

CHERRY HILL BOARD OF EDUCATION
Cherry Hill, New Jersey

POLICY AND LEGISLATION COMMITTEE

AGENDA

MEETING DATE:	Monday, December 5, 2011, 6:00 pm
LOCATION:	MALBERG ADMINISTRATION BUILDING, Board Room
CHAIRPERSON:	Kathy Judge, Chair
COMMITTEE MEMBERS:	Sherrie Cohen, Eric Goodwin, Carol Matlack
ADMINISTRATIVE LIAISONS:	Maureen Reusche

Old Business

Discussion Items:

1. Update on Social Media Policy
2. Draft Policy 5118.1: Non-Resident Students - revisions presented for first reading
3. Draft Policy Dating Violence

New Business:

1. Waiver of Procedure F-3: Secondary Field Trips -

School	Trip	Location	Dates	# School Days Missed
CHHS West	Busch Gardens Music Festival	Williamsburg, VA	5/31/12-6/3/12	1.5
CHHS West	DECA State Competition	Cherry Hill, NJ	2/26/12-2/28/12	1.5

2. Approval of 2012-2013 School Calendar
3. Draft Policy 6172: Home Schooling – revisions relative to NJSIAA ruling for first reading
4. Draft Procedure H-4: Home Schooling

5. **Revised NJQSAC STATEMENT OF ASSURANCE RESOLUTION**

WHEREAS, as of September 27, 2011, the Cherry Hill Board of Education and its Chief School Administrator have reviewed the District's New Jersey Quality Single Accountability Continuum Statement of Assurance and have determined that all items of the Statement of Assurance have been satisfactorily completed in accordance with applicable requirements;

WHEREAS, that the Board of Education hereby affirms the accuracy of the School District's Statement of Assurance as of September 27, 2011

WHEREAS, the New Jersey Department of Education issued a broadcast dated October 12, 2011, revising and clarifying the documents initially distributed and

WHEREAS, the New Jersey Department of Education clarified the Statement of Assurances further by District Broadcast on November 4, 2011 and

WHEREAS, due to the revisions, the original resolution must be revised to comply with the up to date Statement of Assurance in conjunction with the anticipated approval of portions of the district's curriculum during the C&I section of the December 13, 2011 special action meeting,

NOW, THEREFORE, BE IT

RESOLVED, that the Board of Education hereby affirms the accuracy of the revised School District's Statement of Assurance.

Other:

Information Items:

1. Tentative Meeting Dates:

January 3, 2012 – 5:00 pm – special time!
February 5, 2012
March 5, 2012
April 2, 2012
April 30, 2012
June 4, 2012

BOARD OF EDUCATION

Cherry Hill, New Jersey

DRAFT POLICY 5118

NON-RESIDENT STUDENTS

The Cherry Hill Board of Education shall provide a preeminent education for the benefit of all children residing[ent] in the district and such others as may be admitted, pursuant to statute and policy of the board. The board reserves the right to verify the residency of any pupil and the validity of any affidavit of guardianship. A grant of admissions under the provisions of this policy 5118 to any non-resident student is a privilege and not a right, is valid only for the school year in which the grant is given, i.[I]s subject to the limitations of this and any other applicable Board policy, and may be terminated during any school year in which the non-resident student or his or her attendance ceases to be in compliance with any such limitation or condition.

Future Residents

A child otherwise eligible for attendance (satisfying all requirements of 5141.3) whose parent/guardian has signed a contract to buy, or build [or rent] a residence in this district shall be enrolled for a period not to exceed **30 [90 80]** days previous to the anticipated date of residency with prepayment of tuition charges. If the child does become a resident of the district by the end of the **30 [90 80]** day period, tuition will be reimbursed at a per diem rate. If the child does not become a resident of the district by the end of the **30 [90 80]** day period, [tuition shall be required for the remainder of the time until residency is established to the satisfaction of the board] **the District will commence the disenrollment process by sending a preliminary notice of ineligibility to the parent/guardian. Payment of tuition will be required for the remaining period of any ineligible attendance.**

Parents/guardians of children who claim to be future residents shall be required to demonstrate proof of the anticipated residency. Acceptable proofs are noted in Procedure N-1: Nonresident Student Policy and Its Implementation and R-9: Proof of Domicile for New Entrants. The board reserves the right to verify such claims, and to order the removal from school of any non-resident pupil whose claim, in the judgment of the board, is not supported by the evidence presented.

Former Residents

Regularly enrolled children (PreK-11) whose parents/guardians move out of the school district after May 1 shall be permitted to finish the school year without payment of tuition. Any student in their senior year of high school whose parents/guardians move out of the school district after January 1 may complete their school year without payment of tuition. Regularly enrolled children whose parents/guardians move from the school district at any other time during the school year will be permitted to complete the school quarter and will be charged tuition from the date that they move

out of the district to the end of the quarter. The children must then transfer to the new district of residence for the completion of the school year. Any parent/guardian requesting a waiver of this policy must appeal to the Board of Education for consideration.

Remodeling of Home

District residents with children already enrolled in and attending the Cherry Hill Public Schools, who temporarily leave their current residents due to elective remodeling of their primary dwelling, are strongly encouraged to find alternate living quarters within Cherry Hill Township during the period of remodeling. A resident who temporarily moves out of Cherry Hill Township due to elective home remodeling must notify the District's pupil registration office of such temporary relocation and provide an expected date when the primary dwelling will be ready for re-occupancy. In the event the target occupancy date will not be met, the resident will be permitted a thirty-day extension of the occupancy date so long as s/he notifies the District of the need for the extension prior to the original target completion date; provided, however, that the target occupancy date may not be set later than September 1 of the school year immediately following the commencement of the renovation.

If the primary dwelling is not ready for occupancy by the target completion date or any extension thereof, the Board of Education reserves the right to commence proceedings seeking the removal of the pupils from enrollment in the District. In lieu of such proceedings, the resident will have the option to grant a consent judgment and lien to the Board of Education on the primary dwelling for the amount of one year's tuition cost for each child enrolled in the District. If the resident permanently occupies the primary dwelling within ninety (90) days of the original target completion date or any extended date, the lien will be discharged without any payment due from the resident. If the resident does not resume permanent occupancy in the primary dwelling within such ninety day period, the Board will assess tuition for all days of attendance by the pupils from the last target completion date until the date the resident actually resumes permanent occupancy in the primary dwelling. In such circumstance the lien will remain in place until the assessed tuition amount, plus interest at the applicable judgment rate, is paid in full.

Casualty Loss

In the event a resident's primary dwelling is destroyed or rendered uninhabitable by a catastrophic event outside the resident's control, the resident is strongly encouraged to secure temporary housing within the Township of Cherry Hill. In the event the resident must temporarily move out of Cherry Hill, the resident shall provide proof of the casualty event and loss to the District's registration office, by copy of insurance claim, police report or similar proof of loss acceptable to the District. If the resident indicates an intention to have the primary dwelling reconstructed, the resident's child/children shall be permitted to continue attendance in the Cherry Hill Public Schools for a period of twelve months from the date of loss.

If the primary dwelling is not ready for occupancy at the end of such twelve-month period, the resident must apply for an extension of the enrollment period and shall notify the District of the progress of reconstruction and the anticipated completion date. The Board will consider requests to continue pupil enrollment beyond the twelve-month period on a case-by-case basis.

The Board reserves the right to commence disenrollment proceedings if in the judgment of the Board an individual is violating the purposes of this Policy for personal gain.

Children of Non-resident Full time Staff Members

Children of non-resident full time employees of the Board of Education may be enrolled in the schools of this district with payment of tuition at a 50% rate. Such children will not be eligible for District transportation and their enrollment in the Cherry Hill Public Schools will only be permitted if their enrollment does not require the employment of additional teaching personnel. Tuition rates for employees who have children who are classified now or at any time in the future, are subject to review and determination by the Superintendent, Director of Special Services or designee (as per Policy 5118.1: Acceptance of Tuition Students into Special Education Programs.) These children are subject to [and in accordance with] the policies, procedures, limitations and conditions of board policy for other pupils.

Foreign Exchange Students

The board may admit foreign exchange students under the conditions noted in Policy 6142.5: Foreign Exchange Student Recognition. These children are subject to [and in accordance with] the policies, procedures, limitations and conditions of board policy for other pupils.

Transportation of Non-Resident Students

The board shall not be responsible for the transportation to or from school of **any** non-resident student.

Tuition Rates for Non-Resident Students

The board shall annually determine tuition rates for non-resident students.

The Superintendent shall develop procedures in order to effectuate this policy, including, by way of description, provisions regulating the application by and recommendation for the enrollment of non-resident children, the verification of claims of residency and the submission of affidavits of guardianship, the verification of compliance with this policy, and the method and frequency of tuition payments.

The Superintendent or his/her designee shall initially make a determination concerning the qualifications of applicants seeking admission under the provisions of this policy, and shall make recommendations to the board for its consideration with respect to approval or disapproval concerning the admission of applicants deemed by him or her to be eligible and qualified.

Related Policies: 5118.1: *Acceptance of Tuition Students into Special Education Programs*
6142.5: *Foreign Exchange Student Recognition*

Related Procedures: N-1: *Nonresident Student Policy and Its Implementation*
R-9: *Proof of Domicile for New Entrants.*

<u>Legal References:</u>	<p><u>N.J.S.A. 18A:7F-45</u> Definitions</p> <p><u>N.J.S.A. 18A:11-1</u> General mandatory powers and duties</p> <p><u>N.J.S.A. 18A:36B-1 et seq.</u> Interdistrict Public School Choice Program Act of 1999</p> <p><u>N.J.S.A. 18A:38-1 et seq.</u> Attendance at school free of charge</p> <p><i>See particularly:</i></p> <p><u>N.J.S.A. 18A:38-2, 38-3, 38-8, 38-9</u></p> <p><u>N.J.S.A. 18A:46-20</u> Receiving pupils from outside district; establishment of facilities</p> <p><u>N.J.S.A. 18A:54-20</u> Powers of board (county vocational schools)</p> <p><u>N.J.A.C. 6A:12-1.3 et seq.</u> Inter-district Public School Choice</p> <p><u>N.J.A.C. 6A:17-1.1 et seq.</u> Students at Risk of Not Receiving a Public Education</p> <p><u>N.J.A.C. 6A:22</u> Student residency</p> <p><i>See particularly:</i></p> <p><u>N.J.A.C. 6A:22-3</u> Eligibility to attend school</p> <p><u>N.J.A.C. 6A:22-3.1</u> Students domiciled within the school district</p> <p><u>N.J.A.C. 6A:22-4.3</u> <u>Removal of currently enrolled students</u></p> <p><u>N.J.A.C. 6A:23A-19.2</u> Method of determining the district of residence</p> <p><u>N.J.A.C. 6A:23A-19.3</u> Address submission for determining the district of residence</p> <p><u>Illegal Immigrant and Immigration Responsibility Act of 1997, 8 U.S.C. § 1101</u></p> <p><u>Board of Education of the Borough of Englewood Cliffs v. Board of Education of the City of Englewood, 132 NJ 327; cert. denied, 510 U.S. 991 (1993); subsequent listing 333 N.J. Super. (App. Div. 2000)</u></p> <p><u>No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.</u></p> <p><u>J.A. v. Board of Education of South Orange/Maplewood, 318 N.J. Super. 512 (App.Div 1999)</u></p>
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Related Procedure:

Procedure N-1: Nonresident Student Policy and Implementation

Adopted 9/15/65

Amended: 11/19/68,10/20/75,10/17/83, 2/24/86,1/28/03

Renumbered: 2/28/00 formerly known as Policy JBCBA and JBCB abolished

DRAFT

DATING VIOLENCE

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

Procedures for reporting incidents of dating violence

All acts or incidents of dating violence shall be reported to the school's principal, or his or her designee (Vice/Assistant Principal, Guidance Counselor, Student Assistance Counselor, Director of Security [School Resource Officer], School Nurse etc.) in compliance with existing school district policy. School staff (Instructional staff, Support staff, Custodians, Volunteers) should take all reasonable measures to prevent acts or incidents of teen dating violence. This report should be made verbally as soon as possible but no later than the end of the student's school day. A written report regarding the act or incident of dating violence should be submitted to the principal, or his or her designee by the reporting staff member no later than one day after the act or incident occurs. Staff is required to report all acts or incidents of dating violence.

These could include:

- *Witnessed or reliable information concerning acts or incidents that are characterized by physical, emotional, verbal or sexual abuse.*
- *Digital or electronic acts or incidents of dating violence.*
- *Patterns of behavior which are threatening or controlling.*

Guidelines for responding to at-school incidents of dating violence

Protocol for Staff Members

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

- *Separate the victim from the aggressor.*
- *Speak with the victim and the aggressor separately.*
- *Speak with witnesses or bystanders separately.*
- *Inform the principal, or his or her designee of the act or incident.*
- *Prepare written report of incident for principal, or his or her designee.*
- *Monitor the interactions of the victim and the aggressor. Student safety should be the priority.*

Protocol for Administrators

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

- Separate the victim from the aggressor.
- Meet separately with the victim and the aggressor.
- Take written statements from the victim and alleged aggressor.
- Review the victim's and aggressor's written statements to ascertain an understanding of the act or incident. Questions may be asked of either individual for clarification.
- Further investigate the incident by speaking with bystanders/witnesses of the act or incident. All statements should be documented.
- The school administrator should make the determination to involve the Director of Security [School Resource Officer] or Police Department.
- After an assessment by a school social worker, counselor or psychologist if a determination is made that the victim or aggressor's mental health has been placed at risk, appropriate referrals should be made.
- Contact should be made with the parents/guardians of both the victim and the aggressor.
- Schools must notify both parties in writing of the outcome of the investigation into the act or incident of dating violence.

Protocol for working with the Victim of an act or incident of dating violence

- Student safety should be the first priority. Interaction between the victim and the alleged aggressor should be avoided. The burden of any schedule changes (classroom, bus etc.) should be taken on by the alleged aggressor.
- Schedule a conference with the victim and their parents/guardians.
- Identify any means or actions that should be taken to increase the victim's safety and ability to learn in a safe and civil school environment.
- Alert the victim and their parents/guardians of school and community based resources that may be appropriate, including their right to file charges, if the act or incident violated the law.
- Monitor the victim's safety as needed. Assist the victim with any plans needed for the school day and after school hours. (e.g. Hallway safety, coordination with parents/guardians for transportation to and from school). An individualized safety plan may be developed if deemed necessary. See Appendix A for examples and additional resources.
- Discuss a school approved Stay- Away Agreement between the victim and the alleged aggressor. See Appendix B for examples and additional resources.

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

Protocol for working with the alleged aggressor of an act or incident of dating violence

- Schedule a conference with the aggressor and their parents/guardians.
- Give the alleged aggressor the opportunity to respond in a written statement to the allegations of an act or incident of dating violence at-school.
- Alert the alleged aggressor and their parents/guardians, to both school and community based support and counseling resources that are available.
- Identify and implement counseling, intervention and disciplinary methods that are consistent with school policy for acts or incidents of this nature.
- Review the seriousness of any type of retaliation (verbal, emotional, physical, sexual, electronic/digital) towards the victim who reported the act or incident of dating violence. Address that consequences would be issued consistent with the school's student code of conduct and procedures for any type of retaliation or intimidation towards the victim.
- Document all meetings and action plans that are discussed.

Protocol for the Documentation and Reporting of an act or incident of dating violence

- Dating violence statements and investigations **should be kept in files separate from student academic and discipline records.** This is recommended to prevent the inadvertent disclosure of confidential information.
- Every act or incident of dating violence at school that is reported should be documented in an appropriate manner. This should include statements, planning actions, disciplinary measures as well as counseling and other support resources that are offered and prescribed to the victim or alleged aggressor.

Discipline procedures specific to at-school incidents of dating violence

The [district] Board of Education[/board of trustees shall] requires its school administrators to implement discipline and remedial procedures to address acts or incidents of dating violence at school. These policies and procedures should be are consistent with the school's student code of conduct. The policies and procedures specific to acts or incidents of dating violence at school [should] will be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses [should] will be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.

The consequences and remedial measures listed below are examples and may be expanded upon:

Consequences²: *We'll need to amend the codes of conduct (middle and high school only?)– need to have a conversation with Mike and Don about the consequences.*

- *Admonishment*
- *Temporary removal from the classroom*
- *Classroom or administrative detention*
- *In-school suspension*
- *Out-of-school suspension*
- *Reports to law enforcement*
- *Expulsion*

*Retaliation towards the victim of any act or incident of dating violence should be considered when administering consequences to the alleged aggressor based on the severity of the act or incident.

Remediation/Intervention²:

- *Parent conferences*
- *Student Counseling(all students involved in a the act or incident)*
- *Peer support group*
- *Corrective instruction or other relevant learning or service experiences*
- *Supportive student intervention (IR&S)*
- *Behavioral management plan*
- *Alternative placements*

Warning Signs of Dating Violence

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

Examples of Warning Signs³ and Statistics:

- *Name Calling and put downs-* *Does one student in the relationship use name-calling or putdowns to belittle or intimidate the other student?*
- *Extreme Jealousy-* *Does one student in the relationship appear jealous when the other talks with peers?*
- *Making Excuses-* *Does one student in the relationship make excuses for the other?*
- *Canceling or changing plans-* *Does one student cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?*
- *Monitoring-* *Does one student call, text, or check up on the other student constantly. Does one student demand to know the other's whereabouts or plans?*
- *Uncontrolled Anger-* *Have you seen one of the students in the relationship lose his or her temper or throw and break things in anger?*
- *Isolation-* *Has one student in the relationship given up spending time with family and friends? Has the student stopped participating in activities that were once very important?*
- *Dramatic Changes-* *Has the student in the relationships appearance changed? Lost or gained weight? Does the student seem depressed?*
- *Injuries-* *Does the student in the relationship have unexplained injuries? Does the student give explanations that seem untrue?*

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

¹ Adapted from *A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence*, Rhode Island Department of Elementary and Secondary Education, 2008.

² Adapted from *The Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying On School Property, At School Sponsored Functions And on School Buses*, New Jersey Department of Education, April 2011.

Statistics:

- *Victims of alleged aggressors of teen dating violence are more likely to bring a weapon to school.⁴*
- *Victims of teen dating violence have lower academic achievement and grades of D and F.⁵*
- *5% of girls reported missing at least one day of school a month due to safety concerns.⁶*
- *43% of teen dating violence victims report that the dating violence experience occurred in a school building or on school grounds.⁷*
- *83% of the acts or incidents of dating violence that occurred at school was physical abuse.⁷*

Many of these warning signs make a connection to one student in the relationship asserting control and power over the other. Recognizing one or more signs of teen dating violence plays an important role in shaping a policy to prevent, educate and intervene in acts or incidents of dating violence.

³ Adapted from *A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence*, Rhode Island Department of Elementary and Secondary Education, 2008.

⁴ Office of the Attorney General, Crime and Violence Prevention Center, 2003-2004 *California Student Survey, Brief 4*.

⁵ Ibid.

⁶ Centers for Disease Control and Prevention, *Surveillance Summaries*, May 21, 2004, MMWS 2004:53 (No. SS-2)

⁷ Christian Molidor, Richard M. Tolman, *Gender and Contextual Factors in Adolescent Violence*, *Violence Against Women*, Vol. 4, No. 2 (1998): 180-94

1. Information on safe, appropriate school, family, peer and community resources available to address dating violence.

The following agencies and resources are designed to assist students and their families in the prevention, education, and treatment regarding acts or incidents of dating violence.

Statewide

New Jersey Domestic Violence Programs by County.

<http://www.state.nj.us/dca/divisions/dov/resources/countyresourcesdv.html>

New Jersey Coalition for Battered Women

Programs and counseling for Domestic and Dating Violence.

24 Hour Helpline: (800) 572-SAFE

<http://www.njcbw.org/>

Southern New Jersey

Atlantic County:

Atlantic County Women's Center Violence Intervention Program

24 Hour Helpline: (800)286-4184

www.acwc.org

Camden County:

Jewish Family & Children's Service

Domestic Abuse Program S.A.R.A.H.

(856) 424-1333

<http://www.jfcssnj.org/programs-and-services/Counseling/Domestic-Abuse-Program-Project-SARAH>

Camden County:

Camden County Women's Center

Domestic and Dating violence service for all victims

24 Hour Helpline: (856) 227-1234

www.camdencountywomenscenter.org

Cape May County:

C.A.R.A.

The Coalition Against Rape and Abuse

24 Hour Helpline: (877) 294-2272

<http://www.cara-cmc.org/>

Cumberland County:
Center for Family Services
24 Hour Helpline: (800) 225 -0196
<http://www.centerffs.org/>

Educational Resources on Dating Violence

Curriculum Resources

Liz Claiborne Inc.
School based curriculum and other educational resources
<http://loveisnotabuse.com>

Liz Claiborne Inc. and the Centers for Disease Control
Educational resources
<http://www.vetoviolenace.org/datingmatters/>

Hazelden Safe Dates Prevention Program for Dating Abuse and Violence
<http://www.hazelden.org/web/go/safedates>

The United States Department of Health and Human Services
Teen Violence Prevention Programs
http://www.childwelfare.gov/systemwide/domviolence/prevention/teen_dating.cfm

Policy Resources

Rhode Island Department of Education *Guide to Preventing Bullying, and Teen Dating Violence*
http://www.ride.ri.gov/commissioner/edpolicy/documents/20080401_guidebullyingtdv_v1_kr.pdf

Rhode Island Department of Education Dating Violence Tool Kit
http://www.ride.ri.gov/commissioner/edpolicy/documents/20080401_guidebullyingtdv_v1_kr.pdf

Internet Resources

FREE 1 hour Staff Training from Liz Claiborne & the CDC:

www.cdc.gov/violenceprevention/datingmatters.html

Centers for Disease Control and Prevention
Violence Prevention
<http://www.cdc.gov/violenceprevention/>

Texas Council on Family Abuse
Teen Dating Violence Information and Resources
<http://www.tcfv.org/our-work/prevention/teen-dating-violence-information-resources>

The United States Department of Justice
Dating Violence
<http://www.ovw.usdoj.gov/datingviolence.html>

Futures Without Violence (Formerly Family Violence Prevention Fund)
The Facts on Domestic, Dating, and Sexual Violence.
<http://www.futureswithoutviolence.org>

Break the Cycle
Dating Violence Resources
<http://www.breakthecycle.org>

Love is Respect
Dating resources for parents, teens and educators.
<http://www.loveisrespect.org>

Start Strong Teens
Building Healthy Teen Relationships
<http://www.startstrongteens.org/>

Appendix

A. Student Safety Plan

STUDENT NAME _____ **Grade** _____ **H.R.** _____

ADMINISTRATIVE Staff _____

VICTIM SAFETY PLAN⁸

A safety plan should be considered when a student discloses dating violence and abuse, whether or not a Restraining Order/No Contact Order has been issued by the court.

NOTE: Administrative staff should develop this plan with the victim, in an effort to empower the victim and keep him/her safe. A safety plan needs to be individualized, as every victim has unique needs and challenges.

1.) Any Schedule Changes Made (attach revised schedule) School should consider who will notify the teachers, what if there's only one AP English course in the school and both parties take the course?

2) School Arrival (change in time, entrance, transportation, with whom, etc...)

3) Locker (Is there a gym locker as well? How will the student access their locker ex. five min-utes early?)

4) Lunch (Is the cafeteria safe? Can the victim experience retaliation from friends of the perpetrator? Can the eating schedule be changed? Who will alert cafeteria staff of the order?)

5) Route Changes (include places to avoid/watch for, after school activities and team schedules, travel to and from school, class, etc.)

6. School Departure (*time, entrance, designated friend, etc.*)

7. STAFF: *Let the victim select one staff member that they feel comfortable with.. This staff per-son should be available for student for "check-ins" and support as needed.*

Support Staff _____

8. Additional Staff to Share Plan With: (Administrators, Teachers, Guidance Counselors, Re-source Officer, Lunch Aides, Bus Driver, Coaches, School Nurse, etc.)

9. Support Network of Peers: (to accompany student throughout the day if necessary)

10. Strategies to Problem Solve: Have the victim think through different ways s/he will react and deal with emergency situations, where they would go? Who would they call? Consider strategies to assess dangerousness, threats, Etc.

11. Any Additional Special Conditions: Are there other extracurricular school activities/events which present conflicts? How are they to be addressed?

12. School has completed the Restraining Order/ No Contact Order School Checklist.

⁸ Adapted from *A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence*, Rhode Island Department of Elementary and Secondary Education, 2008.

B. Stay Away Agreement

SCHOOL-BASED STAY AWAY AGREEMENT⁹

The intent of this agreement is to increase safety for students who have been the victim of bullying, sexual harassment, dating violence, or sexual violence. It is to be administered in a conference with the alleged perpetrator and his or her parent/guardian (if available).

Name of student: _____

Date of most serious incident: _____

Description of behaviors involved in incident:

Date of assessment: _____

Date of parent/guardian notification: _____

In order to protect the rights and safety of all members of our school community, you are required to stay away from (name of student)

_____ at all times during the school day and at any school-sponsored event. This means that you may not approach, talk to, sit by, or have any contact, direct or indirect (e.g. through friends, electronic) with (name of student)

_____ at school or on school property, school buses, and bus stops and/or at any school sponsored event.

In addition, the following actions are effective immediately:

Arrival/Departure

Time: _____ Entrance: _____

Bus/Parking: _____

Current Schedule: _____

New Schedule: _____

Lunch: _____

Locker: _____

Extracurricular Activities: _____

Other disciplinary actions: _____

Violations of this agreement and acts of retaliation directly or indirectly toward the victim or the victim's friends or family members will be taken seriously and will result in further disciplinary actions. Your compliance will be monitored by (name and staff title):

_____ Agreement is valid from _____ date to _____ date

This agreement will be reviewed on _____ date

Signatures:

Student: _____ Date: _____

Administrator: _____ Date: _____

cc: Principal * Assistant Principal * Counselor * School Resource Officer

⁹ Adapted from *A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence*, Rhode Island Department of Elementary and Secondary Education, 2008.

C. Student Complaint Form

**Student Complaint Form for reporting
DATING VIOLENCE and SEXUAL VIOLENCE¹⁰**

Name: _____ Student ID: _____

Grade: _____ Date: _____ Time: _____ School: _____

Please answer the following questions about the most serious incident:

List the name of the alleged perpetrator(s) of bullying, sexual harassment, dating violence, or sexual violence:

Relationship between you and the alleged perpetrator: _____

Describe the incident: _____

When and where did it happen? _____

Were there any witnesses? yes no If yes, who? _____

Is this the first incident? yes no

If no, how many times has it happened before? _____

Other information, including previous incidents or threats: _____

Student or parent declines to complete this form: Initial: _____ Date: _____

I certify that all statements made in the complaint are true and complete. Any intentional misstatement of fact will subject me to appropriate discipline. I authorize school officials to disclose the information I provide only as necessary in pursuing the investigation.

Signatures

Student: _____ Date: _____

School official receiving complaint: _____ Date: _____

School official conducting follow-up: _____ Date: _____

These documents should remain confidential.

¹⁰ Adapted from *A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence*, Rhode Island Department of Elementary and Secondary Education, 2008.

CHERRY HILL PUBLIC SCHOOLS

2012-2013 CALENDAR

AUGUST 2012						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2013						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

August

29, 30 Full Day Teacher in-service

September (16 Student Days)

3 Labor Day
 4 Students report - 1st Day
 Half Day Elementary Only
 17, 18 Schools Closed
 26 Schools Closed

October (23 Student Days)

November (17 Student Days)

6 Full Day Teacher in-service
 8, 9 NJEA Convention
 21 Early Dismissal Students & Staff
 22, 23 Thanksgiving Recess

December (15 Student Days)

3,4,5,6 TBD - Early Dismissal ES & MS
 Conferences
 21 Early Dismissal Students & Staff
 24 - 31 Winter Recess

January (21 Student Days)

1 Winter Recess
 21 Martin Luther King's Birthday

February (19 Student Days)

18 Presidents' Day

March (15 Student Days)

8 Full Day Teacher in-service
 25-29 Spring Break

April (22 Student Days)

May (22 Student Days)

27 Memorial Day

June (12 Student Days)

Graduation – East
 Graduation – West
 18 Last Day of School
 19 Full Day Teacher in-service
 (FLEX DAY)

182 Student Days/187 Teacher Days

***Snow Make Up Days:**

**Feb 18th
 June 19th
 June 20th**

SEPTEMBER 2012						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MARCH 2013						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER 2012						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2013						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

NOVEMBER 2012						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2013						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DECEMBER 2012						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2013						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JANUARY 2013						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

* If a snow makeup day is needed after Feb. 18, the in-service day will be moved to June 20. If two makeup days are needed the in-service day will be moved to June 21.

- If additional days are needed, they will be added to the end of the school year.

- No classes on days that are shaded.

- Circle indicates early dismissal for all students and staff.

- Last three days of school are early dismissal for elementary & middle schools. Schools will provide details.

- Early dismissal times: Grades Pre-K-5: 1pm; Grades 6-8: 12:30 pm;
 Grades 9-12: 12 noon.

This calendar is subject to change! Check the district website (www.chclc.org) for updates!

BOARD OF EDUCATION

Cherry Hill, New Jersey

POLICY 6172

HOME SCHOOLING

New Jersey law compels parents/guardians to cause children between the ages of six and sixteen:

“To attend the public schools of the district or a day school in which there is given instruction equivalent to that provided in the public schools for children of similar grades and attainments or to receive equivalent instruction elsewhere than at school.” (N.J.S.A. 18A:35-25)

The Cherry Hill Board of Education recognizes the right of parents/guardians and persons who have custody and control of children to provide such children with equivalent instruction through home schooling in accordance with applicable law.

If a parent/guardian decides to remove an enrolled student from his/her high school educational program, the parent/guardian will be required to complete a transfer form which includes information related to the intent to provide instruction elsewhere than at school for the purposes of collecting accurate data on high school enrollment. For any other circumstances, the Board encourages parents to notify the District’s registration office of the intent to educate the child elsewhere than at school so that questions do not arise with respect to the parent’s compliance with the compulsory education law.

The Cherry Hill Board of Education will not assume any responsibility to ensure, through a testing program, that an equivalent education is being provided to children receiving instruction in a private school or at home. Testing will not be provided for home-schooled students.

Home-schooled children will not be carried on the attendance register of pupils enrolled in the Cherry Hill Public Schools and will, therefore, not be eligible to attend any school function limited to enrolled students, or to participate in extracurricular activities.

The Board shall not be expected to provide materials, supplies, textbooks, auxiliary services such as health, library, music, art, special programs, such as those for gifted and talented pupils, or other co-curricular activities to children who are home-schooled.

Home-schooled children are not entitled to, and will not receive, a diploma or a certificate of completion from the Cherry Hill Board of Education.(Board of Education Policy IHF: Graduation Requirements).

The Superintendent will develop administrative procedures to implement this policy.

Legal References: *N.J.S.A. 18A:38-25*

N.J.S.A. 18A:38-27 -- 18A:38-31

Forstrom v. Byrne, 341 N.J.Super. 45 (App. Div. 2001)

State v. Vaughn, 44 N.J. 142 (1965)

State v. Massa, 95 N.J. Super 382 (1967)

Related Procedure:

 Procedure H-4: Home Schooling

Approved: 11/18/96

Revised: 5/18/98, 5/23/00

DRAFT

CHERRY HILL PUBLIC SCHOOLS

Cherry Hill, New Jersey

H-4

ADMINISTRATIVE PROCEDURE HOME SCHOOLING

- A. Parents/guardians will be required to notify in writing the Cherry Hill Board of Education Prior to the beginning of each school year that they intend to exercise the option to educate their children through home schooling.

Parents/guardians will submit this letter with the proposed curriculum plans to the Office of Educational Services. The "Home Schooling Notification" form will be used to verify home schooling. This verification letter will be sent to the Board of Education for their review.

- [B. The Cherry Hill Board of Education will not assume any responsible to ensure, through a testing program, that an equivalent education is being provided to children receiving instruction in a private school or at home. Testing will not be provided for home-schooled students.

- C. Home-schooled children will not be carried on the attendance register of pupils enrolled in the Cherry Hill Public Schools and will, therefore, not be eligible to attend any school function limited to enrolled students, or to participate in extracurricular activities.

The Board shall not be expected to provide materials, supplies, textbooks, auxiliary services such as health, library, music, art and child study team services, special programs, such as those for gifted and talented pupils, or other co-curricular activities to children who are home-schooled.

Cherry Hill Public Schools' obligation to provide assistance for families who participate in home schooling shall be limited to providing the following:

1. Names and publishers of textbooks used at specific grade levels.
(Parents will purchase textbooks on their own).
2. Scope and sequence and curriculum guides which may be purchased at a cost per page or at a rate established for the sale of curriculum guides.]

- D. When a parent/guardian requests the use of Cherry Hill Public Schools' curriculum and textbooks, the following actions will be taken.

1. Elementary: The course outlines and list of textbook publishers will be provided by Central Administration.
 2. Secondary (6-12): The Course outlines and list of textbooks will be provided by the school administrator through the guidance office.
- E. When a student who has been home-schooled seeks admission to a Cherry Hill Public School, the student will be objectively evaluated by the district to determine the student's skill and achievement levels prior to making a decision as to the acceptability of credits or appropriate grade level placement.
- [F. Home-schooled children are not entitled to, and will not receive, a diploma or a certificate of completion from the Cherry Hill Board of Education. (Board of Education Policy IHF: Graduation Requirements).]
- G. Use of school facilities by home-schooled children shall be limited to the consideration provided the general public.

Related Policy:

Policy 6172: Home Schooling Equivalent Education

Approved: 11/7/96
Revised: 5/18/98, 5/23/00