5751 SEXUAL HARASSMENT OF STUDENTS

The Board of Education will not tolerate sexual harassment of students by school employees, other students, or third parties. Sexual harassment of students is a form of prohibited sex discrimination. In accordance with Title IX of the Education Amendments of 1972 and the Code of Federal Regulations (CFR), 34 CFR §106, the school district adopts this Policy and implement practices to investigate and resolve allegations of sexual harassment of students engaged in by school employees, other students, or third parties pursuant to 34 CFR §106.3(c). In addition, reports of sexual harassment shall also be investigated in accordance with the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

For the purposes of Policy 5751 and in accordance with 34 CFR §106:

1. "Sexual harassment" (34 CFR §106.30(a)) means conduct on the basis of sex that satisfies one or more of the following:

    a. An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on a student's participation in unwelcome sexual conduct;

    b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school district's education program or activity; or

    c. "Sexual assault" as defined in 20 U.S.C. §1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. §12291(a)(10), "domestic violence" as defined in 34 U.S.C. §12291(a)(8), or "stalking" as defined in 34 U.S.C. §12291(a)(30).

Sexual harassment may take place electronically or on an online platform used by the school, including, but not limited to, computer and internet networks; digital platforms; and computer hardware or software owned or operated by, or used in the operations of the school.

In accordance with 34 CFR §106.8(a), any person may report sex discrimination, including sexual harassment using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

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A school district with "actual knowledge" of sexual harassment in the educational program or activity of the school district against a student, must respond promptly in a manner that is not "deliberately indifferent".

Any school employee who receives a complaint of sexual harassment or is aware of behavior that could constitute sexual harassment is required to report that information to the Title IX Coordinator in accordance with the provisions of 34 CFR §106.8(a) and B.1. of Regulation 5751. The district must report any potential child abuse in accordance with N.J.S.A. 18A:36-24; N.J.S.A. 18A:36-25; N.J.A.C. 6A:16-11.1; and Policy and Regulation 8462.

The Title IX Coordinator shall notify persons entitled to a notification pursuant to 34 CFR §106.8(a)(1) that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and Policy and Regulation 5751 not to discriminate in such a manner in accordance with 34 CFR §106.8(b)(1).

The Title IX Coordinator shall prominently display the contact information required to be listed for the Title IX Coordinator pursuant to 34 CFR §106.8(b)(2)(i) on the school district's website and in each handbook or catalog the school district makes available to persons entitled to a notification in accordance with 34 CFR §106.8(a). Policy and Regulation 5751 shall be prominently displayed on the district's website and accessible to anyone.

Supportive measures shall be available to the Complainant, Respondent, and as appropriate, witnesses or other impacted individuals.

The school district shall use the grievance process outlined in 34 CFR §106.45 and Regulation 5751 to address formal complaints of sexual harassment. The school district shall offer both parties an appeal process as outlined in 34 CFR §106.45 and Regulation 5751 from a determination regarding responsibility for sexual harassment and from the Title IX Coordinator's dismissal of a formal complaint or any allegations of sexual harassment.

The Title IX Coordinator shall be responsible for effective implementation of any remedies in accordance with 34 CFR §106.45(b)(7)(iv). The appropriate school official designated by the Superintendent, after consultation with the Title IX Coordinator, will determine sanctions imposed and remedies provided, if any.

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Consistent with the laws of New Jersey a student's parent must be permitted to exercise the rights granted to their child under this Policy, whether such rights involve requesting supportive measures, filing a formal complaint, or participating in a grievance process.

The Superintendent or designee shall ensure that Title IX Coordinators, investigators, decision-makers, appeal officer, and any person who facilitates an informal resolution process, receive training in accordance with 34 CFR §106.45(b)(1)(iii).

The school district or any employee of the school district shall not intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or Policy 5751, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy, in accordance with 34 CFR §106.71(a).

For each school district response to sexual harassment required under 34 CFR §106.44, the school district shall create and maintain for a period of seven years, records in accordance with 34 CFR §106.45(b)(10).

The Superintendent or designee shall consult with the Board Attorney to ensure the school district's response to allegations of sexual harassment and the school district's grievance process are in accordance with 34 CFR §106.44 and 34 CFR §106.45.

Any time a report is made to the Title IX Coordinator or formal complaint is filed pursuant to this Policy and in accordance with 34 CFR §106, the Title IX Coordinator shall forward the report or complaint to the Principal of the school building attended by the alleged victim for the Principal to follow the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

34 CFR §106
United States Department of Education, Office for Civil Rights – Questions and Answers on the Title IX Regulations on Sexual Harassment (July 20, 2021)

Adopted: January 18, 2022

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7460 ENERGY CONSERVATION

Energy Policy Mission Statement

The Readington Township School District affirms its commitment as an energy-conscious organization through these guidelines which will advance energy efficient building operations and behavioral strategies. A comfortable learning environment will be maintained and health, safety and security will not be compromised.

We believe it is important to develop an energy-efficient culture and support awareness about the resultant positive environmental impacts and learning opportunities. We will achieve this through the education of our students, and the training of our faculty and staff. It is consistent with the District's educational mission that all staff and students learn and practice ways to reduce energy consumption on a daily basis and to instill lifelong habits for energy conservation; therefore, everyone is required to abide by the following energy guidelines.

As ancillary and not in consequential benefit, effective energy conservation measures will also conserve District funds.

1. Lighting

Lighting will be turned off in any area that is unoccupied, except for gymnasiums, corridors, stairwells and exits as required by code, or where necessary to maintain an appropriate level of safety. Lighting in school buildings will remain off until 30 minutes before school starts and lights will be shut off 30 minutes after school ends, except in areas occupied with early-morning events, after-school programs, evening events or other scheduled activities.

- Natural sunlight should be used in place of electrical light when available, depending on area use and specifications.
- Partial lighting will be used where available when only a portion of a room is occupied.
- Lighting levels will be maintained in accordance with the Illuminating Engineering Society (IES) of North America standards:

Task Area	Foot-candles*
Corridors, stairways, rest rooms	10-20
Storage rooms	10-50
Conference rooms	50
General offices	30-50
Classrooms	50
Cafeterias	30-50
Gymnasiums/Auditoriums	30-50
Parking areas (uncovered)	1-2

*A measure of light intensity on a surface being illuminated. Defined as one lumen of light per one square foot of surface area.

- IES lighting standards will be assessed and maintained through delamping and will be a consideration for remodeling and new construction permits.
- Gym lights will be turned off if the area will be unoccupied for a period in excess of 30 minutes for gymnasiums with high intensity discharge (HID) lights and five minutes for incandescent or fluorescent lights. When physical education classes are held outside, gym lighting will be limited to minimal walk-through lighting.
- Night custodians should turn lights on only in the area in which they are currently working.
- Lighting technology shall be evaluated periodically to determine whether improvements in efficiency will result in cost savings that exceed the cost of implementation.

2. Temperature Control

On regular school days, temperatures will be maintained for the entire building 30 minutes before the start of school until 30 minutes after dismissal. Special consideration will be given to certain preschool and special education classrooms when appropriate.

The temperature ranges will be maintained within the ranges established. The inability of mechanical systems to meet this requirement will be addressed as a high priority problem:

Heating Season/Cooling Season

Areas	No Greater Than	No Less Than
Classrooms (grades K-12)	68-72 F	76-80 F
Auditoriums, Gymnasiums and Locker Rooms	65-70 F	76-80 F
Offices	68-72 F	76-80 F
Shop rooms	65-72 F	76-80 F
Halls	65-70 F	76-80 F
Kitchens/Cafeterias	65-70 F	76-80 F

(Temperatures are measured four feet above floor level in the center of the room.)

- Night setback temperatures should be 10 degrees Fahrenheit lower than occupied times for all areas without scheduled events.
- Staff and students are encouraged to dress appropriately for the season.
- Main boilers will remain off after the heating season, with the exception of Holland Brook School where it is required for proper summer HVAC balancing.
- Windows should be kept closed during the heating season and when air-conditioning units are in operation.
- After school hours, all classroom and office windows will be closed, and blinds and shades will be drawn.
- Doors should be closed in unoccupied areas and classrooms to maintain room temperatures.
- Exterior doors and inner vestibule doors shall not be blocked open unless there is a delivery in process.

3. Ventilation

- All vents will be unobstructed to maintain proper airflow and function of the equipment.
- Ventilation systems will be controlled to maintain the correct amount of air based on the needs of the space. Special attention will be paid to

gymnasiums because they are designed for full capacity, but rarely are fully occupied.

4. Scheduling

- Early morning events, evening events or other scheduled activities will be concentrated to the minimal number of rooms or wings within a building.
- Large areas, such as auditoriums and gymnasiums, should not be used for small groups unless necessary. Use of these areas will be coordinated with the facilities staff to reduce energy use during unoccupied times.

5. Computers and Other Electrical Equipment

- Computers will be set with a 10-minute sleep-mode.
- Computers will be shut down at the end of the day.
- Computer monitors should be shut off when not in use.
- Electronics should be shut off at night.
- Power management features will be activated on all office equipment (e.g., printers, copiers) for those with the capability.
- Office equipment will be shut down nightly.
- Electronics and office equipment, with the exception of computers, should be unplugged during the summer.
- Personal beverage makers, warmers and space heaters are restricted from school district facilities, unless approved by the school Principal.
- Personal appliances will be shut off and unplugged at night, unless they are necessary for an educational program, as approved by the Principal.
- Refrigerators in the staff lounge and science areas will be emptied and unplugged during the summer unless in use for summer programs.
- Vending machines (soda, juice, water) not in use will be unplugged during the summer.
- Vending machines will be delamped.
- Vampire loads (i.e. any device that has a display or uses standby power) shall be unplugged when not in use.

6. Kitchens/Cafeteria

- Appliance and equipment "on" times will be as close as possible to the actual use.
- Ventilation fans should be used in conjunction with equipment use.

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- Vending machines will be delamped.
- Vampire loads (electronic device battery chargers) shall be unplugged when not in use.

6. Kitchens/Cafeteria

- Appliance and equipment "on" times will be as close as possible to the actual use.
- Ventilation fans should be used in conjunction with equipment use.

- Refrigerator and freezer doors should remain closed as often as possible.
- Unused kitchen equipment will be unplugged during the summer.
- Freezers will be consolidated during the summer.
- Upright freezers and walk-in coolers will be emptied, propped open and unplugged during the summer.

7. Peak Control Energy Days

- All staff will comply with energy reduction procedures during peak control energy days. Energy reduction levels will be met in order to fulfill contractual agreements with utility companies.

8. Water Heating

- Thermostats for hot water heaters will be set so water delivery temperature at all sinks will not exceed 100 to 120 F.
- Thermostats for hot water heaters that service dishwashing equipment will be set at 180 F.

9. Water Conservation

- Water leaks will be fixed as soon as possible.
- Efficient water practices will be considered during ground irrigation, including the collection of rainwater for school gardens.

10. Future Construction

- Energy and water efficiency will be a consideration for all future remodeling and new construction projects.
- ENERGY STAR products will be considered when purchasing any new equipment or appliances.

11. Exemption Procedures

- Any exceptions to this policy must be presented and approved by the school Principal and forwarded to the Coordinator of Green Initiatives and Sustainability. The appropriate exemption form and procedure steps can be obtained from the Coordinator of Green Initiatives and Sustainability.

Adopted: 22 March 2005
Revised: 26 February 2013
Revised: 18 January 2022

7461 DISTRICT SUSTAINABILITY POLICY

Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. It considers the interrelationship of economic, social, and environmental factors that protect and enhance present and future quality of life.

The Board of Education desires to conduct its operations and make decisions with identified sustainability priorities that include at a minimum: protecting students, staff, and community from environmental harm; preparing students for the future by educating for sustainability (knowledge of concepts and practices of environmental, social, and economic responsibility and sustainability); and include an intent to preserve current and future resources.

The Board believes by incorporating sustainable practices into school policies and operations it can make an immediate impact on student health, academic performance, and teacher retention while decreasing operational costs and demands on natural resources.

The Superintendent of Schools will establish a School District Green Committee, comprised of Board members, administration, the Green and Sustainability Initiatives Coordinator, staff, community members, and guests, to provide the Superintendent and the Board with information on the benefits of increased sustainability practices within the school district.

The Superintendent of Schools will establish a position related to the execution of green and suitability initiatives in the district. The position may be a stipend provided to a teaching staff member or administrator as well as a stand-alone position, if needed. The Superintendent will be responsible for developing a job description to be approved by the Board of Education suited to the position.

The Board wants to protect students, staff, school visitors, and community members from environmental harm and will strive to eliminate the use of potentially toxic and harmful substances; prepare students for the future by providing a high-quality education that support concepts and practices of environmental, social, and economic responsibility and sustainability; and preserving current and future resources by adopting practices in operations that balance environmental, social, and fiscal responsibility to protect and enhance the future quality of life.

The Board of Education authorizes the following sustainability practices to be implemented within the schools of the district:

Professional Development for Sustainability

Quality professional development of staff and Board members facilitates the effective transition to sustainability planning and practices for schools and school districts. Enhancing the knowledge of school personnel about the benefits and requirements of sustainability practices in a school setting increases the likelihood of a successful integration of sustainability into the school district's operations and promotes shared ownership of the outcomes.

The Board of Education will provide a minimum of two hours of time for professional development on sustainability topics to at least five members of the school district staff and/or members of the School District Green Committee.

The professional development for sustainability will provide a general understanding of the benefits of sustainable schools as well as specific information and guidance on undertaking some aspect of sustainability practices from planning to operations. The School District Green Committee, Board members, district administrators, and other school staff members will work together to identify Board members and staff members that would benefit from training on sustainability topics. Training needs will be determined based on plans to maintain, implement, or expand sustainable practices in the school district.

Once the training needs have been identified, various professional development offerings will be reviewed and evaluated to determine the learning concepts that will be included, the educational methods that will be incorporated, and the professional skills that will be imparted. Professional development that incorporates sustainability concepts across subject areas in the teaching curriculum will be a key consideration, as educating for sustainability lays the foundation for sustainable thinking and practice among students, staff, and the broader community.

The school district may choose to train multiple staff members on a particular sustainability topic, either by hosting the training internally or by sending a group to an external training event such as a professional association meeting. Outside experts or internal staff with expertise in sustainability may also be utilized to provide the training. The training hours may also be completed through webinars, online courses, or workshops. Individual staff members or Board members may be trained in different sustainability topics as relevant to their official role in the school district.

The school district will maintain sustainability training documentation that identifies the names and position of the individuals receiving training (groups of five individuals are recommended), along with the following course information: date, instructor or course provider, course description or syllabus, and course length. Course training times exclude time for breaks and meals from the two-hour training requirement. The two-hour training requirement does not have to be completed at a single event. For example, two one-hour training sessions or three forty-five minute sessions would meet the time requirement. The training hours must have occurred in the twenty-four months prior to submission for Sustainable Jersey for Schools certification, if such certification is desired.

Qualifying training includes courses or workshops on a topic related to sustainability in schools, from leadership, planning, policy, and curriculum development to teaching, enrichment, food service, transportation, and facilities management.

Green Purchasing Policy

Green purchasing, also known as Environmentally Preferable Purchasing (EPP), is the coordinated purchasing of goods and services to minimize impacts on human health and the natural environment. Alternatives exist for many products used by schools that are less hazardous, save energy and water, and reduce waste.

A simple first step will be for the school district to purchase as many products as possible made from recycled content that are themselves recyclable. Green purchasing moves beyond recycled materials and also takes into consideration the raw materials, including energy and water, used to manufacture products; the production process itself; the packaging and distribution method; and the distance of transport and proximity of production.

The School Business Administrator/Board Secretary or designee will provide an outline of the standards and procedures for selecting products based on environmental criteria. The specific standards and guidelines for selecting products will be based on established environmental criteria, as well as promote the adoption of this Policy to district staff members. The district will attempt to purchase, in accordance with the provisions of applicable purchasing laws: green cleaning supplies; green cleaning equipment; recycled paper; energy efficient appliances; and/or equipment purchases and green cleaning training.

Classroom Chemical Purchase, Storage, and Disposal Policy

The Board of Education requires outdated chemicals used in the school district as part of the school district's Chemical Hygiene Plan are routinely removed from school grounds and future purchases will attempt to curtail or eliminate storage of unneeded chemicals. The School Business Administrator/Board Secretary will coordinate a lab clean-out and clean-out of outdated and unneeded chemicals every eighteen months.

Classroom chemical purchase, storage, and disposal will be in accordance with Board of Education Policy 7420 – Hygienic Management and Regulation 7420.2 – Chemical Hygiene that is in accordance with Federal and State law.

Green Cleaning Policy and Plan

A well-designed Green Cleaning Program developed by the School Business Administrator/Board Secretary or designee will be designed to reduce harmful chemical exposure and yield positive benefits for students, custodial staff, administrators, teachers, and the environment by protecting the environment; providing a healthy learning and work environment; increasing the lifespan of facilities; and protecting the health of custodial, maintenance, and building staff.

This Policy incorporates recommendations from the district's Green Cleaning Plan which will commit to procuring and using green cleaning products and green equipment, support training for custodial and maintenance staff, and describe efforts to evaluate and monitor progress. This Green Cleaning Policy will be shared with the administration, school staff members, and the broader school community. Before adopting this Green Cleaning Policy, the district will develop a Green Cleaning Plan or Green Cleaning Action Plan that will inform the Policy and support an effective program.

The school district's Green Cleaning Program will incorporate green cleaning products and equipment as well as staff training; engage parents, students, and school organizations in the program implementation; and follow a comprehensive plan that articulates strategies for key building areas including classrooms, kitchens, gymnasiums, offices, and entry systems. In addition to the use of Green Cleaning products, the district's Green Cleaning Program will incorporate technologies like microfiber cloths to reduce the use of cleaning chemicals and HEPA-filtered vacuum cleaners to promote healthy indoor air quality.

The School Business Administrator/Board Secretary or designee will establish a District Green Cleaning workgroup that includes administrators, facility manager, custodial and maintenance staff, teachers, school nurses, support staff, parents,

and Green Team members, as well as other individuals interested in Green Cleaning to familiarize the team with Green Cleaning Program components, including Green Cleaning supplies and equipment, as well as the relationship to indoor air quality, chemical exposure, and cost-saving opportunities.

The development of the district's Green Cleaning Plan or Green Cleaning Action Plan will consider the following steps:

1. Complete building cleaning assessments by collecting facility and occupant information, and historical program strengths or weaknesses.

2. Create an inventory of custodial cleaning products and mechanical and non-mechanical equipment, and determine if they meet Green Cleaning standards.

3. Assess staff training and identify training needs and program resources available to support training. Determine how existing policies and procedures can be modified to utilize the wide range of Green Cleaning techniques and concurrently meet accepted levels of clean for specific areas of the facility.

4. Develop a plan with goals and strategies for cleaning procedures, Green Cleaning supplies, Green Cleaning equipment, and building facility enhancements (like expanded use and maintenance of walk-off mats at entrances). Benchmarks to guide the transition to Green Cleaning are critical due to training, product sourcing, and purchasing and staffing considerations.

5. Identify the Green Cleaning standards that will be used to purchase Green Cleaning equipment, non-mechanical equipment, and Green Cleaning custodial supplies. Possible standards include, but are not limited to:

    a. Carpet and Rug Institute, Green Vacuum Cleaner Standards.

    b. ISSA, Construction Industry Management Standard for Green Buildings that supports Leadership in Energy and Environmental Design (LEED) certification.

c. EcoLogo Certified products, services and packaging are certified for reduced environmental impact. ECOLOGO Certifications are voluntary, multi-attribute, lifecycle based environmental certifications that indicate a product has undergone rigorous scientific testing, exhaustive auditing, or both, to prove its compliance with stringent, third-party, environmental performance standards.

d. Environmental Protection Agency's (EPA's) Safer Choice label helps consumers, businesses, and institutional buyers identify cleaning products and others that perform well and are safer for human health and the environment.

e. Green Seal standard provides sustainability standards for products, services, and companies based on life-cycle research. Green Seal standards provide criteria and guidelines for manufacturers, service providers, and companies to work toward sustainability. Green Seal has 31 issued standards that cover over 375 product and service categories. Examples of Cleaning Products and Services include the GS-42 Commercial and Institutional Cleaning Services, GS-34 Cleaning and Degreasing Agents, GS-37 Green Cleaning Services, GS-40 Floor-Care Products for Industrial and Institutional Use, and GS-41 Hand Cleaners for Industrial and Institutional Use.

f. U.S. Green Building Council's Leadership in Energy & Environmental Design-Existing Buildings criteria; or ISSA Cleaning Industry Management Standard for Green Buildings.

g. Other standards that meet or exceed those listed above are also acceptable.

6. Green Cleaning Action plans may also incorporate implementation timeframes and program-monitoring requirements.

Disposal of Electronic Waste

Inappropriate handling and disposal of electronic equipment (e.g., computers, monitors, printers, servers, phone systems, etc.) can cause the release of toxic

chemicals into the workplace and environment resulting in the exposure of workers and adjacent human and wildlife populations.

Electronic equipment within the district is routinely removed as either non-functional or outdated. The School Business Administrator/Board Secretary shall give preference to vendors who will reuse/refurbish such equipment. If such equipment will be disposed, contractual preference shall be given to vendors certified to R2:2013 – The Responsible Standard for Electronic Recyclers (R2) (or most current revision thereof). This standard specifies environmental, health and safety procedures for certified facilities that directly benefit workers, the communities in which they operate and the environment.

Long-Range Facilities Planning for Sustainability

The district is comprised of buildings as old as 100 years. Major system components such as boilers have a service life on the order of decades, as does a facility such as a cafeteria. Whenever upgrading or retrofitting the physical plants of buildings, the district's sustainability goals should be considered and implemented as feasible.

While emergency repairs may require the direct replacement of a failed component, planned upgrades at the end of service life should incorporate a more holistic systems-level analysis for opportunities to achieve sustainability goals. As examples, when there is a need to replace boilers in a building, the entire HVAC system should be evaluated for possible redesign and replacement to maximize efficiency and comfort. When retrofitting a cafeteria, look for ways to employ equipment that will help reduce the need for disposables, and minimize the generation of landfill waste.

The School District Green Committee (the formation of which is mandated above) will develop a list of potential projects to be incorporated into the district's Long-Range Facilities Plan for consideration in that appropriate context.

Green Building: Facility Operations, Maintenance, Construction, and Renovations

The Readington Township Board of Education will strive to develop and implement an operations and maintenance program for its buildings and facilities that embraces practices for energy conservation, energy cost containment, and revenue enhancements. Green Cleaning with the use of green/environmentally friendly products will be utilized by staff and vendors where at all possible.

In addition, it will be the administration's goal to develop construction or renovation projects that adhere to LEED Silver standards. Furthermore, when economically viable and practical, the Readington Township Board of Education will develop site improvements that will attempt to reduce greenhouse gases while promoting environmentally-friendly lifestyles. Potential steps could include increased utilization of landscaping plantings, school gardens/learning centers, and greening of selected locales

Waste Reduction Policy

It shall be the policy of the district to identify activities that generate unnecessary waste, to evaluate practices which will result in waste reduction and implement those that do not interfere with the educational and operational mission of the district.

As examples, paper usage and waste can be reduced by: relying upon electronic communications; limiting printing of those communications; default double-sided printing of documents; printing short memos or documents twice on one sheet to be cut and distributed as a ½ sheet; limiting the use of envelopes and binders for non-confidential communications.

Vendors may be required to deliver bulk items in returnable packaging or, in the case of furniture, moving blankets.

Promoting Physical Activity

In addition to high-quality physical education classes in the school district taught by certified and well-supported physical education teachers, multiple opportunities exist before, during, and after school to enable young people to achieve the U.S. Department of Health and Human Services' recommended sixty minutes of physical activity per day. They include: recess, physical activity breaks, before and after school programs, and the use of school facilities outside school hours.

The Healthy, Hunger-Free Kids Act of 2010 requires every school district that participates in Federal school meals programs to have a local school Wellness Policy that includes goals for physical activity. The Board of Education has adopted Policy 8505 – Local Wellness Policy/Nutrient Standards for Meals and Other Foods to meet this requirement. The Board of Education shall annually appoint a wellness coordinator. The Board of Education promotes a comprehensive school-based physical activity program in accordance with Board policy that will permit students to safely walk to and from school, to ride bicycles

to and from school, and some of the activities and programs listed below to promote physical activities:

1. Recess: The district will provide a recess period on most school days for Kindergarten through fifth grade students;

2. Physical Activity Breaks: Teachers may periodically conduct three to five minute "physical activity breaks" or "brain energizers" and incorporate physical activity into academic lessons to help improve student performance and on-task behavior;

3. Before and After School Programs: Elementary and Middle Schools in the district will attempt to offer a minimum of two types of extracurricular programs that provide students with opportunities for physical activity beyond school hours. A high school will offer additional extracurricular programs that provide students with opportunities for physical activity beyond school hours;

4. If the district offers a before and/or after school student care program for children, either directly or through a contractor, such programs shall incorporate physical activity as a component of the daily schedule;

5. Intramural sports, which are organized sports that often emphasize fun as well as competition and involve students from the school of all skill levels who may not want to participate in an interscholastic sport;

6. Physical activity clubs that allow students to pursue specific interests or explore new activities;

7. Use of School Facilities Outside School Hours: The district may, in accordance with Board Policy, allow for the joint use of school facilities by community recreation programs offered by municipal or parks and recreation commissions, outside agencies, and/or youth-serving organizations on evenings, weekends, and during breaks in the school calendar.

8. Staff and student mindfulness practices will incorporate physical activity to achieve enhanced wellness.

Safe Routes to School

Safe Routes to School is a nationwide movement aimed at encouraging elementary and middle school students to walk or bicycle to school. The goal of New Jersey's Safe Routes to School initiative is to get children walking and bicycling to school where it is safe and to make it safe where it is not safe. In support of this initiative, the Board has adopted Policy 8505 – Local Wellness Policy/Nutrient Standards for Meals and Other Foods, Policy 8600 – Transportation, and Policy 5514 – Student Use of Vehicles The Board of Education and the administration will collaborate with municipal, county or State transportation, land-use planning, law enforcement, and other agencies to plan, construct, and encourage the use of safe, accessible, and convenient pedestrian and bicycle routes to and from school.

The Board recognizes the benefits of students walking or riding a bicycle to school on a safe route. Understanding there may not be a safe walking or biking route to and from school for every student, this physical activity for a student is both mentally and physically beneficial.

Students walking and riding a bicycle to school will be required to comply with Board policies, all safety and school rules, and regulations. A list of conditions explaining the rules and expectations of the student and parent will be provided by the Principal or designee.

The Board of Education will post this Policy on the school district website along with samples of the district's outreach activities to staff, students, and parents notifying them of the Policy adoption. Outreach activities/materials will include district newsletter articles, email blasts, presentations/announcements at Board of Education or district-wide staff meetings, and other public events.

Active Transportation: Biking and Walking Policy

The Readington Township Board of Education supports active transportation, including walking and bicycling, to and from school as long as students live within walking distance and there are adequate facilities. Walking, bicycling, public transit use, and other forms of active transportation not only save costs related to busing students, but they also allow students to engage in physical activity, which reduces the risk of obesity and related chronic diseases such as diabetes, heart disease, stroke, and cancer. Physical activity also improves mental health, attendance, and academic performance. The District is committed to collaborating with municipal, county, or state transportation, land-use planning,

law enforcement, and other community agencies to plan, construct, and encourage the use of safe, accessible and convenient pedestrian and bicycle routes to school.

Walking specific guidelines are as follows: Walking is among the best ways to promote student well-being. The District supports walking as transportation as long as students live within walking distance and there are adequate facilities. Walking provides physical activity, decreases congestion and pollution, and provides pedestrian skills and healthy habits that will last a lifetime. Parents are discouraged from driving children to school, particularly since motor vehicle crashes are the leading cause of death among school-age children. The District supports students' participation in Safe Routes to School programs. The District regards walking to school by students as an assumption of responsibility by students and their parents – a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration towards others. The District assumes no liability for injuries occurring outside school property. The District strongly recommends that students and their parents follow recommended walking safety guidelines and always use their common sense and good judgment. If crossing guards are available, students and parents should cross where crossing guards are located. Students should use crosswalks. A crosswalk is an extension of the road, sidewalk, curb or edge of the shoulder at an intersection. Crosswalks may be either marked with painted stripes or unmarked. School employees and parents/caregivers are role models for children, and older children should be models for younger children. Role models have a responsibility to follow the laws and rules for safe walking, bicycling and driving to ensure the safety of all road users - pedestrians, bicyclists, and motorists.

The District expects parents and guardians to make students aware of the following safety tips:

1. If there is a crosswalk, use it. (N.J. state law Title 39:4-36)

2. Before crossing, look left, right, and left again to make sure the road is clear. Continue looking while you cross and listen for traffic.

3. Do not cross the street from between parked cars.

4. If you are walking at dawn, dusk or after dark, wear light-colored or reflective clothing.

Bicycling specific guidelines are as follows: Bicycling is among the best ways to promote student well being. The District supports bicycling as transportation as long as students live within bicycling distance and there are adequate facilities.

Bicycling provides physical activity, decreases congestion and resulting pollution and provides skills and healthy habits that will last a life-time. Parents are discouraged from driving children to and from school, particularly since motor vehicle crashes are the leading cause of death among school-age children. The District supports students' participation in Safe Routes to School programs. The District regards the riding of bicycles to school by students as an assumption of responsibility by students and their parents – a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration towards others. The District assumes no liability for injuries occurring outside school property. The District strongly recommends that students and their parents follow recommended bicycling safety guidelines and always use their common sense and good judgment. School employees and parents/caregivers are role models for all children, and older children should be models for younger children. Role models have a responsibility to follow the laws and rules for safe walking, bicycling and driving to ensure the safety of all road users (pedestrians, bicyclists, and motorists). All students under 17 must wear a helmet when riding a bicycle. All bicyclists, including employees and parents/caregivers should wear a properly fitted helmet when riding.

Students should follow state law and safety guidelines for bicyclists:

1. According to N.J. state law, anyone under 17 that rides a bicycle must wear a helmet at all times (N.J. state law Title 39:4-10.1). Any student without a helmet will have their bicycle confiscated by the Building Administrator until a parent or guardian picks it up. Noncompliance with this rule will result in disciplinary action.

2. In New Jersey, bicycles are defined as vehicles under the state motor vehicle code contained in NJSA Title 39:4. Parents and students should be aware of these state bicycling laws and follow them at all times. Riders must follow the rules of the road including but not limited to:

a. Obeying all traffic lights and signals (N.J. state law Title 39:4-14.1, 39:4- 14.2, 39:4-10.11),

b. Using hand signals before making turns,

c. Only one rider per seat – never let a friend ride on the handlebars or wheel pegs (N.J. state law Title 39:4-12),

d. Stopping and looking left, right, then left again before leaving driveways or entering any street,

e. Riding with traffic (N.J. state law Title 39:4-14.2, 39:4-10.11). Don't ride too close to parked cars – doors can open suddenly,

f. Riding where drivers can see you and don't swerve between cars,

g. Equipping the bicycle with a bell or other audible device that can be heard at least 100 feet away, but not a siren or whistle (N.J. state law Title 39:4- 11), and

h. If you must ride at dawn, dusk or after dark, use headlights and tail lights – white in the front and red in back (N.J. state law Title 39:4-10).

3. Bicycles ridden to school should be roadworthy and regularly maintained. Students should test tires for air before riding and make sure brakes work (N.J. state law Title 39:4-11.1). While at school, students must comply with these rules:

a. Bicycles may not be ridden on school grounds during arrival and dismissal; they must be walked.

b. Bicycles must be parked in the racks provided. Students must bring and use bicycle locks.

c. Helmets must be stored in locker, backpack or attached to bicycle.

d. Students are not to interfere with any bikes, helmets or other equipment (steal, unlock quick releases, bounce helmets, etc.).

The School District/Board or its subsidiaries are not liable for any equipment or property damage.

Social and Emotional Learning

The Board of Education supports the social and emotional learning (SEL) initiative to foster student and staff development and wellbeing. The program is designed to foster the ability to feel connected, valued, and secure in digital and non-digital learning environments cultivated by a shared sense of community. The purpose of SEL is for students to develop skills that promote the five core competencies from the CASEL framework, including: social awareness, self-awareness, responsible decision-making, relationship skills, and self-management. Like the definition of the term sustainability, SEL considers the interrelationship of economic, social, and environmental factors that protect and enhance present and future quality of life.

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