

September 2009

Dear Parents,

Over the past few years our state and federal legislatures have enacted a series of bills that require parent notification. Rather than sending them home separately we have decided to combine them into a single list. Please sign and return the receipt below acknowledging that you have received the required notices.

After reviewing the enclosed items, if you have any questions, concerns or comments do not hesitate to contact this office.

Thank you,

Roger A. Caruba
Superintendent

Enclosures:

Affirmation Action
Drug & Alcohol
Americans with Disabilities
Asbestos Plan
Right to Know
Harassment, Intimidation & Bullying
Family Living Standards (New Jersey)
Integrated Pest Management Notice
Integrated Pest Management Plan
Highly Qualified Notice (Federal)
New Jersey Family Care (New Jersey)

This is to acknowledge that the parents/guardians of _____ have received the required state and federal notices.

Print Name

Signature

Date: _____

AFFIRMATIVE ACTION POLICY

The Rumson Board of Education guarantees to all persons equal access to all categories of employment, retention, and advancement in this district, regardless of race, color, age, creed, religion, sex, national origin, political affiliation, marital status or nonapplicable handicap, without favoritism or harassment as required by Title IX of the Educational Amendments of 1973 and NJAC 6:4-1 et seq.

An intensive affirmative action program shall be an integral part of every aspect of employment not limited to but including upgrading; demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation including fringe benefits; employment selection or selection for training and apprenticeships; promotion, or tenure.

The board-designated affirmative action officer; shall:

1. Discover and correct any existing inequities, and
2. Prevent any discrimination in hiring in the future.

Gayle Gunning, Director of Special Services, is the Affirmative Action Officer for the school district and is available at 732-842-0811. A complete copy of the board's policy is available upon request.

DRUG & ALCOHOL POLICY

The Board of Education recognizes that the misuse of drugs by any pupil seriously impedes that pupil's education and threatens the welfare of the entire school community. The board is committed to the prevention of drug abuse and the rehabilitation of drug users by educational means, but will take necessary and appropriate steps to protect the school community from harm and exposure to drugs. For the purpose of this policy, "drug(s)" includes:

- all controlled, dangerous substances set forth and prohibited in N.J.S.A. 24:21-1 et. seq.
- all chemicals which release toxin vapors as defined and prohibited in N.J.S.A. 2A:170-25.9
- all alcoholic beverages
- tobacco and tobacco products
- any prescription or patent drug, except those for which permission to use in school has been granted pursuant to board policy.

The board prohibits the use, possession, distribution and/or consumption of any drug on school premises, at any event away from the school premises sponsored by this board, and on any transportation vehicle provided by this board.

A complete copy of the board's policy is available upon request.

AMERICAN DISABILITIES ACT

Gayle Gunning, Director of Special Services, has been appointed as the ADA (American Disabilities Act) Officer for the Rumson School District and is available at 732-842-0811.

ASBESTOS PLAN

As required by the Asbestos Hazard Emergency Response Act (AHERA) of 1986, all occupants of a school building must be notified at least once a year in regard to the availability of the asbestos management plan. Our buildings are considered to be asbestos free; however, we are re-inspected at least once every three years. Interested individuals may review the Management Plan on any school day, during normal school hours, by requesting it from the district's Business Administrator, Denise Friedmann.

RIGHT TO KNOW

On January 8, 1998 Governor Whitman signed into law legislation (P. L. 1998, C.364) governing the use of storage of certain hazardous substances in public schools. This law provides for annual notification that any construction or other activities involving the use of storage or any hazardous substance will be posted on a bulletin board in each school and that hazardous substance fact sheets for these particular substances will be available for review.

Rumson's Right to Know officer is James O'Brien and is available at 732-842-0383 ext. 324.

HARASSMENT, INTIMIDATION AND BULLYING

Governor McGreevey signed into law an anti-bullying law, N.J.S.A. 18A:37-13 through 18A:37-19 requiring all schools to adopt an official anti-bullying policy and procedure by

September 1, 2003. Our policy 5512.01 addresses these concerns and copies can be obtained in each school office.

FAMILY LIVING CURRICULUM HUMAN RELATIONSHIPS AND SEXUALITY

Content Area		Comprehensive Health and Physical Education	
Standard		2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	
Strand		A. Relationships	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	The family unit encompasses the diversity of family forms in contemporary society.	2.4.2.A.1	Compare and contrast different kinds of families locally and globally.
		2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
		2.4.2.A.3	Determine the factors that contribute to healthy relationships.
4	The family unit encompasses the diversity of family forms in contemporary society.	2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
		2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.
6	Healthy relationships require a mutual commitment.	2.4.6.A.1	Compare and contrast how families may change over time.
		2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
		2.4.6.A.3	Examine the types of relationships adolescents may experience.
		2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
		2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
8	The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	2.4.8.A.1	Predict how changes within a family can impact family members.
		2.4.8.A.2	Explain how the family unit impacts character development.
		2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.

		2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
		2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
		2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

Content Area		Comprehensive Health and Physical Education	
Standard		2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	
Strand		B. Sexuality	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Gender-specific similarities and differences exist between males and females.	2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
4	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
6	Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates. Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.6.B.1	Compare growth patterns of males and females during adolescence.
		2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
		2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs , HPV , or unintended pregnancy.
		2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
8	Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns. Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
		2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
		2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
		2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs , and unintended pregnancy.

	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.	2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
	Early detection strategies assist in the prevention and treatment of illness or disease.	2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

Content Area	Comprehensive Health and Physical Education		
Standard	2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.		
Strand	C. Pregnancy and Parenting		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	The health of the birth mother impacts the development of the fetus.	2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.
4	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
	The health of the birth mother impacts the development of the fetus.	2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.
6	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
		2.4.6.C.2	Identify the signs and symptoms of pregnancy.
		2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.
	Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.	2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.
8	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.	2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
		2.4.8.C.2	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
		2.4.8.C.3	Determine effective strategies and resources to assist with parenting.
		2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.
		2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

INTEGRATED PEST MANAGEMENT NOTICE

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

The IPM Coordinator for the Rumson School District is . . .

Name of IPM Coordinator: James O'Brien, Supervisor of Buildings and Grounds

Business Phone Number: 732-842-0383 ext. 324

Business Address: 60 Forrest Avenue, Rumson, NJ 07760

The IPM Coordinator maintains the pesticide produce label and the Material Safety Data Sheet (MSDS) when one is available, of each pesticide product that may be used on

school property. The label and the MSDS are available for review by parents, guardians and staff members for information and to discuss comments about IPM activities and pesticide use at the school.

As part of a school pest management plan, the Deane-Porter School and the Forrestdale School may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and the DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

INTEGRATED PEST MANAGEMENT PLAN

The New Jersey School Integrated Pest Management Act of 2002 requires school districts to implement a school integrated pest management policy that includes an Integrated Pest Management Plan. In accordance with the requirements of the Act, the Board shall ensure implementation of Integrated pest Management (IPM) procedures to control pests and minimize exposure of children, faculty and staff to pesticides. These procedures shall be applicable to all school property in the Rumson School District.

IPM Coordinator (IPMC)

The Supervisor of Buildings and Grounds shall be designated as the district's Integrated Pest Management Coordinator (IPMC) and is responsible for the implementation of the school integrated pest management policy.

Integrated Pest Management Procedures in Schools

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

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

Development of the IPM Plans

The Superintendent, in collaboration with the school Buildings Principal(s) and the IPMC, shall be responsible for the development of the IPM Plan for the school district. The school district's Integrated Pest Management (IPM) Plan is a blueprint of how the school district's IPM Plan will state the school district's goals regarding the management of pests and the use of pesticides for all school district property. The Plan will reflect the school district's site-specific needs and a description of how each component of the school district's Integrated Pest Management Policy and Regulation will be implemented for all school property.

Education/Training

The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives.

The IPMC, other school staff, and pesticide applicators involved with implementation of the district's IMP policy will be trained in appropriate components of IPM as it pertains to the school environment.

Students and parents/legal guardians will be provided information on this policy and instructed on how they can contribute to the success of the IPM program.

Recordkeeping

Records of pesticide use shall be maintained on site to meet the requirements of the State regulatory agency and the Board.

Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

Notification/Posting

The Building Principal of each school, working with the IPMC, is responsible for timely notification to students, parents or legal guardians and the school staff of pesticide treatments pursuant to the School Integrated Pest Management Act.

Re-entry

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

Pesticide Applicators

The IPMC shall ensure that applicators follow State regulations, including licensing requirements and label precautions, and must comply with all components of the School Integrated Pest Management Policy.

Evaluation

The Superintendent will report annually to the Board on the effectiveness of the IPM Plan and make recommendations for improvement as needed.

The school district's Integrated Pest Management Plan, Policy and Regulation shall be implemented not later than June 12, 2002. The Board directs the Superintendent to develop Regulations/Procedures for the implementation of School Integrated Pest Management Plan.

