



WOODGLEN SCHOOL
2014-2015

STUDENT HANDBOOK

70 Bunnvale Road
Califon, NJ
07830
908-638-4111

www.lebtwpk8.org

this book belongs to

Name:	_____
Address:	_____
Phone:	_____
Grade:	_____

Welcome to Woodglen School and the 2014-2015 school year! No matter what grade you are entering, you should follow certain guidelines to ensure a successful school experience. Being involved in grade level and school activities, being alert and ready to learn, showing self-respect and respect for others, being prepared for class by arriving on time with books, materials and completed homework, being respectful of school property and the property of others, and following classroom and school rules will ensure you the best experience possible at Woodglen School.

At Woodglen, you will have an opportunity to become involved in a variety of activities during and after the school day. Take advantage of these; you will widen your circle of friends and meet challenges which will be beneficial in your path through adolescence.

Being successful at Woodglen is not difficult. I offer you three simple rules to follow each day that will ensure success:

- 1. Do what is right.**
- 2. Always do your best.**
- 3. Treat other people the way you wish to be treated.**

Please take time to read this handbook with your parent / guardian so that you are aware of and understand school rules and policies. Additional information can be found online. If you have any questions, please ask your teachers, the school counselor or the principal.

DISTRICT MISSION STATEMENT

The mission of the Lebanon Township School District, in partnership with the community, is to provide a safe, nurturing, child-centered environment that challenges each child to maximize potential. Our pupils will acquire the skills and knowledge to enable them to become independent, respectful, responsible citizens who strive for personal excellence and embrace learning as fundamental to successfully adapt to our ever changing global community.

It is the expectation of the Lebanon Township School District that all pupils will achieve the New Jersey Core Curriculum Content Standards at all grade levels. (As required by DPR Indicator Governance, A.1 New Jersey Quality Single Accountability Continuum).

AFFIRMATIVE ACTION

It is the policy of the Lebanon Township School not to discriminate on the basis of handicap, race, color, creed, religion, sex, ancestry, national origin, social or economic status in its

educational programs, activities, or employment policies. Copies of plans and procedures are available in the Board office.

AFFIRMATIVE ACTION GRIEVANCE PROCEDURE

Any individual complaint by staff or student will be handled through the regular "line and staff". If, after ten school days, the complaint has not been satisfactorily resolved, a written summary may be filed with the Affirmative Action Officer, who will, within ten days, reply in writing as well as forward to the building Principal and Superintendent a copy of the complaint and/or solution. If the outlined process has not resolved the complaint, the Affirmative Action Officer may then file a written grievance with the Board of Education. The Board of Education will act upon the complaint, if the outlined process, at the monthly meeting, has not resolved it and then respond in writing, within ten school days, to the Affirmative Action Officer.

ATTENDANCE

Regular attendance and promptness are necessary for academic success. According to New Jersey School Law, religious holidays are the only legal excuses for absences. Board policy requires a pupil to be in attendance for **160** or more school days in order to be considered to have successfully completed the instructional program requirements of the grade/course to which he/she is assigned. A waiver of these attendance requirements may be granted for good cause by the school principal upon recommendation of a review committee, appointed by her consisting of representative staff including pupil service personnel and classroom teachers.

PROCEDURES FOR LATE ARRIVAL & EARLY DISMISSAL

1. Students who arrive late to school, or who are dismissed early from school, must record the reason for arriving late or leaving early in the general office.
2. Students should provide a written note from their parent/guardian stating the reason for arriving late to school and/or leaving early. Notes for early dismissal should be submitted to the general office in the morning.
3. Students will not be permitted to leave the school early unless they are signed out by a parent or person authorized by the parent to act in their behalf.
4. Although there are compelling circumstances when a student is late or must leave school early, the frequency of these occasions should be held to a minimum.

5. Excessive tardiness will result in a conference with a parent/guardian, referral to the I&RS Committee and possible disciplinary action.

EARLY ALERT PROGRAM (908) 638-4111 x199

The early alert program is mandatory for all Woodglen students. The purpose of this program

is to provide an absentee verification service for parents. This service monitors a child's safe arrival at school each day.

To report that your child will be absent or late, call the early alert line and leave a message for the School Nurse. This can be done 24 hours a day. It is important that the message is left before 8:30 AM. For each day a child is absent or late, a parent/guardian must call.

The following information must be provided:

- your name and relationship to the child.
- child's name, grade, and first period teacher.
- whether the child will be absent or late.

If your child will be absent for an extended period of time (vacation, extended illness, etc.) please inform the school in writing. A written note is required even when using early alert.

CAFETERIA

The cafeteria provides a nutritious and balanced lunch for students. Please follow the following lunch / cafeteria rules:

1. Order your lunch during first period.
2. You may bring lunch from home and buy milk in the cafeteria.
2. You may purchase ice cream and other food items during lunch period.
3. "Charging" lunch is not allowed.
4. Deposit all trash in the proper containers.
5. Leave table and floor area clean.
6. Speak in a normal tone. Do not shout.
7. Behave appropriately. Do not throw food.
8. Follow teacher directions at all times.
9. Do not leave the cafeteria without permission.
10. Do not take food outside the cafeteria.

COCURRICULAR ACTIVITIES

The Board of Education believes that the mission and goals of the district are best achieved through a diversity of learning experiences, some of which are more appropriately conducted outside of the regular academic classroom programs of the school.

CLUBS

Woodglen School offers a variety of clubs which are aligned with student interests. Because of this, clubs vary from year to year. Advisors will explain requirements and qualifications. Clubs typically offered include: Student Council, Jazz Band, Reading Olympics, Yearbook, Drama,

Newspaper, StockMarket, Crafts, and Photography.

*Clubs may be cancelled due to lack of interest.

There is a \$35.00 participation fee per student for each club activity.

ATHLETICS

Woodglen students are able to participate in both interscholastic and intramural athletics.

Interscholastic Sports

In accordance with Board Policy, interscholastic sports are available only for students in grades 7 & 8.

Woodglen School offers the following interscholastic sports:

Fall: Cross Country (6-8), Co-ed Soccer, Field Hockey

Winter: Girls' Basketball, Boys' Basketball

Spring: Softball, Baseball

There is a \$60.00 participation fee for INTERSCHOLASTIC SPORTS.

Intramural Sports

Intramural sport offerings are based on budget considerations and coaching availability and are open to all grades. Rosters for each activity will be filled beginning with grade 8 students first and then moving to grades 7, 6, and 5 as space permits.

Woodglen School typically offers the following intramural sports:

Cross Country, Soccer, Basketball, and Volleyball

There is a \$35.00 participation fee for intramural athletics.

COMMUNICATION

Parents are encouraged to communicate with their child's teacher and the school whenever necessary. All staff members have both voicemail and email, both of which are available through the school website or by calling the school.

In an effort to increase communication between home and school, announcements, flyers and newsletters will now be available our website. You can receive email updates by signing up for the "Notify Me" function on our site.

DRESS CODE

Students are expected to dress in clothing that is neat, clean, and not distracting to others. Clothing is to be in good taste and appropriate for school. Clothing advertising drug, alcohol, or tobacco products or its use and clothing containing inappropriate language or pictures/symbols is not allowed. The following would **not** be considered acceptable dress for school: very short shorts or skirts (above mid thigh), wrestling styled boys' tank tops, tank tops with straps thinner than 1 inch in width, clothing which reveals undergarments, crop tops which reveal the abdominal area, tops with low neck

lines, beach wear. Pants worn below the waist or hip line are not acceptable. Students are not permitted to wear hats in school. Students wearing inappropriate clothing will be asked to change.

FIELD TRIPS

Field trips provide an excellent opportunity to enhance learning through unique on-site experiences. Field trips are scheduled by individual teachers and/or grade level teams. **A student's participation in an enrichment or class field trip may subject to approval based on his/her ability to miss classes due to grades or attendance.** A student may also be excluded from a trip, by the administration, for disciplinary reasons.

FINES

Books, equipment, uniforms, etc. are on loan to students by the school. Fines will be charged for damaged and/or lost items. Students will be charged **replacement value** for lost or damaged items. Report cards will be held until students settle their fines and/or return materials.

HEALTH SERVICES

If a student becomes ill or is injured in school, on the bus, or on the playground, he/she should report to the nurse. **All medications MUST be given through the Nurse's office. Physician and parent/guardian permission forms granting permission to dispense medication must be completed and on file in the Nurse's office.**

HOMEWORK

If a student is absent from school, upon re-entry, he/she should meet with his/her teachers to discuss which assignments must be completed. For daily absences, students and parents should refer to teacher pages on our website. For long-term absences, parents should contact teachers using email or voice mail to request assignments. Parents will have access to missing homework assignments via the online parent portal. Those students who regularly fail to complete homework assignments may be referred to the Intervention and Referral Services Committee (I&RS).

LOCKERS

Students are given the privilege of using lockers and must remember they are to be used to store school materials; they are not considered private property. Lockers may be opened by the administration for appropriate reasons. Lockers may be inspected on a random basis periodically. Remember these rules:

1. Do not leave money and/or other valuables in your locker.
2. Do not mount pictures, stickers, etc. on the outside of your locker.
3. Use good taste in decorating the inside of your locker.
4. Keep your locker orderly and the door closed.
5. Only use the locker assigned to you and do not go into another person's locker.

LOST AND FOUND

Found articles of clothing should be taken to the nurse's office. Jewelry or other valuables should be turned into the general office.

MEDIA CENTER

Access library resources from your home computer!

All databases are linked from the library webpage:

<http://www.lebtwpk8.org/Library/libraryhome.htm2/library.htm>

Ebsco Host - online periodical database:

<http://search.epnet.com>

- User ID: **s8694100**
- Password: **password**

Facts on File - online database:

www.fofweb.com

- Username: **woodglen**
- Password: **media**

Grolier Online - link to Grolier from the library page and create your own unique log-on and password.

Go.Grolier.com

WebFeet - database of websites selected for students

www.webfeetguides.com/wfonline/rhf.html

- Password: **WGMCWildcats**

PHYSICAL EDUCATION

Students are required to change clothing for Physical Education (PE) classes. Students who do not change will be considered unprepared for class. When a student has accrued 3 "unprepareds," students may be allowed complete written work in order to eliminate zeros. Jewelry may not be worn during PE classes. All clothing should be stored in a locker during class – not left on the floor.

STUDENT SERVICES

Woodglen School offers a variety of student services to meet the needs of all learners.

CHILD STUDY TEAM

Child Study Team (CST) members work with special education students. You can reach the CST directly at 908-832-2174.

INTERVENTION AND REFERRAL SERVICES

The Intervention and Referral Services Committee (I&RS) is comprised of the principal, teachers, school counselor, and a member of the Child Study Team to provide recommendations and assistance in helping to resolve chronic student issues related to academic performance and misbehavior.

SCHOOL COUNSELOR

Our school counselor is available to meet with individuals or small groups of students to discuss concerns or problems. The counselor is also available to meet with parents to discuss issues involving their child/children.

TECHNOLOGY

All students will be given a chrome book for school and home use. Students will be responsible for them 24 hours a day and must comply with both the Technology Acceptable Use Policy as well as the Chrome Book Policy. Students must come to school with devices charged each day.

TELEPHONES

Students may use the telephone located in the main office with permission of the school secretary. Students should not use cell phones during school hours. ***The school cannot take messages for students unless there is an emergency.***

TRANSPORTATION

All students ride buses to and from school unless they have written permission to do otherwise. Students are expected to follow bus rules and cooperate with the driver. A student who receives three bus referrals for misconduct anytime within the school year, may be suspended from the bus for 3 days. Each subsequent bus referral may result in a 3-day suspension. Serious misbehavior may result in immediate suspension.

Video and/or audio monitoring devices are used on Lebanon Township School District contracted vehicles transporting students to and from curricular and/or co-curricular activities. Vehicles may be monitored at any time.

Students are not permitted to ride a bus other than their own without prior permission. This permission will be granted only for extenuating circumstances 24 hours in advance.

VISITORS

Students may not bring friends, relatives, or siblings to school during regular school hours.

WEBSITE

The Lebanon Township School District website: www.lebtwpk8.org has a direct link to the Woodglen site. Information about school activities, curriculum and school closings are available on the school and district sites.

CODE OF STUDENT CONDUCT

BOARD OF EDUCATION REGULATIONS

The purpose of these regulations is to achieve the following:

1. Foster the health, safety, social, and emotional well-being of pupils;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of pupil problem behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the code of student conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of the pupil offenders, and pupils' histories of inappropriate behaviors.

RULES OF CONDUCT

All pupils are bound by law, policies of the Board of Education, and the administrative regulations of this school district.

Students are expected to demonstrate behavior that is consistent with the district's Core Ethical Values adopted by the Lebanon Township Board of Education.

Core Ethical Values

Wisdom – making smart decisions based on past learning experiences

Integrity – honesty; not cheating or lying

Leadership – being a role model that helps people get things done

Diligence – working hard toward achieving goals

Citizenship – the realization that we are all part of one group and want to improve

Achievement – reaching goals we set for ourselves

Trustworthiness – being someone people can depend on to be honest and to be there for them

Service – caring about others and trying to help them in any way you can

Pupils shall:

1. Be respectful to teachers and other school staff members, follow their instructions and demonstrate respect for their authority;
2. Not use, threaten, or incite the use of physical force against other pupils, staff members, or visitors to the school;
3. Be academically honest and not cheat;
4. Behave in an orderly and non-disruptive manner;
5. Abide by policies and regulations that prohibit sexual and/or other harassment of students or staff members;
6. Follow codes of conduct adopted for organizations of pupils;
7. Act appropriately so as not to endanger the safety of others;
8. Only enter school premises or any specific portion of the premises with permission;
9. Attend school and classes on a regular basis and abide by policy and regulations 5200 Attendance;
10. Complete homework on a regular basis;
11. Steal, damage, or deface no property of other pupils, staff members, or the district;
12. Possess or use no weapons or implements intended to harm others;
13. Use no foul, abusive, derogatory, or demeaning language, including racial and ethnic remarks;
14. Convey no information about other pupils or staff members known to be false;
15. Procure no property of others by threat or intimidation;
16. Vandalize no school property, real or personal;
17. Create no litter on school property;
18. Engage in no illegal gambling;
19. Abide by Policy 5533 - Smoking which prohibits smoking on school property;

20. Falsify no excuse or any school document;
21. Set no fires or cause a fire in any way on school premises;
22. Possess or explode no firecracker or other explosive device on school property;
23. Sound or cause to be sounded no false alarm for fire, bomb, or other condition or circumstance hazardous to others;
24. Possess, use, or distribute no substance in violation of Policy No. 5530 - Substance Abuse;
25. Join no secret society prohibited by law;
26. Commit no act of harassment, intimidation, or bullying; or
27. Engage in no other activity expressly prohibited by a school staff member in authority.

Pupils assigned to a school bus must obey all school rules, and:

1. Show respect for the driver at all times;
2. Enter and leave the bus in an orderly manner;
3. Ride only the bus to which they have been assigned;
4. Be and remain seated and wear seat belts while the bus is in motion;
5. Avoid reckless and boisterous activity at all times, including during waits at bus stops;
6. Talk in a reasonable tone of voice and avoid loud noises;
7. Extend no portion of the body or other object out a bus window;
8. Keep aisles clear at all times;
9. Refrain from bringing animals or bulky, unmanageable projects onto the school bus;
10. Refrain from smoking, eating, and drinking on the bus; and
11. Possess, use, or distribute no substance in violation of Policy No. 5530.

The Building Principal or designee has the right to impose a consequence on a pupil for conduct away from school grounds pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2 or when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

PROMOTION OF POSITIVE BEHAVIOR

Faculty and staff shall encourage and promote behavior consistent with the above Core Ethical Values. The building principals will support the development of classroom initiatives that support and encourage these behaviors. These initiatives may include, but are not limited to the following:

1. Responsive Classroom, including logical consequences
2. Recognition of appropriate behavior
3. Recognition of scholastic excellence
4. Use of literature that promotes behavior consistent with the district's Core Ethical Values
5. Use of incentives to promote academic achievement
6. Use of verbal and visual models of good conduct and academic success
7. Development of a school community that encourages students – teacher partnerships
8. Implementation of programs that model and sanction positive relationships
9. Involvement in activities that promote the development of positive group interactions and accountability
10. Character Education Programs

CONSEQUENCES FOR VIOLATION OF BEHAVIOR EXPECTATIONS

The following measures may be applied as appropriate to the pupil's violation of behavior expectations. The measures are sequential and are organized in order of severity.

1. Admonishment - A school staff member in authority may admonish the pupil for his/her unacceptable conduct and warn the pupil that additional misconduct may warrant a more severe penalty.
2. Temporary Removal from Classroom
 - a. The classroom teacher may direct the pupil to report to the Principal.
 - b. The teacher will complete a form that indicates the pupil's name, homeroom, and the conduct that has caused the pupil's removal from the room.
 - c. The administrator in charge will interview the pupil and determine which, if any, additional steps are indicated.
3. Deprivation of Privileges - The pupil may be deprived of the privilege of:
 - a. Moving freely about the school building, Participation in co-curricular or inter/intramural activities,
 - b. Attendance at a school-related social or sports activity, Participation in a graduation ceremony,
 - c. Transportation by school bus,
 - d. Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy 5600 and N.J.A.C. 6A:16-7.1 et seq.

4. Detention
 - a. The pupil may be required to report before or after the school day to detention for a period of supervised study.
 - b. Transportation will be the responsibility of the pupil's parent(s) or legal guardian(s).
 - c. The pupil may be excused (by permission from the Principal) from detention only for an unavoidable commitment previously made; any such excused detention must be made up on an assigned day.
5. Grading - A pupil who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence (paragraph B.2.p. and paragraph B.2.q.) may suffer a reduced grade by virtue of the disqualified work. In no other instance may a pupil's grade be lowered as a direct penalty for misconduct.
6. In-school Suspension - The pupil may be removed from his/her regular classes and required to report to an in-school suspension program for supervised study. In-school suspension is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.
7. Suspension from School - The pupil may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2, and 6A:16-7.3, and Policy 5610. Suspension from school is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.
8. Expulsion - The Board may expel a general education pupil from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.5, and Policy 5620. Expulsion is an extremely serious measure; it deprives the pupil of his/her right to a thorough and efficient education and will not be imposed without the due process set forth in Policies 5610 and 5620.

REMEDIAL MEASURES

The following remedial measures may be taken to aid in correcting pupil conduct and to ensure that the pupil is properly placed in an appropriate educational environment and is not in need of special education and/or related services.

RESTITUTION AND RESTORATION

The pupil may be required to:

1. Make restitution, in kind or cost or labor, for any loss he/she has caused; or

2. Restore to its former condition, by his/her own labor, any property the pupil has damaged or defaced.

If a pupil refuses to make restitution or restoration as directed one or more of the measures included at paragraph D may be applied;

COUNSELING

The pupil may be required to consult with school guidance counselors to determine the causes of his/her misconduct and to assess the need for a change in educational placement. The counselor will explain:

1. Why the pupil's conduct is unacceptable to the school and damaging to the pupil,
2. What the consequences of continued misconduct are likely to be, and
3. Appropriate alternate behaviors.

The counselor may refer the pupil, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to:

1. The Child Study Team,
2. Intervention and Referral Team,
3. A public or private social agency, or
4. A legal agency.

(The Division of Child Behavioral Health Services (1-877-652-7624; hearing impaired 1-866-896-6975) is a resource for community health, social and legal resources.)

PARENT CONFERENCE

The pupil may be required to attend a meeting with his/her parent(s) and appropriate staff members to discuss the causes of the pupil's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

ALTERNATE EDUCATIONAL PROGRAM

The pupil may be assigned to an alternate educational program as recommended by the pupil's guidance counselor, classroom teacher, Child Study Team, and/or administration.

CONSEQUENCES / REMEDIAL MEASURES FOR ACTS OF HARASSMENT, INTIMIDATION OR BULLYING

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

Consequences may include, but are not limited to, the following:

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to principal;
6. In-school suspension;

7. Out-of-School Suspension (short or long term)
8. Report to law enforcement / other legal action.
9. Expulsion; and
10. Participating in district sponsored programs. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to HIB.

VIOLATION OF BEHAVIOR EXPECTATIONS

LEVEL I

Pupils must remember that there are consequences throughout life for behavior. If a pupil does not meet his/her responsibilities and violates a school rule, the pupil will receive consequences from the teacher, and/or a written referral if classroom behavior consequences are not effective. Consequences may be withdrawal of recess privileges, withdrawal of privileges to participate in grade or school activities, parent(s) or legal guardian(s) conferences, etc. A referral, which specifies the infraction, will be sent home to the parent(s) or legal guardian(s). When a pupil receives his/her third referral a school detention will be assigned. Multiple Level 1 referrals may result in a behavior review by the Intervention and Referral Services Team.

Level I Infractions (Not all inclusive)

1. Class disruption;
2. Hall misconduct;
3. Rudeness to another pupil; and/or
4. Tardiness to class.

LEVEL II

Pupils who commit more serious infractions are assigned detention. Pupils may not participate in school activities on the day they serve detention. In addition, a pupil may receive a suspension from school for one to three days and be disqualified from participation in extracurricular activities for the period of the suspension. If the pupil is suspended from school, he/she, accompanied by a parent(s) or legal guardian(s), will meet with the Principal and guidance counselor upon reentry to discuss appropriate behavior. Chronic offenders will be reviewed by the Intervention and Referral Services Team.

Level II Infractions (Not all inclusive)

1. Inappropriate language;
2. Obscene gestures or materials;
3. Failure to attend class;
4. Bullying another pupil;
5. Cheating;
6. Lying to an adult;
7. Racial and/or ethnic slurs; and/or
8. Refusal to respect a teacher and/or substitute teacher or other authority.

LEVEL III

Pupils who commit serious infractions are subject to immediate school suspension for one to ten days. If the pupil is suspended from school, he/she, accompanied by a parent(s) or legal guardian(s), will meet with the Principal and guidance counselor upon reentry to discuss appropriate behavior. The pupil will be disqualified from participation in extracurricular activities for the period of suspension.

Level III Infractions (Not all Inclusive)

1. Fighting;
2. Threatening an individual;
3. Stealing;
4. Acts of vandalism;
5. Harming another pupil;
6. Blatant disrespect of authority; and/or
7. Threats of violence to self or others.

Detention will be assigned for accumulation of three minor behavior referrals and any more serious infractions (Level II). Pupils in detention will be expected to respond in writing concerning the violation of the behavior code. They will explain what they did and how the situation can be better handled in the future. Pupils assigned detention are expected to arrange for appropriate transportation from school with their parent(s) or legal guardian(s). Pupils who are assigned detention may not participate in any after school activity on the day(s) of detention. Detentions should be served on the day they are assigned. Any pupil who does not show up for detention without proper notification to the office will be assigned an additional day.

BEHAVIOR INVOLVING LEGAL ACTION

Pupils must be aware that the following actions are in violation of the law and therefore, can result in the police being notified, and/or expulsion from school:

1. Possession, distribution or use of alcohol, drugs, or tobacco;
2. Intent to sell or purchase alcohol, drugs, or tobacco;
3. Possession or use of any weapon;
4. Truancy; and/or
5. Violent acts or threats of violence to self or others.

DRUGS AND ALCOHOL

Drug and/or alcohol use or possession, or the intent to distribute drugs or alcohol, is prohibited on or near school property. When a controlled dangerous substance or item believed to be a controlled dangerous substance or drug paraphernalia is discovered, New Jersey law requires that it be turned over to the responding police officer. Prohibited on school property are the following:

1. Any controlled dangerous substance identified in NJSA 24:21.2 (including anabolic steroids)

2. Any chemical compound which releases vapor or fumes causing a condition of intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system.

3. Alcoholic beverages.

4. Related paraphernalia for the ingestion of any of the above (needles, etc.)

5. Prescription drugs, except those for which permission for use in school has been granted pursuant to Board policy.

In addition to the legal consequences for the possession or use of drugs or alcohol the following will result:

1st Offense: Student may be suspended from school for a period of not more than 10 days. During the suspension the student shall be referred to a state approved drug/alcohol agency and to the district's Child Study Team, as appropriate.

2nd Offense: Student may be suspended from school for a period of not more than 20 days. During this suspension the student shall be referred to a state approved drug/alcohol agency and to the district's Child Study Team, as appropriate.

3rd Offense: Student may be subject to expulsion by the Board of Education.

In addition to the legal consequences, the following will occur for the sale, transfer or possession with the intent to distribute.

DRUGS AND ALCOHOL (continued)

1st Offense: Student may be suspended from school for up to 20 days. The actual length of suspension will depend on the severity of the infraction. In addition, the student will be referred to a state approved drug/alcohol agency and the district's Child Study Team, as appropriate.

2nd Offense: Student may be subject to expulsion by the Board of Education.

SMOKING AND TOBACCO PRODUCTS

Smoking and possession of tobacco products **as well as e-cigarettes** are prohibited on school property and/or at school functions.

1st Offense: In-school suspension, suspension from school activities, police informed.

2nd Offense: Complaint to police for tobacco, out of school suspension.

Further Offenses: Complaint to police for tobacco, out of school suspension.

PROCEDURES

1. The Code of Student Conduct Policy shall be disseminated annually to all school staff, pupils, and parent(s). Principals will distribute these documents to all pupils at the beginning of the school year and to transferring pupils on the first day of their enrollment in this district.

2. Teachers and administrators in charge of pupils shall make every effort to administer these rules consistently and fairly.
3. The staff member who disciplines a pupil for conduct shall, however minimal the offense or the discipline:
 - a. Orally inform the pupil of the conduct for which he/she is being disciplined; and
 - b. Offer the pupil an opportunity to deny the charge or to present extenuating circumstances.
4. Where the consequence is greater than an admonishment, the pupil's parent(s) or legal guardian(s) will be notified of the offense and of the consequence imposed and will be offered an opportunity to confer with the Principal.
5. Where the offense is serious and the consequence greater than detention, every effort will be made to notify the parent(s) prior to the informal hearing conducted in accordance with paragraph F.3.
6. An in-school suspension, suspension from school, or expulsion will be conducted in strict accordance with law and Policies 5610 and 5620.
7. Violations of the rules regarding pupil conduct on school buses will be handled as follows:
 - a. The driver will report the offensive conduct to the Principal of the school by submission of a completed written form that includes name of the pupil, school, and the specific offensive conduct.
 - b. The parent(s) or legal guardian(s) will be notified, by copy of the form, of the pupil's conduct.
 - c. The Principal will determine the consequence to be administered, in accordance with the severity of the infraction.

HARASSMENT, INTIMIDATION AND BULLYING

BOARD OF EDUCATION POLICY

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility

and respect, and refusing to tolerate harassment, intimidation, or bullying.

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

Harassment, Intimidation, and Bullying Definition

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

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

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

Pupil Expectations

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

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

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

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

1. Pupil responsibilities (e.g., requirements for pupils to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Pupil rights; and
4. Sanctions and due process for violations of the Code of Pupil Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved school and community members in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for pupil conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for pupil conduct will take into consideration the developmental ages of pupils, the severity of the

offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

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

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

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

Consequences and Appropriate Remedial Actions

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

Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;

4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Remedial Measures

Personal

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

Environmental

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

Consequences and appropriate remedial action for a pupil who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of pupils, as set forth in the Board's approved Code of Pupil Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of

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

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to Principal;
6. In-school suspension;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.

Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Peer support group;
3. Corrective instruction or other relevant learning or service experience;
4. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
5. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
6. Behavioral management plan, with benchmarks that are closely monitored;
7. Involvement of school Principal;
8. Pupil counseling;
9. Parent conferences;
10. Alternative placements (e.g., alternative education programs);
11. Pupil treatment; or
12. Pupil therapy.

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

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Modifications in pupil routes or patterns traveling to and from school;

8. Supervision of pupil before and after school, including school transportation;
9. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
10. Teacher aides;
11. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
12. General professional development programs for certificated and non-certificated staff;
13. Professional development plans for involved staff;
14. Disciplinary action for school staff who contributed to the problem;
15. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
16. Parent conferences;
17. Family counseling;
18. Involvement of community-based organizations;
19. Development of a general bullying response plan;
20. Peer support groups;
21. Alternative placements (e.g., alternative education programs);
22. Law enforcement (e.g., juvenile officer) involvement or other legal action.

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

Harassment, Intimidation, and Bullying Off School Grounds

This Policy and the Code of Pupil Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds when:

1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
2. A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging

the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
4. The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

Harassment, Intimidation, and Bullying Reporting Procedure

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

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

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

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law,

either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, a locked box to receive anonymous reports will be placed in each school building.

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

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

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

The district Anti-Bullying Coordinator shall:

1. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils;
2. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of pupils in the district;
3. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils;
4. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
5. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

The Principal in each school shall appoint a school Anti-Bullying Specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal shall appoint that individual to be the school Anti-Bullying Specialist. If no individual meeting the aforementioned criteria is currently employed in the school, the Principal shall appoint a school Anti-Bullying Specialist from currently employed school personnel.

The school Anti-Bullying Specialist shall:

1. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
2. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school, and to address school climate issues such as harassment, intimidation, or bullying. Each School Safety Team shall meet at least two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school, who in the opinion of the Principal, has demonstrated an understanding of student behavior and the ability to work successfully with all students and staff; a school Anti-Bullying Specialist; a parent (of a pupil in the school) who, in the opinion of the Principal, has knowledge of the community and school that would be beneficial to the operation of the School Safety team, who has demonstrated an understanding of student behavior and who is available to participate in School Safety team professional development programs; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

1. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Principal;
2. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
3. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
4. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of pupils;
5. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;
6. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal

- or the district Anti-Bullying Coordinator may request;
7. Collaborate with the district Anti-Bullying Coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
 8. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a pupil.

Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in the investigation.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the alleged incident of harassment, intimidation, or bullying. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist or the Principal shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Pupil Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure

the Code of Pupil Conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, or take or recommend other appropriate action, as necessary.

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

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

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

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

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

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

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

Consequences and appropriate remedial actions for a pupil who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

In considering whether a response beyond the individual level is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation or bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group

presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The Board is encouraged to set the parameters for the range of responses to be established by the Principal, in conjunction with the Anti-Bullying Specialist, and for the Superintendent to follow. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report, or other legal action).
2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, parent programs, and information disseminated to pupils and parents or guardians, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
4. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials), and disseminating information on the core ethical values adopted by the district Board of Education's Code of Pupil Conduct, per N.J.A.C. 6A:16-7.1(a)2.

The district will identify a range of strategies and resources, which could include, but not be limited to, the following actions for individual victims: counseling; teacher aides; hallway and

playground monitors; schedule changes; before- and after-school supervision; school transportation supervision; and therapy.

Reprisal or Retaliation Prohibited

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

All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances. Examples of consequences and remedial measures for pupils who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

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

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

Consequences and Appropriate Remedial Action for False Accusation

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

1. Pupils - Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of

harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with pupils found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination and/or bans from providing services, participating in school district-sponsored programs, or being in school building or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with pupils or the provision of pupil services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Harassment, Intimidation, and Bullying Policy Publication and Dissemination

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

school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

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

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

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

Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees, contracted service providers, and volunteers who have significant contact with pupils. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district's Policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff members, contracted service providers, and school volunteers who have significant contact with pupils.

Each public school teacher shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention in each professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d.

The required two hours of suicide prevention instruction for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment,

intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112.

Board members shall be required to complete a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

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

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

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

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

N. *Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review*

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

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

Reports to Board of Education and New Jersey
Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46. The information reported shall be used to grade each school and each district in accordance with the provisions of N.J.S.A. 18A:17-46. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

Reports to Law Enforcement

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

Collective Bargaining Agreements and Individual
Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

Pupils with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a pupil with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying

Policies to the appropriate Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-32
N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.
Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011

Woodglen Style Card

Format for Published Work

Suggested Heading- Place in the upper left hand corner of your paper.

Full Name, Date, Subject, Period, Genre

Margins and Borders- 1.25" and the left margin should be justified.

Spacing- Generally, 1.5 spacing for word-processed work.

Title- Center and capitalize the first word and all important words.

Indent- Each paragraph five (5) spaces.

Spacing- One space after a comma and after ending punctuation.

Font- Standard 12 point e.g. Times New Roman or Arial.

Handwritten work- Use blue or black ink only.

Four Steps of the Writing Process

1. Prewrite

Here you generate ideas for writing by...

- discussing the topic
- gathering information
- searching your memory
- organizing graphically
- outlining

2. Writing First Draft

Let your prewriting be a guide. Get your ideas down quickly. Don't stop your idea flow by editing here.

3. Revise/Edit

Here's where you fix, add, delete, and rewrite your original piece. You may use

- resource materials
- conferencing
- reading aloud

*Remember: Never fall in love with your first draft.

4. Publish

This means you have produced a nearly error free piece of writing as a result of several drafts. The work is now ready for your intended audience.

Genres of Writing

Expository Writing is writing that explains. Here are some types of that writing.

Cause and Effect- Here the writer explains what causes something to happen and what the results or consequences might be.

Compare and Contrast- Here the writer explores both the similarities and differences between two subjects.

Persuasive- The writer should develop a clear position, support the position with research and evidence, be aware of the other side, and convince the reader that the position is reasonable.

Narrative- This is an account of an event.

Attempt to include dialogue, personal insights (feelings), and sensory details. Place events in a logical sequence.

Sentence Fluency and Word Choice

- **Use active voice rather than passive voice.**

(active) We enjoyed the spring concert.

(passive) The spring concert was enjoyed by us.

- **Avoid contractions and abbreviations in formal writing.**

- **Avoid slang and profanity.**

- **Be original. Do not use clichés.**

- **Replace universals with specific references and avoid generalizations.**

(specific) My family enjoyed our trip to Great Adventure.

- **Combine sentences in a variety of ways.**

(separate) Sam ate the most pie at the contest. He won first prize.

(combined) Sam ate the most pie at the contest, and won first prize.

(separate) The house was old. The house was deserted. The house looked scary.

(combined) The old, deserted house looked scary.

- **Vary sentence patterns.**

She paid her debts willingly.

She willingly paid her debts.

The pain eased after the tooth was pulled.

After the tooth was pulled, the pain eased.

During the winter bears hibernate.

Bears hibernate during the winter.

- **Make strong verb choices**

Verbs should be specific and clever.

- **Use vivid modifiers.**

adjectives and adverbs.

- **Avoid repetitions of subject nouns and pronouns.**

Do your sentences begin the same way too often?

- **Clearly identify the antecedent before using a pronoun.**

- **Make your writing universal.**

Who is your intended audience? Who is the narrator?

- **Use consistent verb tense.**

Capitalization

Capitalize proper nouns, proper adjectives, and the first word in a quote.

Capitalize

Friday, May

Christmas, Hanukkah

Musconetcong River

Voorhees High School

Uncle Ted

Point Mountain

Pringles

Do Not Capitalize

winter

high school

my uncle

potato chips

Punctuation Hints

Commas:

- **Between independent clauses with coordinating conjunctions.**
e.g. I decided that the Wildcats should have a mascot, but I couldn't get any of my friends to wear the costume I made.
- **Between words, phrases, or clauses in a series.**
e.g. I hit the rail, slid sideways, and landed perfectly on all four wheels.
- **To offset an appositive.**
e.g. Mr. Rubright, our principal, allowed us to run the school for a day.
- **To separate coordinate adjectives.***
*Adjectives that equally modify the same noun.
e.g. I ate the greasy, salty, stale chips.
- **After a long introductory clause.**
e.g. After she biked the hills of Lebanon Township, her legs burned in muscle pain.
- **To offset nonrestrictive clauses**
e.g. Tom, who is an outstanding athlete, caused us to cheer when he made the final basket.
- **To set off date and address.**
e.g. The time capsule was sealed on September 9, 1952, at 70 Bunnvale Road, Lebanon Township, New Jersey.
- **To separate interjections and words that interrupt.**
e.g. Ouch, that was my finger you slammed in the locker.

Semicolon

- **To join independent clauses.**
e.g. I cut class; my clone attended for me.
- **With a conjunctive adverb between independent clauses.**
e.g. Most students' lockers are messy; however, they don't admit it.

Colon

- **To introduce a list.**
e.g. Under my bed I have several items: overdue books, old snacks, a hairbrush, and several pounds of dust. (Do not place after a verb).

Hyphen

- **To make a compound word.**
e.g. self-confidence.
To form numbers and fractions.

Quotation Marks

- **Place quotation marks before and after a direct quote.***
*speaker's exact words.
- **Always place periods and commas within the quotation marks.**
"My parrot won't say anything," Lindsay whined. "Well, can't you teach him something?" inquired Charlie.
"Sure, just not 'anything'," insisted Lindsay.
- **Titles of shorter works in quotes.**

e.g. poems, articles, songs, short stories.

Apostrophe

- **Used to show the omission of one or more letters.**
e.g. couldn't, wasn't, they're.
- **To form possessives.**
e.g. Joe's house, James's guitar, everyone's school.

Italics

Titles of longer written works should be in italics or underlined.

e.g. novels, plays, magazines, movies.

Avoid these common errors in usage

- **a lot NOT alot** (avoid using this phrase wherever possible) e.g. I have quite a few collections.
- **accept, except- I accept** the verdict. We all played the game **except** Susie.
- **choose, chose-** Today I will **choose** Becky; yesterday I **chose** Andrew.
- **good, well-** Tewksbury had a **good** team. I hope we play **well**.
- **hear, here-** Can't you **hear** me? I'm down **here** in the cave.
- **it's, its-** **It's** my turn to bat. **Its** bark is worse than **its** bite.
- **lie, lay-** **Lie** down; you look faint. **Lay** the book atop your head and walk slowly.
- **loose, lose-** You wouldn't **lose** your homework if it wasn't **loose** in your trapper.
- **past, passed-** Did we go **past** the old mill? I am not sure if I **passed** the math test.
- **principal, principle-** Our school **principal** stood on the **principle** of the matter.
- **right, write-** You were **right** to **write** that note of apology.
- **should have, could have- NOT should of or could of.**
- **then, than-** After climbing to 11,000 feet, we **then** set up Base 2. I would rather be in the mountains **than** at the beach.
- **there, their, they're-** **There** are several forms of martial arts. **Their** philosophy is one of self-discipline. **They're** training for self-defense, personal fitness, and mental focus.
- **to, two, too-** Will the **two** of you ride the jet ski **to** the sandbar, **too**?
- **were, we're-** **Were** Tom and Devin at the pool? **We're** leaving now.
- **wear, where-** **Where** do you think you're going **wearing** that?
- **who, whom-** **Who** is running for president? For **whom** will you vote?
- **your, you're-** **You're** not going to finish **your** homework if you don't get started.