LEBANON TOWNSHIP SCHOOL DISTRICT
PARENT/STUDENT HANDBOOK
2026-2027

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 STATEMENT

The Lebanon Township School District has a legal and moral obligation to ensure that all students attend school. Every parent, guardian, or other person having control and custody of a child between the ages of six (6) and sixteen (16) shall cause the child to regularly attend school pursuant to N.J.S.A. 18A:38-25 (Policy 5200). Absences from school jeopardize a student's ability to learn and progress within the curriculum while receiving a full and well-rounded education.

TYPES OF ABSENCES

Regular attendance and promptness are necessary for academic success. New Jersey Statute explains that an "Excused Absence" is a pupil's absence from school for a full day or a portion of a day for one or more of the following reasons:
● The illness with the presentation of a formal doctor's note upon return to school;
● Requirements of a pupil's individual health care plan;
● A death or critical illness in the pupil's immediate family, or others with permission of the Principal;
● Quarantine;
● Religious observance on a day approved for that purpose by the State BOE;
● The pupil's suspension from school;
● Requirements of the pupil's Individual Education Program (IEP);
● Short or long-term accommodations for pupils with disabilities;
● The pupil's required attendance in court;
● High school shadow program (Grade 8);
● Take Your Child to Work Day.

New Jersey Statute explains that an "Unexcused Absence" is a pupil's absence for all or part of a school day for any reason other than those listed above. (This list is intended to be illustrative and is not inclusive.):
● Any instances not included in the "Excused Absence category" outlined above;
● Family travel, vacation or otherwise, unrelated to the instructional program;
● Travel to a student's home country during school days;
● Performance of household or babysitting duties;
● Other daytime activities unrelated to the school program;
● Accumulated occurrences of tardiness.

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 representative staff including pupil service personnel and classroom teachers.

CHRONIC ABSENTEEISM AND TRUANCY:
Under N.J.A.C. 6A:32-8.6, the State of New Jersey defines a chronically absent student as one who is not present for ten percent (10%) of the school year for **any** reason, including absences due to medical circumstances.

Truancy charges may be filed against the parent or guardian if a child accrues ten (10) unexcused absences. Unexcused absences resulting in twenty (20) or more will receive a certified truancy letter, legal court action, and a required conference with the Superintendent.

Truancy - Pursuant to N.J.A.C. 6A:16-7.6(a)4.iii, truancy is defined by the State of New Jersey as ten (10) or more cumulative, unexcused absences for students between the

ages of six and sixteen as determined by the Board's Attendance Policy.

The Board of Education requires that a review of individual student attendance be made periodically throughout the year.

- Students who accrue five (5) unexcused absences counting towards truancy will receive notification, which may include an action plan set by the principal.
- Students who accrue ten (10) unexcused absences counting towards truancy will receive a second notification, which may require a parent conference.

*Truancy charges may be filed against the parent or guardian when a child accrues ten (10) or more unexcused absences counting towards truancy.

Tardies -

3 Tardies to school in a Marking Period

1. Phone call from the school notifying parent(s)/guardian(s) of the tardies;
2. Follow-up letter/e-mail from the school principal notifying the family of the tardies.

6 Tardies to school in a Marking Period

1. Phone call from the school notifying parent(s)/guardian(s) of the tardies;
2. Follow-up letter/e-mail from the school principal notifying the family of the tardies;
3. Conference with the student's parent(s)/guardian(s);
4. Possible I&RS meeting scheduled to develop an action plan specifying interventions to support the student's ability to arrive at school on-time;
5. One (1) Unexcused Absence is added to the cumulative record.

9+ Tardies to school in a Marking Period

1. Phone call from the school notifying parent(s)/guardian(s) of the tardies;
2. Follow-up letter/e-mail from the school principal notifying the family of the tardies;
3. In - Person Conference with the student's parent(s)/guardian(s);
4. Referral to municipal court and the NJ Division of Child Protection and Permanency;
5. Loss of extracurricular and co-curricular privileges at Lebanon Township;
6. Two (2) Unexcused Absences are added to the cumulative record

PROCEDURES FOR ABSENCE REPORTING, 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. All late pick-ups, Early Dismissals, and Late Arrivals, should be entered into "Pick Up Patrol". If you need access to Pick Up Patrol, please contact the building secretary for assistance.
3. While there are legitimate reasons for late arrivals and early dismissals, parents are asked to minimize them if possible.
4. A student must be present in school for a minimum of four (4) hours of instructional time to be given credit for a day's attendance.
5. All student absences should be entered into Pick Up Patrol. You can do this online through the app on your personal computer or phone. If your child will be absent for an extended period of time (vacation, extended illness, etc.) please

inform the nurse and main office secretary in writing via email in addition to entering this into Pick Up Patrol.

BIAS / RACISM

Lebanon Township school district stands firmly against bias or bigotry of any kind. The district has zero tolerance for actions, comments, or written words/symbols that actually or could reasonably be construed to be biased against any individual on the basis of color, ethnicity, religion, gender, or sexual preference. Students who demonstrate any of these behaviors are subject to immediate suspension without warning.

CAFETERIA

The cafeteria provides a nutritious and balanced lunch for students. Please follow the following lunch/cafeteria expectations. A balanced diet is served daily, affording children the best in nutrition that can be served at the established price.

1. You may bring lunch from home and buy milk in the cafeteria.
2. You may purchase ice cream and other food items during the lunch period.
3. “Charging” lunch is not permitted.
4. Maintain a clean and safe environment for all. Clean up after yourself.
5. Respect others at all times.
6. Do not take food outside the cafeteria.
7. Free & reduced forms are provided to all families each school year.
8. To set up your child's PaySchool account select the enclosed link: https://payschoolscentral.com/

CHROMEBOOKS

Students and parents are required to sign and follow the chrome book user agreement as well as the district’s acceptable computer use policy. Students are required to have their chrome books in a district supplied case at all times. Students are responsible for lost/damaged chrome books and/or chargers. Students with outstanding obligations for chrome books will not be able to participate in extracurricular activities and trips. No stickers or writing are permitted on chrome books.

Policy 5516.03 Balanced Use of Technology and Screen Time

Technology is an important part of learning and is used to support instruction, not replace quality teaching or face-to-face learning. Students will participate in a balance of digital activities and traditional learning experiences, including teacher-led lessons, hands-on projects, reading, writing, discussion, collaboration, movement, and outdoor activities. Screen time will be purposeful, age-appropriate, and aligned with learning goals. Use of district-issued 1:1 devices is generally limited to no more than two hours per instructional day, except when additional use is required for accommodations, state testing, or other approved educational purposes. Students in Pre-K through Grade 3 will use school-issued devices that remain at school. Students in Grades 4–8 will be issued devices for project-based learning and educational purposes as determined by the school. Students are expected to use technology responsibly and only for school-related activities.

ELECTRONIC DEVICES

Cell Phone and Personal Device Use (Bell-to-Bell Policy)

In accordance with New Jersey law (P.L. 2025, c. 195), students may not use cell phones or other personal internet-enabled devices during the school day, from the first bell until dismissal ("bell-to-bell"). Devices must be stored as directed by the school and may only be used when specifically authorized by school staff for educational purposes or as permitted by law, including accommodations in a student's IEP, Section 504 Plan, health plan, or during emergencies. Students who violate this policy are subject to school disciplinary procedures.

COMMUNICATION

Parents/guardians are encouraged to communicate with their child's teacher and the school whenever questions or concerns arise. All staff members can be reached by voicemail or email, which are available through the school website or by calling the school.

To ensure questions and concerns are addressed efficiently, parents/guardians should follow the district's chain of communication:

1. **Classroom Teacher** – Contact the teacher first regarding classroom, academic, or student concerns.
2. **Child Study Team** – For matters related to student support services, contact the appropriate Case Manager after speaking with the teacher, if applicable.
3. **Building Administration** – If the concern remains unresolved, contact the building principal.
4. **District Administration** – If additional assistance is needed after working through the school-level process, contact the appropriate district administrator.

The district's primary communication tools are **Thrillshare**, the **district website**, and **Genesis**, which provides access to grades, attendance, schedules, and student progress information.

CONFERENCES

Parent conferences are held each year in the Fall. As the school year progresses, parents are encouraged to remain in contact with their child’s teacher to support a strong home-school connection.

DRESS CODE

Students are expected to dress in clothing that is neat, clean, in good taste, and appropriate for school. While students can express their individuality through their clothing, everyone is reminded that school is a place of business and students should dress accordingly. Parents are asked to monitor their child’s dress for school. Clothing advertising drug, alcohol, or tobacco products or their use and clothing containing

inappropriate language or pictures/symbols are not allowed. Clothing displaying weapons are also not allowed. Students are not permitted to wear hats in school.

FINES

Books, chrome 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.

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

Homework is assigned at the discretion of the teacher. Homework is not assigned during school holidays/vacations.
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 Genesis and Google Classroom for missing work. For long-term absences, students should contact teachers to make arrangements for missing work. 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 in grades 5-8 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 expectations:

1. Your locker is a safe place to store personal items such as a cell phone and/or valuables.
2. Do not mount pictures, stickers, etc. on the outside of your locker.
3. Use good taste in decorating the inside of your locker. Nothing can be mounted permanently.
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.

PHYSICAL EDUCATION

Students are required to dress in appropriate attire and in sneakers for Physical Education (PE) classes. Students who do not dress accordingly will be considered unprepared for class. Jewelry may not be worn during PE classes. Students at the 5-8 level are expected to change their clothes for class. All clothing for 5-8 students should be stored in a locker during class – not left on the floor. All valuables should be left with the instructor.

STUDENT SERVICES

Lebanon Township School District offers a variety of student services to meet the needs of all learners.

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

The Intervention and Referral Services Committee (I&RS) is composed 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.

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.

Students who qualify under Section 504 of the Rehabilitation Act of 1973 may receive accommodations to ensure equal access to educational programs and activities. Accommodations are determined individually based on each student's needs.

TELEPHONES

Students may use the telephone located in the main office or classroom with the permission of the school secretary or teacher. The school cannot take messages for students unless there is an emergency.

TRANSPORTATION

All students ride buses to and from school. Students should meet all bus expectations, including wearing a seat belt at all times 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 from the bus. 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.

VIDEO SURVEILLANCE

Video and/or audio monitoring devices are used in the building, on school grounds, and on school buses. Anyone in the building, on the grounds, or on a bus may be monitored at any time.

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 both the Valley View and Woodglen sites. 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 consider, at a minimum, the severity of the offenses, the developmental ages of the pupil offenders, and pupils' histories of inappropriate behaviors.

DISCIPLINE

Students are expected to meet schoolwide, grade level, and classroom expectations. Schoolwide expectations include:

1. Engage in productive work
2. Maintain a safe and clean environment
3. Share space effectively
4. Respect self, others, and property

Both Valley View and Woodglen School use restorative practices, which empower students to resolve conflicts and make amends with others when they fail to meet expectations. The goals of restorative are to repair harm done, cultivate empathy, and develop long-term behavioral changes.

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.

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 no explosive device on school property;
23. Not sound or cause a sound to cause 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 Violations of School Expectations

The district uses a progressive approach to student discipline. Consequences are determined based on the nature, severity, and frequency of the behavior and may include one or more of the following:

Consequences for Violations of School Expectations

The district uses a progressive approach to student discipline. Whenever appropriate, teachers will first implement classroom-based interventions to help students learn and practice positive behaviors before referring concerns to administration. Consequences shall be determined based on the nature, severity, frequency, and circumstances of the behavior. The examples below are illustrative and are not intended to be exhaustive. Depending on the specific situation, one or more of the following consequences may be imposed, along with any other appropriate disciplinary or corrective action deemed necessary. :

- **Warning (Admonishment)/Classroom Support:** Teachers will provide verbal reminders and reteach expected behaviors that promote a positive learning environment. Classroom interventions may include redirection, restorative conversations, reflection activities, seat changes, behavior conferences, opportunities to correct behavior, parent/guardian phone calls or emails, and other age-appropriate strategies designed to support student success.
- **Administrative Intervention:** If classroom interventions are unsuccessful or the behavior is more serious, the teacher may refer information regarding the matter to a school administrator to review the situation, collaborate with the student and family, and determine appropriate support or disciplinary consequences.
- **Loss of Privileges:** Students may lose privileges such as participation in extracurricular activities, school events, bus transportation, or other school-related privileges.
- **Detention:** Students may be assigned before school, lunchtime/recess, or after-school detention. Parents/guardians are responsible for transportation when necessary.
- **Academic Consequences:** Academic dishonesty, including cheating, plagiarism, or falsifying work, may result in a reduced grade on the affected assignment. Grades will not be lowered for behavior unrelated to academics.
- **In-School Suspension:** Students may be removed from regular classes for supervised instruction during the school day.
- **Out-of-School Suspension:** Students may be suspended from school for serious or repeated violations in accordance with New Jersey law and Board policy.
- **Expulsion:** In the most serious cases, the Board of Education may expel a student following all required due process procedures.

The district is committed to using restorative practices, teaching appropriate behaviors, and partnering with families to help students make positive choices while maintaining a safe, respectful, and productive learning environment for all. All disciplinary actions are administered in accordance with New Jersey law, Board of Education policies, and the student's right to due process.

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. When a pupil receives his/her third referral 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 the 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, tobacco or e-cigarettes;
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 and out-of-school suspension.
Further Offenses: Complaint to police for tobacco and 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 the name of the pupil, school, and the specific offensive conduct.
    b. The parent(s) or legal guardian(s) will be notified, by a 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 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's 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), considering 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 occur

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 the 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 pupils 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 the 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, 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, 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, identity, 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 ongoing, 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 regulations. 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 the 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 to 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 the adoption of research-based harassment, intimidation or bullying prevention program models, to training for certificated and non-certificated staff, to the 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 the 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.

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