibility.

Providing Fee Waivers

PCSST school counselors encourage each senior student to apply to a minimum of ten (10) colleges/universities. As indicated by College Board, with the college application fee averaging $35–50, applying to several colleges can be expensive for any student. Particularly, in an urban school setting with 90 percent of students enrolled in the free and reduced lunch

program, it may be difficult for many families to subsidize the approximate $300 college application fees. Therefore, in order to ease the college application process, PCSST counselors take advantage of the college application fee waiver program, sponsored by College Board and The National Association for College Admission Counseling (NACAC). Each year, counselors provide PCSST seniors with enough college application fee waivers so they can complete and submit their college applications without facing any financial hardship.

In addition, school counselors encourage PCSST students to take the SAT Tests twice. Currently, the fee for general SAT registration is $51. Taking the SAT multiple times is definitely expensive. Like college application fee waivers, College Board and ACT offer fee waivers to help lower-income students pay for their college entrance tests. Therefore, PCSST counselors collaborate with College Board and ACT to request fee waivers that cover 100% of the registration fees for a single test date. As reported by College Board, each eligible PCSST student can use up to two waivers for the SAT and up to two waivers for the SAT Subject Tests, a total of four fee waivers. Overall, thanks to the school counselors' proactive approach, SAT registration and college application fees cannot be considered as barriers to college entrance for students.

Alumni Support Program

PCSST's counseling department is also focused on increasing its alumni students' college success. Therefore, in order to improve college persistence and attainment of each PCSST graduated student, the alumni support program was established. In order to reach out and monitor each PCSST alumni, graduated PCSST students were hired as alumni coordinators. The main role of PCSST alumni coordinators is to support each graduated student's college success and graduation. Overall, CRASP's vision is to provide ongoing support and guidance to all PCSST alumni so they can succeed in their schools, career, and life. The full list of alumni support services is listed below:

- Offering personalized Career Counseling Sessions
- Arranging Summer Jobs and Part-Time Job Opportunities
- Helping Search for Scholarships and Grants
- Providing Mentoring
- Internship Arrangements
- Offering one-on-one Personal Counseling
- Academic Advising
- Academic Support through Tutoring
- Individualized FAFSA Application Support
- Network Building
- Community Service Arrangement

- Arranging Field Trips
- Organizing Alumni Dinners
- Conducting Sport Activities
- Helping in Research or Lab Project

Working Papers

Students often wish to take jobs after school or on weekends. PCSST supports the practical participation in such work experiences that do not interfere with student academic achievement.

Children under 18 years old (minors) who work in New Jersey must have an employment certificate — also called “working papers.” Your son or daughter can get blank working papers (form A300) online at nj.gov/labor (see back cover for instructions) or from their local school district. PCSST strongly advises the students that are failing should not work after school and on weekends. This practice may jeopardize their graduation. Please refer to the Attendance official.

The Physical Exam

The school district is responsible for performing the physical examination at no cost to the minor or minor’s parents. A minor is not required to obtain a physical if the parent or guardian objects (in writing) based on their religious beliefs and practices. If you prefer that your child be examined by a doctor other than the one employed by the school district, you may do so at your own expense. Only one physical is required for working papers. A school physical performed during freshman year is good for all four years of high school (unless the school district policy specifies more frequent physicals).

Responsive Services

In addition to individual counseling sessions and guidance curriculum, as recommended by the ASCA National Model (2005) responsive services are also established to meet the immediate needs of PCSST students, such as grief counseling, peer pressure, high anxiety, family problems, peer conflicts, a school-wide harassment intimidation and bullying program, a substance abuse awareness program, a gang involvement prevention program, and a school-wide referral program. Aside from traditional students, PCSST school counselors also identify and meet with each at-risk student who needs extra support. Thanks to the PCSST systemic response services, students, including ESL students, special education students, students with single – parent students with financial problems, and students who have personal or emotional problems, receive the proper information, guidance, and support in order to be prepared for college and their future career.

In particular, while all PCSST counselors conduct responsive services for the students’ immediate needs, a large percentage of those services are conducted by the Student

Assistance Counselor (SAC) and Crisis specialist. They provide PCSST students with necessary interventions, referrals, and character education. The specialist works with the school staff on a daily basis to identify at-risk students, and remains proactive in devising appropriate individual interventions. The specialist also acts as Harassment Intimidation and Bullying (HIB) coordinator and attends professional development and conducts ongoing research on the changing New Jersey HIB laws to make sure that school's curriculum reflects the state laws. Finally, the HIB coordinator uses school data and extensively collaborates with the dean of students to prevent any behavioral issues.

Chapter 11

After School and Extracurricular Activities

After School and Extracurricular Activities

PCSST offers extracurricular clubs and/or enrichment activities for students. Nominal registration fees for clubs may be charged for participation in order to cover the cost of materials and/or supplies. In order to participate in ***any after school extra-curricular activity, including athletics, music performances, plays, etc.***, students must arrive on time to be counted present during the school day. Students serving in-school suspension may not participate in after school activities on the day(s) the suspension(s) is served. There is no better way for students to enrich their education than by taking part in clubs and after-school activities or working with a teacher. These opportunities will allow students to explore things they already enjoy and to try other areas that sound interesting. If students stay for an after-school activity, they will be expected to follow rules. If they do not follow these rules they will be prohibited from participating in after school activities.

- Students must meet all academic and behavioral guidelines.
- Students must be with a teacher or other staff member at all times.
- Students must have a signed permission slip by parent or guardian.
- Students who have four or more Saturday detentions or more disciplinary infractions or have a GPA of less than 2.0 are ineligible to participate.
- Students must have a complete physical form completed by a physician where applicable.
- Students must arrange for their own transportation to arrive promptly at the end of the activity.
- Students must abide by the PCSST code of student conduct while participating in the activity.
- Students may not stay after school to wait for another student.
- Students must clear the school building immediately following after school activities by using the front door.

Students' school activity privileges will be canceled if discipline becomes a problem.
SKATEBOARDS, ROLLER BLADES and SCOOTERS are not permitted on school property.

Chapter 12

Athletic Program

Athletic Philosophy and Participation Expectations

At PCSST, our athletic program is designed to provide a rewarding and enriching experience for all student-athletes. Our primary goals are to:

- Offer students the opportunity to represent their school and community in a positive and respectful manner.
- Foster an environment that builds school spirit and camaraderie.
- Support the development of academic achievement, athletic skills, self-esteem, and character in every student-athlete.

Parental support and encouragement play a vital role in the success of our student-athletes. In turn, we are committed to delivering a quality, competitive, and values-driven athletic program that students, parents, faculty, and the community can take pride in.

Athletic Department Philosophy

We believe that participation in athletics teaches essential life skills and contributes positively to a student's overall development. Athletics should be an extension of the educational mission of PCSST. Our philosophy includes:

- Ensuring equal opportunities for all eligible students to participate.
- Emphasizing sportsmanship, respect, responsibility, and personal growth.
- Promoting a “student first, athlete second” mindset.
- Encouraging teamwork, commitment, and emotional maturity through sport

Athletic Department Mission

PCSST coaches are expected to serve as positive role models, exhibiting:

- Strong character
- Emotional stability
- Self-control
- Consistent sportsmanship

These qualities will help cultivate responsible, well-rounded citizens and foster a deep appreciation for the value of athletic participation.

PCSST Athletic Offerings

PCSST joined the New Jersey State Interscholastic Athletic Association (NJSIAA) in September 2013 and began competing as a member of the North Jersey Interscholastic Conference (NJIC) during the 2014–2015 school year.

Varsity Sports:

- Boys & Girls Soccer
- Boys & Girls Cross Country
- Boys & Girls Volleyball
- Boys Volleyball
- Girls & Boys Basketball
- Girls Flag Football
- Softball
- Baseball
- Co-Ed Bowling
- Cheerleading

Note: If a sport is not offered at PCSST, students may participate in that sport at their district school. However, if PCSST offers the sport, students are required to compete for PCSST. *Students are not permitted to leave school early for athletic competitions at other district schools unless written approval from the PCSST Athletic Department is granted.

Eligibility and Participation Requirements

Any student who wishes to participate in sports at PCSST must:

1. Be academically eligible under NJSIAA guidelines.
2. Complete the Online Registration available from coaches or on the PCSST Athletics webpage.
3. Submit a valid Sports Physical conducted by a licensed physician. Physicals are valid for one calendar year.
4. Attend daily practices and games during the sports season.
5. Maintain good academic standing and comply with school policies.

N.J. State Eligibility Standards

(Subject to change based on updates from the N.J.S.I.A.A.)

The academic eligibility standards established by the New Jersey State Interscholastic Athletic Association (N.J.S.I.A.A.) for student participation in competitive athletics are as follows:

1. **First Semester Eligibility (September 1 – January 31):**
   Students in grades 10, 11, and 12 must have earned a minimum of 30 credits during the

immediately preceding academic year. This requirement does not apply to incoming 9th-grade students.

2. **Second Semester Eligibility (February 1 – June 30):**
   All students, including 9th graders, must be passing courses totaling at least 30 credits during the first two marking periods of the current school year.
3. **Continuation of Eligibility:**
   A student who is eligible at the beginning of a sports season will be permitted to complete that season, regardless of subsequent academic performance. *(See N.J.S.I.A.A. guidelines for reference.)*
4. **Age Requirement:**
   A student is ineligible to participate if they turn 19 years of age prior to September 1 of the current school year.

Additional PCSST Policy:

If a student fails to meet participation standards, they may be subject to further consequences, including immediate removal from the activity. Furthermore, even if N.J.S.I.A.A. eligibility requirements are met, PCSST reserves the right to restrict student participation in any PCSST or district-sponsored sport,with Athletic Departments Approval.

PE Credit – Option 2 for Varsity Athletes

Under Option 2, eligible varsity athletes may receive Physical Education credit for the marking period in which they participate in a varsity sport. Students will be scheduled for Study Hall in lieu of PE to balance academic and athletic responsibilities. Final grades are collaboratively assigned by the coach and PE teacher.

NCAA Eligibility for College Athletes

Students interested in collegiate athletic scholarships must register with the NCAA Eligibility Center and obtain the necessary guidance and signatures. Students and families are responsible for meeting all NCAA academic and eligibility requirements.

Chapter 13

Title I Parent Involvement Policy

Title I Parent Involvement Policy #2415.04

GENERAL EXPECTATIONS

The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.

The school district will incorporate this District-Wide Parental Involvement Policy into its school district's plan developed under Section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand.

If the school district's plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the New Jersey Department of Education.

In the event the school district is required to reserve and spend at least one percent of the district's Title I, Part A allocation, the school district will involve the parents of children served in Title I, Part A schools in decisions about how these funds will be spent and will ensure that not less than ninety-five percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects Title I schools in the district will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving pupil academic learning and other school activities, including ensuring-

1. That parents play an integral role in assisting their child's learning;
2. That parents are encouraged to be actively involved in their child's education at school;
3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
4. The carrying out of other activities, such as those described in Section 1118 of the ESEA.

In the event the State of New Jersey or the New Jersey Department of Education has a Parental Information and Resource Center, the school district will inform parents and parental organizations of its purpose and existence.

DESCRIPTION OF HOW THE SCHOOL DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

Below is a description of how the district will implement or accomplish each of the following components outlined below (Section 1118(a)(2), ESEA):

1. The district will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESEA:
    a) General parent meeting,
    b) Parent surveys,
    c) Parent/administration meeting,
    d) Parent/teacher conference.
2. The district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
    a) Title I and NCLB parent representatives for program planning
    b) Parent Surveys
3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve pupil academic achievement and school performance:
    a) a. ESSA-Title I comprehensive needs assessment,
    b) b. ESSA -Title I school wide plan program planning.
4. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its Parental Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play):

a) The Title I Authorized Representative will offer parents the opportunity to provide input to the policy during a parent meeting

b) ESSA comprehensive needs assessment stakeholders meeting.

The school district will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve pupil academic achievement, through the following activities specifically described below:

1. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:

- New Jersey's academic content standards;
- New Jersey's pupil academic achievement standards;
- The New Jersey and local academic assessments including alternate assessments;
- The requirements of Part A;
- How to monitor their child's progress; and
- How to work with educators.

a) A workshop will be offered to parents to provide them with the resources to become familiar with topics listed above.

2. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

a) Literature will be sent home as a resource to parents to help them provide assistance to their children,

b) Parent workshops will be offered to advance the skills mentioned above.

3. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, Principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

a) An annual workshop will be given to the staff providing strategies for parent/school partnerships.

4. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

a) Translations of the meeting notices will be provided to the extent possible.

DISCRETIONARY DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY ACTIVITIES

The additional information outlined below lists and describes discretionary activities the school district, in consultation with its parents, may undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement:

Involving parents in the development of training for teachers, Principals, and other educators to improve the effectiveness of that training;

Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in

Los padres o tutores legales, tendrán la oportunidad de participar en las decisiones sobre cómo se asignaran los fondos para actividades con las participación de los padres. Se convocará una reunión anual para informar a los padres de su derecho a participar en la planificación, aplicación y revisión del programa título I. Los padres recibirán una explicación del Estado y planes locales de estudios en la escuela y de las evaluaciones para determinar las expectativas y los niveles de aptitud de los estudiantes.

Consulte la página Web de la escuela y el vínculo a NCLB para el texto completo de esta política.

Title I Parent Involvement Policy #2415.04

GENERAL EXPECTATIONS

The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.

The school district will incorporate this District-Wide Parental Involvement Policy into its school district's plan developed under Section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand.

If the school district's plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the New Jersey Department of Education.

In the event the school district is required to reserve and spend at least one percent of the district's Title I, Part A allocation, the school district will involve the parents of children served in Title I, Part A schools in decisions about how these funds will be spent and will ensure that not less than ninety-five percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects Title I schools in the district will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving pupil academic learning and other school activities, including ensuring-

1. That parents play an integral role in assisting their child's learning;
2. That parents are encouraged to be actively involved in their child's education at school;
3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
4. The carrying out of other activities, such as those described in Section 1118 of the ESEA.

In the event the State of New Jersey or the New Jersey Department of Education has a Parental Information and Resource Center, the school district will inform parents and parental organizations of its purpose and existence.

DESCRIPTION OF HOW THE SCHOOL DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

Below is a description of how the district will implement or accomplish each of the following components outlined below (Section 1118(a)(2), ESEA):

1. The district will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESEA:
    a) General parent meeting,
    b) Parent surveys,
    c) Parent/administration meeting,
    d) Parent/teacher conference.
2. The district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
    a) Title I and NCLB parent representatives for program planning
    b) Parent Surveys
3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve pupil academic achievement and school performance:
    a) a. ESSA-Title I comprehensive needs assessment,
    b) b. ESSA -Title I school wide plan program planning.
4. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its Parental Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play):

    a) The Title I Authorized Representative will offer parents the opportunity to provide input to the policy during a parent meeting
    b) ESSA comprehensive needs assessment stakeholders meeting.

The school district will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the

school involved, parents, and the community to improve pupil academic achievement, through the following activities specifically described below:

1. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:

- New Jersey's academic content standards;
- New Jersey's pupil academic achievement standards;
- The New Jersey and local academic assessments including alternate assessments;
- The requirements of Part A;
- How to monitor their child's progress; and
- How to work with educators.

a) A workshop will be offered to parents to provide them with the resources to become familiar with topics listed above.

2. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

a) Literature will be sent home as a resource to parents to help them provide assistance to their children,

b) Parent workshops will be offered to advance the skills mentioned above.

3. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, Principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

a) An annual workshop will be given to the staff providing strategies for parent/school partnerships.

4. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

a) Translations of the meeting notices will be provided to the extent possible.

DISCRETIONARY DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY ACTIVITIES

The additional information outlined below lists and describes discretionary activities the school district, in consultation with its parents, may undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement:

Involving parents in the development of training for teachers, Principals, and other educators to improve the effectiveness of that training;

Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

Training parents to enhance the involvement of other parents;

In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

Adopting and implementing model approaches to improving parental involvement;

Establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;

Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

Providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

ADOPTION

This District-Wide Parental Involvement Policy has been developed jointly, and agreed on with parents of children participating in Title I, Part A programs. This Policy will be distributed to all parents of participating Title I, Part A children in an understandable and uniform format and, to the extent practicable, in a language the parents understand, at the beginning of each school year or when the child is determined eligible and begins participating in Title I, Part A programs.
Adopted: 17 December 2008
Revised: Annually each September

Title I School-Parent Compact

The School-Parent Compact is an agreement among the school, the parents/guardians, and the students which outlines the responsibilities of each party to help the students achieve the State's high standards.

The school will provide to the students high quality curriculum, offer parent-teacher conferences, provide reports to parents about their child's progress, and provide parents with reasonable access to the staff to discuss their child's progress.

The parents will support their children by monitoring attendance, making sure that homework is completed, monitoring time spent watching television and the use of other electronics, volunteering in the classroom, participating in decisions affecting their child's education, promoting positive use of their child's extracurricular time, staying informed about their child's education, and serving when possible on policy advisory groups.

The student is responsible for doing homework, reading at least 30 minutes each day outside of school, giving parents all notices and information received from the school, and taking advantage of any Title I programs offered by the school.
Refer to the school's website and the link to NCLB for the full text of this compact.

Para Su Inclusión En La Guía De Estudiantes:

Título I padre participación política # 2415.04

Los padres o tutores legales, tendrán la oportunidad de participar en las decisiones sobre cómo se asignaran los fondos para actividades con las participación de los padres. Se convocará una reunión anual para informar a los padres de su derecho a participar en la planificación, aplicación y revisión del programa título I. Los padres recibirán una explicación del Estado y planes locales de estudios en la escuela y de las evaluaciones para determinar las expectativas y los niveles de aptitud de los estudiantes.
Consulte la página Web de la escuela y el vínculo a NCLB para el texto completo de esta política.
Título I compacto de escuela primaria
El Pacto de escuela primaria es un acuerdo entre los alumnos, la escuela y los padres y tutores que se describen las responsabilidades de cada parte para ayudar a los estudiantes a alcanzar altos niveles del Estado.
La escuela ofrecerá al plan de estudios de alta calidad de estudiantes, ofrecen a los padres y maestros conferencias, proporcionar informes a los padres sobre el progreso de su hijo y dar a los padres con un acceso razonable al personal para discutir el progreso de su hijo.
Los padres apoyarán a sus hijos mediante la supervisión de la asistencia, asegurándose de que se haya completado la tarea, supervisión de tiempo dedicado a ver la televisión y el uso de otros aparatos electrónicos, el voluntariado en el aula, participar en las decisiones que afectan a la educación de sus hijos, promover el uso positivo de tiempo extracurriculares de su hijo, mantenerse informado sobre la educación de sus hijos y sirviendo cuando sea posible en grupos consultivos de la política.
El estudiante es responsable de hacer los deberes, leer al menos 30 minutos cada día fuera de la escuela, dar a los padres en todos los avisos y recibió información de la escuela y aprovechar cualquier título programas ofrecieron por la escuela.
Consulte el sitio Web de la escuela y el vínculo a NCLB para el texto completo de este Pacto.