

PARENT-STUDENT HANDBOOK 2016-2017 School Year

**Woodland Park Public Schools
Woodland Park, New Jersey 07424**

THE WOODLAND PARK BOARD OF EDUCATION

**Mark Salemi
PRESIDENT**

**Maria Flynn
VICE-PRESIDENT**

MEMBERS

**Dina Bargiel Thomas Bolen Lisa Marshall Jo-Anne Mitchell
Robert Kassai Ron Pascrell Mary Ann Perro**

Jeffery Merlino, Esq., Board Attorney

DISTRICT PHONE NUMBERS
WOODLAND PARK PUBLIC SCHOOLS
 To Be Connected to ALL District Schools and Locations DIAL
973-317-7700

SUPERINTENDENT'S OFFICE	973-317-7710
BUSINESS OFFICE	973-317-7720
CHARLES OLBON SCHOOL	973-317-7730
<i>Attendance & Charles Olbon Nurse's Office</i>	973-317-7734
BEATRICE GILMORE SCHOOL	973-317-7740
<i>Attendance & Beatrice Gilmore Nurse's Office</i>	973-317-7744
MEMORIAL MIDDLE SCHOOL	973-317-7750
<i>Attendance & Memorial Nurse's Office</i>	973-317-7754
SPECIAL EDUCATION/STUDENT SUPPORT SERVICES	973-317-7760
<i>-School Psychologist</i>	973-317-7764
<i>-LDTC</i>	973-317-7766
<i>-Social Worker</i>	973-317-7768
DISTRICT TECHNOLOGY OFFICE	973-317-7780
GUIDANCE DEPARTMENT	973-317-7785
CURRICULUM & INSTRUCTION/ACADEMIC PROGRAMS	973-317-7790
TRANSPORTATION	973-317-7720
BUILDINGS AND GROUNDS	973-317-7701

ADMINISTRATION

Dr. Michele R. Pillari, Superintendent
Mrs. Donna Santulli, Confidential Secretary to the Superintendent

Mr. Thomas DiFluri, Business Administrator/Board Secretary
Ms. Michele Addice, Secretary to the Board Secretary
Ms. Theresa Laurie, Bookkeeper/Payroll
Ms. Karen Marabondo, Accounts Payable

Mrs. Giovanna Irizarry, Principal -Charles Olbon School
Mrs. Dolores Reda-School Secretary

Ms. Sharon Tomback, Principal-Beatrice Gilmore School
Mrs. Laura Lijoi-School Secretary

Mr. Charles Silverstein, Principal-Memorial School
Mrs. Lisa Barreto, Assistant Principal
Mrs. Carmela Christoforatos-School Secretary
Ms. Molly Crawford, Secretary – Guidance and Assistant Principal

Mrs. Sheryl Centrelli, Interim Director of Special Education/Student Support Services
Mrs. Lynn Meeker-Secretary

Mrs. Carmela Triglia, Supervisor of Curriculum and Instruction/Academic Programs
Mrs. Melissa Colon, Secretary

Mr. Matt Cielo, District Technology

Mr. John L. Wittig, Supervisor of Buildings & Grounds

*WOODLAND PARK BOARD OF EDUCATION WEBSITE:
WWW.WPSCHOOLS.ORG.*

Welcome to the 2016-2017 School Year

August 2016

Dear Parents/Guardians,

Welcome back to another exciting year! I truly hope you were able to take some time to relax and enjoy the lazy days of summer with your family and friends. This time each year, I take a moment to sit back and ask myself, “Where did the summer go?” It seems to slip through my fingers faster and faster every year. At the same time, here in our schools, we have been working tirelessly to ensure that we are ready for the students to return.

First and foremost, I would like to take this opportunity to thank the secretarial staff for working to prepare for September. These individuals are instrumental in ensuring that everything is in order for the first day of school. Their dedication to our school community is beyond compare!

I would also like to thank Mr. Wittig and the custodial team for working so diligently in getting the buildings sparkling clean for the opening of school. Their hard work is clearly evident when we walk the bright hallways of our schools! This is essential for effective teaching and learning; it is important that students have an environment that is comfortable, welcoming, safe and secure.

We continue to make great strides in curriculum development. Our English Language Arts Curriculum has been completely rewritten. In order to support the successful implementation of this new curriculum, resources have been adopted and purchased. Foundations will be implemented in grades K & 1. This program is a systematic program that focuses on critical foundational skills such as: phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary development, comprehension strategies, handwriting, and spelling. Lucy Calkins’ Units of Study for Reading and Writing will be utilized as the primary resource in grades K-5. In grades 6-8, a team of teachers worked with our Language Arts consultant to develop Units of Study in both reading and writing. Independent resources have been purchased to support the work. Vocabulary and grammar books have been purchased for students in grades 3-8 in order to support language development and writing conventions. In addition, the middle school science curriculum was rewritten to align with the Next Generation Science Standards. We have also adopted and purchased new resources to support this work.

In order to provide a continuum of services for our special education students, we are excited to announce that a class for our students with Behavioral Disabilities will be opening in September. This class will be housed at Beatrice Gilmore School. We are also proud to announce that our Middle Grades Growing Minds Class will be moved to Memorial School.

In the area of technology, we continue to increase the number of laptops and carts available for student use throughout the school district. Students in grade 4 at Beatrice Gilmore School will now have a 1:1 technology opportunity. We are very excited to embark on this initiative! In addition, reimaging and regular maintenance to the computers in our district has been ongoing and continuous throughout the summer months. Please join me in thanking our technology team for working on this during the summer months for a successful implementation in September.

This summer, our annual summer cleaning at each of the buildings has been completed. This includes cleaning and waxing of classroom and hallway floors, cleaning inside and outside of all windows, cleaning of all classroom furniture, landscaping on all building properties, and the cleaning of all boilers in preparation for the winter months. At Beatrice Gilmore School, the library has been completely renovated creating a workspace conducive for 21st century learning. In order to better regulate the heat in the gym at Memorial School, a new air handler has been

installed. Both Memorial School and Charles Olbon School received security upgrades this summer with the installment of cameras and security locks at the main entrance of the buildings. Charles Olbon School has also received many building upgrades. This includes a new fence area at the front on the building. This decorative fence was installed in an effort to protect the new grass which has been grown this past spring. An extensive amount of painting has also been completed including hallways, classrooms and bathrooms. A new building-wide intercom has been installed at Charles Olbon School.

Our district website continues to serve as a tremendous resource for all. The website will be one of our main means of communication. Please check it frequently for important information and updates. As a reminder, our email addresses are first initial + last name @wpschools.org. I urge you to utilize the website to learn more about our educational programs and to stay updated on important news and upcoming events. In the coming weeks, teachers will begin posting important class information as well as homework on their personal webpages which will be directly linked to this site. This should act as a great resource to you at home. Active use of the webpage is preparation for our educational community as we prepare to use less and less paper throughout the course of this school year.

In closing, please know that I take pride in our school and community and am grateful each and every day to be here with your children. I remain committed to and will always work with integrity to make informed decisions that are in the best interest of the students. Our objective, as a staff, is to provide exceptional teaching and learning opportunities which take place in a caring, yet challenging academic environment. As a school community, we realize that all students need a supportive, nurturing setting that suits their developmental needs. As a result, we always strive to strike the balance of challenging and nurturing your children here in Woodland Park Public Schools.

I continue to remain energized and enthusiastic about our direction. We are moving our school district forward and it is truly amazing to be a part of the process with each and every one of you. Our home-school educational community continues to grow because we remain focused on accomplishing our

Mission:

“To promote educational experiences which will prepare our students to develop high levels of academic achievement, engage in a lifelong desire to learn and develop a deep respect for life and its diversity in our global society”

*If we truly believe this in our hearts, then we will achieve!
Remember: We are all in this together.*

Thank you for your continued support and I truly look forward to continuing to work closely with you as we embark on a new school year.

Yours in Education,



Michele R. Pillari, Ed.D.
Superintendent of Schools

WOODLAND PARK PUBLIC SCHOOLS 2016-2017 District Calendar

September – 19 days

- 1 Staff In-Service Day**
- 2 District Closed**
- 5 Labor Day**
- 6 School Opens – Full Day for Students
- 20 Back to School Night – CO 6:30pm-9:00pm
- 21 Back to School Night – MEM 6:30pm-9:00pm
- 22 Back to School Night – BG 6:30pm-9:00pm

October – 20 days

- 10 Columbus Day – District Closed for Staff & Students

November – 15 days

- 7 Schools Closed- Staff In-Service**
- 8 Election Day – District Closed
- 9 Schools Closed- Staff In-Service**
- 10 NJEA Convention – Schools Closed
- 11 NJEA Convention – Schools Closed
- 15 One Session Day BG & Mem. Dismissal - 12:48pm; CO dismiss - 1:28pm**
Parent/Teacher Conferences – CO 2:30pm-4:30pm; 5:30pm-7:30pm
- 16 One Session Day BG & Mem. Dismissal - 12:48pm; CO dismiss - 1:28pm**
Parent/Teacher Conferences – BG 2:00pm-4:00pm; 5:00pm-7:00pm
- 17 One Session Day BG & Mem. Dismissal - 12:48pm; CO dismiss - 1:28pm**
Parent/Teacher Conferences – MEM 2:00pm-4:00pm; 5:00pm-7:00pm
- 23 One Session Day BG & Mem. Dismissal - 12:48pm; CO dismiss - 1:28pm**
- 24 Thanksgiving Day – District Closed
- 25 Thanksgiving Recess – District Closed

December – 17 days

- 23 One Session Day BG & Mem. Dismissal - 12:48pm; CO dismiss - 1:28pm**
- 24-31 Winter Recess – District Closed

January – 20 days

- 1-2 Winter Recess – District Closed
- 3 Schools Reopen
- 16 Martin Luther King Day – District Closed for Staff & Students

February – 18 days

- 7 One Session Day BG & Mem. Dismissal - 12:48pm; CO dismiss - 1:28pm Parent/Teacher Conferences – BG
2:00pm-4:00pm; 5:00pm-7:00pm**
- 8 One Session Day BG & Mem. Dismissal - 12:48pm; CO dismiss - 1:28pm Parent/Teacher Conferences – MEM
2:00pm-4:00pm; 5:00pm-7:00pm**
- 9 One Session Day BG & Mem. Dismissal - 12:48pm; CO dismiss - 1:28pm Parent/Teacher Conferences – CO
2:30pm-4:30pm; 5:30pm-7:30pm**
- 16 One Session Day BG & Mem. Dismissal - 12:48pm; CO dismiss - 1:20pm**
- 17 Mid-Winter Recess – District Closed
- 20 Mid-Winter Recess – District Closed

March – 23 days

April – 14 days

- 07 One Session Day BG & Mem. Dismissal - 12:48pm; CO dismiss - 1:28pm**
- 10-17 Spring Recess- Schools Closed
- 18 Schools Reopen

May – 22 days

- 29 Memorial Day – District Closed

June – 17 days

- 23 Projected Last Day

Projected last day of school assumes the use of five (5) school cancellations/snow days to be necessary.

185 Total Possible Student Days
188 Total Possible Teacher Days

The annual school calendar reflects 185 days of student attendance. Students must attend 180 days each year. Five additional days have been added to allow for 5 emergency school closure/snow days. In the event additional school closures are necessary beyond these 5 days provided, such may added to the end of the school year, or be taken from scheduled spring recess days. If less than 5 school closure days are needed, additional “days off” or an earlier “last day of school” may be announced.

FACULTY AND STAFF

CHARLES OLBN SCHOOL

50 Lincoln Lane, Woodland Park, NJ 07424

Kindergarten.....	Mrs. Lorraine Altomare
Kindergarten.....	Mrs. Cindy Guariglia
Kindergarten.....	Mrs. Anna Marie Tundo
Kindergarten.....	Mrs. Nancy Munro
Kindergarten.....	Mrs. Anita Stabile
Kindergarten.....	Ms. Claudia Tonti
Grade 1.....	Ms. Dana Davidson
Grade 1.....	Ms. Abigail O'Connor
Grade 1.....	Mrs. Lisa Healey-Wilk
Grade 1.....	Ms. Samantha Krasnomowitz
Grade 1.....	Mrs. Elizabethta Macchiavello
Grade 1.....	Mrs. JoAnn Woessner
Grade 2.....	Mrs. Sibel Odaman
Grade 2.....	Mrs. Jeanine Chiaravalotti
Grade 2.....	Mrs. Emily Kramer
Grade 2.....	Mrs. Michele Skrbic
Grade 2.....	Mrs. Monica Voinov
Support Teacher/BSI.....	Mrs. Susan DiFluri
Support Teacher BSI.....	Mrs. Jo Anne LaSala
Music	Mrs. Lisa Beirne
Art- P/T.....	Ms. Janene Nardiello
World Language	Mrs. Claudia Monaghan
Technology/Gifted and Talented.....	Ms. Meghan McGinnis
Special Education.....	Mrs. Susan DeCorte
Special Education.....	Ms. Katherine Trovato
Special Education.....	Mrs. Eileen Cieslak
Special Education.....	Mrs. Elisabeth Parker
Special Education.....	Ms. Marissa Cole
Physical Education.....	Mr. Stephen Scholtz
Nurse.....	Mrs. Katie Beatty

BEATRICE GILMORE SCHOOL

1075 Mc Bride Avenue, Woodland Park, NJ 07424

Grade 3.....	Ms. Krystal Capo
Grade 3.....	Ms. Nicole Webb
Grade 3.....	Ms. Lindsay Kogen
Grade 3.....	Mrs. Carol Gesualdo
Grade 3.....	Mrs. Michele Herrmann
Grade 4.....	Mrs. Veronica Seavy
Grade 4.....	Mrs. Erin Wilson
Grade 4.....	Mrs. Pamela Yesenosky
Grade 4.....	Mrs. Stacey Facciollio
Grade 4.....	Mrs. Sherry Toole
Art.....	Mrs. Karen Sudol
Music.....	Mr. Eric Schaefer
World Language.....	Ms. Julissa Alejo
Technology/ Gifted & Talented.....	Mr. William Krakower
Special Education.....	Mr. Michael Sciscilo
Special Education.....	Mrs. Marie Davis
Special Education.....	Ms. Michele Brunini
Special Education.....	Mrs. Gina DiLuccia
Special Education.....	Ms. Christina Dizzia
Special Education.....	Mrs. Michelle Svorec
Special Education.....	Ms. Gina d'Astolfo
Special Education P/T.....	Ms. Alexandra Schmidt
BSI	TBD
Physical Education.....	Mr. James Oxley
Nurse.....	Mrs. Lynn Roehrich

FACULTY AND STAFF

Memorial Middle School
15 Memorial Drive, Woodland Park, NJ 07424

Math/Science..... Mrs. Lynn Donato
 Math..... Mr. Philip Eliya
 Math..... Ms. Amy Kivlehan
 Math..... Mr. Thomas Havrilla
 Math..... Mrs. Donna McCluskey
 Math..... Ms. Alison Colucci
 Math..... Ms. Venous Tashayodi
 Language Arts Mrs. Laura Masefield
 Language Arts..... Mrs. Tamara Boyadjian
 Language Arts..... Mrs. Rosemary Ficarra
 Language Arts..... Mrs. Meghan Glenn
 Language Arts..... Mrs. Steve Sans
 Language Arts..... Mrs. Joann Kelly
 Language Arts/Science..... Mrs. Donna Murray
 Science..... Ms. Christina Scillieri
 Science..... Ms. Mina Chang
 Science..... Ms. Lisette Hernandez
 Social Studies Ms. Jennifer Potter
 Social Studies..... Ms. Jennifer Caputo
 Social Studies..... Ms. Lori McCluskey
 BSI/Math Ms. Susan O'Donnell
 BSI/Math..... Mrs. Lauren Wittig
 BSI/Math..... Mr. Richard Kirk
 BSI/LAL..... Mrs. Rosa Hawkins
 BSI/Media Specialist Ms. Jenna Moore
 Art..... Ms. Karen Sudol
 Computers Skills..... Ms. Samantha Ament
 Gifted and Talented..... Ms. Anna Szorc
 Music..... Mr. Eric Schaefer
 Physical Education..... Mr. Robert Romeo
 Physical Education-P/T..... Ms. Natalie Peragallo
 World Language..... Ms. Julissa Alejo
 Special Education..... Mrs. Michele Behnken
 Special Education..... Mrs. Shari Brown
 Special Education..... Ms. Julianne Tuscano

Special Education..... Mrs. Karen Criscione
 Special Education..... Ms. Lesley Sverdlove
 Special Education..... Ms. Jessica Sonners
 Special Education..... Ms. Jessica Riviera
 Special Education Ms. Megan Dever
 Special Education..... Ms. Daniela Giglio
 Nurse..... Mrs. Teresa Carbonelli

DISTRICT WIDE STUDENT SUPPORT SERVICES

Ms. Theresa Avella

 Dr. Jesse Glassman
 Mrs. Kristy Knapp
 Mrs. Kerry McGlame
 Ms. Danielle Indri
 Ms. Anita Spinelli
 Ms. Raine Brown
 Ms. Stefanie Surie
 Ms. Sara Nunez
 Mr. James Grochowski

Learning Disabilities/
 Teacher Consultant
 School Psychologist
 Social Worker
 Guidance Counselor 5-8
 Guidance Counselor K-4
 Speech
 Speech
 Speech
 ESL
 Behaviorist

FULL-TIME CUSTODIANS

Mr. Massimo Amato
 Mr. Dennis DeCesare
 Mr. David Grimes
 Mr. Richard Hubbard

Mr. Vincent Marsi
 Mr. Roosevelt Joseph
 Mr. Paul Didy

P/T Custodian

Mr. Luftar Zeneli
 Mr. Fritzner Origene
 Mr. Emilo Turano

Mr. Brian Belinski
 Mr. Winston Freckleton

BELL SCHEDULES

Beatrice Gilmore & Memorial Schools

Regular Bell Schedule

8:12-8:18	Homeroom	12:18-1:04	Period 6 (Gr. 4, 7 & 8 Lunch)
8:18-9:04	Period 1	1:06-1:52	Period 7
9:06-9:52	Period 2	1:54-2:40	Period 8
9:54-10:40	Period 3	2:42-2:48	Prepare for Dismissal
10:42-11:28	Period 4	2:48	Dismissal
11:30-12:16	Period 5 (Gr. 3, 5 & 6 Lunch)		

One Session Day

8:12-8:16	Homeroom	10:48-11:24	Period 5*
8:16-8:52	Period 1	10:48-11:24	Period 6*
8:54-9:30	Period 2	11:26-12:02	Period 7
9:32-10:08	Period 3	12:04-12:40	Period 8
10:10-10:46	Period 4*	12:42-12:48	Dismissal

*Lunches and lunch periods are NOT provided on one-session days.

Students normally assigned to lunch during dedicated periods shall instead receive instruction during these periods on one-session days

Delayed Opening

9:30-9:35	Homeroom	11:55-12:41	Period 5-Gr. 3, 5, & 6 Lunch
9:35-10:08	Period 1	12:43-1:29	Period 6– Gr. 4, 7 & 8 Lunch
10:10-10:43	Period 2	1:31-2:04	Period 7
10:45-11:18	Period 3	2:06-2:39	Period 8
11:20-11:53	Period 4	2:41-2:48	Prepare for Dismissal
		2:48 -	Dismissal

Regular Bell Schedule

Charles Olbon School

8:52-9:05	Homeroom	1:06-1:51	Period 6
9:07-9:52	Period 1	1:53-2:38	Period 7
9:54- 10:39	Period 2	2:40-3:25	Period 8
10:41-11:26	Period 3	3:25-3:28	Prepare for Dismissal
11:28-12:13	Period 4 (Kindergarten Lunch)	3:28	Dismissal
12:17-1:02	Period 5 (Lunch)		

Pre-K (Program for Students with Disabilities)

AM Session: 8:52am-11:22am PM Session: 12:58pm-3:28pm
 Full Day: 8:52 am – 3:28 pm

One Session Day

8:52-9:05	Homeroom	11:15-11:45	Period 5
9:07-9:37	Period 1	11:47-12:17	Period 6
9:39-10:09	Period 2	12:19 12:49	Period 7
10:11-10:41	Period 3	12:51-1:21	Period 8
10:43-11:13	Period 4	1:23- 1:28	Prepare for Dismissal
		1:28	Dismissal

Pre-K One Session

AM Session: 8:52 am-10:52 am - PM Session: 11:28 am-1:28pm- Full Day 8:52-1:28

Delayed Opening Schedule

10:15-10:25	Homeroom	1:45-2:17	Period 6
10:25-10:57	Period 1	2:19-2:51	Period 7
10:59-11:31	Period 2	2:53-3:25	Period 8
11:33-12:20	Period 4 Lunch- K	3:25-3:28	Prepare for Dismissal
12:22-1:09	Period 5 Lunch 1&2	3:28	Dismissal
1:11-1:43	Period 3		

Pre-K Delayed Opening

AM Session: 10:15am-12:12pm - PM Session: 1:31pm-3:28pm – Full Day 10:15-3:38

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Acceptable Use of Computer Technology & Resources

All users are responsible for good behavior and judgment on school computers just as they are in a classroom or a school hallway. Communications on the network are often public. General school rules for behavior and communications apply.

The network is provided for users to conduct research and communicate with others. Access to network services is given to users who agree to act in a considerate and responsible manner. Parent permission is required for students. Access is a privilege, not a right. Access entails responsibility.

Individual users of the district computer network are responsible for their behavior and communications over the network. It is presumed that users will comply with district standards and honor the agreements they have signed. Beyond the clarification of such standards, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district computers will always be private.

Within reason, freedom of speech and access of information will be honored. During school, teachers will guide students toward appropriate materials. No unauthorized disks may be used. Only disks provided by the school are allowed. The following is not permitted:

1. Sending or displaying offensive messages or pictures
2. Using obscene language
3. Harassing, insulting or attacking others
4. Damaging computers, computer systems or computer network
5. Violating copyright laws
6. Using other person's password
7. Trespassing in other person's folders, work or files
8. Intentionally wasting limited resources
9. Employing the network for commercial purposes
10. Reviewing or downloading any material that is obscene, vulgar, sexually explicit or otherwise inappropriate
11. Downloading of unauthorized information
12. Student accessing of personal e-mail
13. Loading and/or using non-school owned software without the permission of the Technology Coordinator.
14. Accessing websites and/or areas of the internet which have been expressly prohibited by district, school and/or staff.

Violations may result in a loss of access as well as the following disciplinary or legal action:

- a. warning
- b. loss of privilege to use computers and the Internet
- c. referral to administrator
- d. other action as stipulated to or determined by the Board of Education.
- e. failure of class

Administration of Medication

The administration of prescribed medication to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available to him/her during school hours. For purposes of this policy, "medication" shall include all medicines prescribed by a physician for the particular pupil, including emergency medication in the event of bee stings, etc. "Medications" shall also include all "over the counter" remedies or agents, i.e., aspirin, cough syrup, etc.

Before any medication may be administered to any student during school hours, the Board shall require the written request of the parent/guardian, which shall give permission for such administration and relieve the Board and its employees of liability for administration of medication. In addition, the Board requires the written order of the prescribing physician, which shall include:

- a) The effective prescription date of the medication
- b) The purpose of the medication
- c) The dosage
- d) The time at which or special circumstances under which medication shall be administered
- e) The length of time for which medication is prescribed
- f) The possible side effects of the medication

The Board of Education requires such documentation as noted above for ALL medications (both prescription and "over-the-counter" items.) Such documentation received will be provided for any period of time stated but not to exceed the end of a school year. For the district to properly ensure student health and safety, all parents/guardians must renew medication orders with appropriate documentation at the start of each new school year. Please also remember to inform the school nurse at the start of the school year if your child has suffered any medical or health emergencies, or has been diagnosed with any illness or disease, during the summer months.

Students may not keep in their possession any type of medication. All such medications must be immediately presented to school personnel by the parent/guardian. Please help us to protect the safety of all children by never sending a child to school with medication. Even over-the-counter remedies can be dangerous or lethal when and if left in the hands of a child for even a short period of time, and the district cannot ensure student safety unless and until it has all such medications within its sole possession.

Affirmative Action

The Woodland Park Board of Education remains in compliance with all federal and state laws, rules and regulations related to equal opportunity and is committed to a policy of non-discrimination because of race, color, creed, religion, gender, sexual orientation, ancestry, national origin, or socioeconomic status.

Affirmative Action Officers

District Mrs. Sheryl Centrelli

Beatrice Gilmore Ms. Erin Wilson

Charles Olbon Mrs. Susan Di Fluri

Memorial Mrs. Meghan Glenn

Asbestos Management Plan

In compliance with the Asbestos Hazard Emergency Response Act (AHERA), the Woodland Park Board of Education has developed an asbestos management plan for each school building. This management plan is on file in the Business Administrator's Office and may be reviewed by appointment by members of the public.

Attendance Policy

The Woodland Park Board of Education Policy 5200 (Attendance) states “**Students missing fifteen (15) school days will not qualify for promotion.** It is the intention of this policy that fifteen (15) absences per year will provide for normal illnesses. Those students who use their quota for other reasons will not be able to claim relief on the basis that they did not expect to become ill often, using the absences for other purposes.”

Please call your *school's nurse's office*, or inform us via e-mail at attendance@wpschools.org, to report your child's absence. If you are unable to call at this time, an answering machine will record calls before school hours. Remember to leave your child's name, and the reason for the absence. For extended periods of absence, call every third day. **Please make requests for homework directly to your child's school before 9:00am on the day of an absence.**

In the case of any student with a serious illness or injury, and for which a physician has noted that the child must be absent from school for more than five (5) days, parents/guardians must inform the school of such as soon as possible. Recent state regulations require school districts to follow new procedures in such cases to ensure that an affected student's instructional program continues. In addition, students who have been absent for five consecutive days must present a certificate of recovery from a licensed physician or be examined by the medical inspector as requested by district administration.

NOTE: Family vacation days are not acceptable absences from Woodland Park Public Schools and will be counted as unexcused absences.

Attendance Rate at Woodland Park School District

Student attendance directly affects performance. Below is our district's attendance rate:

School	Average Daily Attendance Rate
Beatrice Gilmore School	88.36%
Charles Olbon School	88.62%
Memorial School	88.83%
District Average	88.60%

Basic Skills Instruction

The purpose of The Woodland Park School District's *Basic Skills Instruction (BSI)* program is to maximize all students' potential for success by providing additional support to strengthen the skills of students who are struggling to meet grade level expectations in Language Arts and/or Math. This supplemental program recognizes individual learning needs and strives to build students' competence and confidence by assisting each student in reaching his/her academic potential.

Basic Skills teachers provide supplemental instruction aligned to the Common Core State Standards. Students in need receive additional support that may be integrated within the general education classroom or outside the classroom in a small group setting. For additional information, please contact the Director of Curriculum and Instruction at 973-317-7791.

BSI Parental Involvement Policy

The Woodland Park Board of Education under Policy 2415 provides for parental involvement as required by the No Child Left Behind Act (NCLB) of 2001 for students who qualify for our Basic Skills Program.

Parents/guardians are notified in writing of their child's qualifications based on Needs Assessments that are conducted on a regular and ongoing basis throughout the academic school year. Opportunities for conferences are provided to parents/guardians at the time a student is identified as needing extra assistance. Working together with the school, parents/guardians are encouraged to contribute to the development of the Individualized Student Improvement Plan. This plan may include skills to be re-mediated, possible changes or adaptations to instructional settings, frequency and duration of services, and specifically noted teachers or other responsible staff members. Parents-guardians/teacher/student compacts may be developed.

1. Parents/guardians will receive a progress report every marking period and additional opportunities for BSI parent/staff conferences. Staff conferences will be flexible to allow for parental schedules. Phone conferences, too, provide other options. Parent/teacher/student compacts may be reviewed, renewed or updated as necessary.
2. An annual BSI meeting will be held to which all parents/guardians of participating students will be invited and encouraged to attend. This meeting will stress collaboration, parental communication, and interaction. Also, handouts will be presented that detail the NCLB Title I programs, and the goals and objectives of the Woodland Park Public Schools Basic Skills Program.

Bus Code of Conduct

The Woodland Park Board of Education provides bus transportation for students who live beyond the walking distance to school as defined by New Jersey Law and as further approved by the local Board of Education, and for students whose route is deemed hazardous by the Board of Education. The criteria used in designing routes and assigning students to them include the distance to be traveled to and from school, the hazards involved on the route to be traveled, the age and state of health of the child and the requirements of the instructional program.

As the geographical area of the Borough of Woodland Park is small, bus transportation provided by the district is, in most cases, a courtesy for students and families.

While on a school bus students must understand that this is the same as being on school property. The bus driver shall be in full charge and shall operate under the full authority of the Board of Education and the Superintendent while conducting his/her official duties in transporting students. He/she shall be responsible for order. He/she shall never exclude a student from bus transportation, except in any such case where he/she is unable to manage a disruptive student. In such case where any student fails to act in a proper manner, the bus driver will promptly notify the school Principal/Dean of Students and the student will be subject to any and all disciplinary actions just as if the student's disruptive behavior occurred on school property.

If a student misses the bus departing from school at the end of school day, he/she should report to the office immediately. Parents/guardians will be contacted and are required to arrange for transportation home for that student. Parents/guardians who wish to allow their child to walk from school at any time must ensure that they have previously provided such written permission to the school and that this permission is on file. All alternate transportation decisions must be provided in writing and sent to the building principal.

Specific bus rules include:

- Students shall remain seated at all times.
- Students must fasten their seat belts on buses that are so equipped.
- No passengers, except public school students or school personnel, shall be carried on scheduled trips.
- Students shall not litter or otherwise deface the bus in any way, inside or outside. Neither eating nor chewing gum shall be allowed on the bus. There shall be nothing thrown, spit or dropped out of the windows.

- Students will not be permitted to project any part of their bodies out of the windows.
- Students will be expected to behave in a safe, non-disruptive manner at all times. Unsafe and disruptive behavior shall be reported to the office of the Principal/Dean of Students.
- Students shall not tamper with emergency doors which are to be used only for emergencies.
- Students will not stand up, move around, or run on the bus while it is moving and/or in operation.
- Students will not bully, curse, push or hit at any time while on the bus.

Riding on a school bus to and from school is a privilege that will be withdrawn if proper behavior and attitude is not observed. Disrespect to fellow passengers or the bus driver, destruction of property, littering the street and/or bus are improper forms of behavior. Students will be excluded, for the above reasons, from the privilege of riding a school bus and it shall be the responsibility of the parent/guardian to provide transportation to and from school for the period of exclusion. If the student is not taking the bus home, he/she must bring in a note from the parent/guardian prior to the date in question.

Questions or issues regarding student transportation/busing may be directed to Mr. Thomas DiFluri at (973) 317-7720.

Charles Olbon School – additional bus rules:

Students in grades K-2 are not permitted to get off a bus and walk home without adult supervision. If there is no one at the bus stop to meet the child, the student will be returned to school and then it is the parent’s responsibility to come and pick up the child. Any student not picked up within 20 minutes of that return will initiate police involvement.

There are consequences for not adhering to the bus safety rules:

- 1st Violation – Spoken to by the Principal
- 2nd Violation – Sent to Office – In School Disciplinary Action
- 3rd Violation – Suspension of Bus Privileges for 1 Day
- 4th Violation – Suspension of Bus Privileges for 1 Week
- 5th Violation – Suspension of Bus Privileges for the Remainder of the School Year

Below please find a list of bus routes. All routes are subject to change.

**Charles Olbon School [K-2] Route
CO-T1**

Browertown & Briarwood

Glover & Squirrelwood

Mount Pleasant & Chestnut

Hugo & Wilson

Rifle Camp & Taylor

Rifle Camp & Casson

Rifle Camp & Weaseldrift

Garret & South

South & Park

Rifle Camp & Zurchers

Rifle Camp & Overmount

Rifle Camp & Washington

Rifle Camp & Old Rifle Camp

Lackawanna & Lower Notch

Lackawanna & Woodland

Lackawanna & Grey

Lackawanna & Wedgewood

Lackawanna & Millpond

**Charles Olbon School (K-2) Route
CO-T2**

Mount Pleasant & Taft

Mount Pleasant & Woodrow

Garden & Woodrow

Borrego & Borrego

**Beatrice Gilmore School [3-4] Route
BG-T1**

Browertown & Briarwood

Glover & Squirrelwood

Hugo & Wilson

Rifle Camp & Taylor

Rifle Camp & Casson

Rifle Camp & Weaseldrift

South & Park

Garret & South

Rifle Camp & Zurchers

Rifle Camp & Overmount

Rifle Camp & Washington

Rifle Camp & Cherico

Rifle Camp & Old Rifle Camp

Lackawanna & Lower Notch

Lackawanna & Woodland

Lackawanna & Grey

Lackawanna & Wedgewood

Lackawanna & Millpond

Lackawanna & Van Winkle

**Memorial School[5-8] Route
M-T2**

76 Squirrelwood Road

Hugo & Wilson

Rifle Camp & Taylor

Rifle Camp & Casson

Rifle Camp & Weaseldrift

South & Park

Garret & South

Rifle Camp & Zurchers

Rifle Camp & Washington

Rifle Camp & Cherico

Rifle Camp & Old Rifle Camp

Lackawanna & Lower Notch

Lackawanna & Woodland

Lackawanna & Grey

Lackawanna & Wedgewood

Lackawanna & Millpond

Lackawanna & Van Winkle

Care of School Property

The Board of Education believes that schools should help students learn to respect property and to act with responsibility for materials that are provided. The Board of Education charges each student in the schools of this district with responsibility for the proper care of school property, supplies, and equipment entrusted to his/her use.

In accordance with law, students who cause damage to school property shall be subject to disciplinary measures and they and/or their parents/legal guardians may be required to pay the cost associated with the repair or replacement as a result of such damage. The Board of Education reserves the right to hold students and their parents/guardians responsible for such costs. The Board of Education also authorizes the imposition of fines for the loss, damage or defacement of textbooks or other school property, and it reserves the right to withhold a report card or diploma from any student whose payment of such fines or damages is in arrears.

Cellular Telephones and Other Recording Devices

Cellular phones (both camera and non-camera) are an interruption, an intrusion and a liability to the educational integrity, safety and mutual respect in any school system. To ensure that student privacy and safety are ensured, the following policies and procedures have been established as such relates to cell phones in the district's school buildings.

Cellular Telephones WITH CAMERAS or any portable device which can take movies, make recordings or capture images are strictly prohibited from being in the district's schools or on school grounds and/or at school sponsored events. There shall be no exceptions to this without the express written permission of the Superintendent of Schools indicating otherwise and specifying the rationale for any such exception with the associated limitations thereof on the exception. These devices are a danger to the faculty and students, destroy the integrity of the district's educational and instructional program, and may violate rights of privacy of other enrolled students. Camera/video phones can be used to cheat on tests and homework, to inappropriately take photos of students and other things that would not only be detrimental to the educational process but also be in violation of the law.

If any student brings such a device to school, it shall be confiscated.

- * It will be turned into the Principal and will not be returned until there is a parent conference.
- * The student will also be Out of School suspended for up to 5 days, and shall also face possible additional disciplinary actions as so determined by the Principal, or other administratively-certified and district-assigned personnel. The Board of Education also reserves its right to extend further disciplinary sanctions beyond those of the Superintendent.

Traditional, Non-Camera Cell telephones are allowed on the school premises, but only under the following conditions and restrictions:

- * They are to be FULLY turned off at all times during the regular school day while in the building or on school related and sponsored activities (I.e. class trips, dances, etc.) Turned FULLY OFF means in a non-noise alerting, non-vibrating manner.
- * They are to be kept in the student's bag, non-visible, at all times during the school day. No exceptions. They are not to be used at any time during the regular school day. No exceptions.
- * Students who violate these allowed conditions shall face the following disciplinary actions. Please refer to Code of Conduct section for specific disciplinary actions.

Child Abuse

The Woodland Park Board of Education believes that the physical and mental well-being of all children in its charge must be maintained as a prerequisite to learning through the formal educational process. The Board of Education is cognizant of the importance of early identification of child abuse. The school district personnel will cooperate with the New Jersey Division of Child Protection and Permanency (DCP&P) in the identification, immediate reporting, and investigation of allegations of child abuse.

The Chief School Administrator shall require all the employees and volunteers to receive in-service training concerning child abuse, instructional methods and techniques relative to issues of child abuse in the local curriculum and personnel responsibilities pursuant to N.J.S.A. 9:6-8.10 et. Seq. When and if necessary, and/or where codified by statute, legislation or municipal/Board of Education policy communication of such incidents resulting in assault or injury may also be reported to law enforcement authorities. All staff and district personnel shall receive formal training, and that training shall include information regarding the identification and reporting of allegations of child abuse to DCP&P, as well as the investigative process conducted by DCP&P. Additionally, all employees shall be made aware of their rights and responsibilities according to law and code.

School personnel, compensated and uncompensated (volunteer) having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall immediately report legitimate concerns to the attention of DCP&P (N.J.S.A. 9:6-8.10). The person reporting the alleged child abuse shall inform the school Principal or designee as well as the local police department of the report after DCP&P referral has been made. However, notice to the Principal or designee need not be given when the person believes that such notice would be likely to endanger the referrer or child involved or when the person believes that such disclosure would be likely to result in retaliation against the child or in discrimination against the referrer with respect to his or her employment. It is important to note that certificated staff members have a legal responsibility to report instance of potential child abuse, and that such reporting employees are indemnified under statute from damages for legitimate reporting.

The Board of Education has detailed the district responsibilities as follows:

1. The district and its employees shall cooperate with DCP&P in investigations of child abuse that have occurred at any time outside or within the confines of the school or during a school-related function.
2. The district and its employees must permit the DCP&P investigator to interview the child in the presence of the school principal or designee.

3. If the child is intimidated by the presence of the school representative, the child shall name a staff member, whom he or she feels will be supportive, and who will be allowed to accompany the child during the interview. The purpose of including a school representative is to provide comfort and support to the child, and not to participate in or contribute in any way to the investigation.
4. The district shall cooperate with DCP&P in scheduling interviews with any school personnel who have information relevant to the investigation.
5. The district shall release, in accordance with N.J.S.A. 18A:36-19 and N.J.A.C. 6:32-7.5, all student records of the child under investigation that are deemed to be relevant to the assessment or treatment of child abuse (N.J.S.A. 9:8.40).
6. The district shall maintain and secure all confidential information about child abuse cases in accordance with N.J.S.A. 18A:36-19 and N.J.A.C. 6:32-7.5
7. DCP&P phone number- # 1-877-652-2873 or 1-877-NJ-ABUSE.

Child Study Team

Operating under the Director of Special Education and Student Support Services, the Woodland Park Child Study Team consists of a Learning Disabilities/Teacher Consultant, a School Psychologist, a Social Worker and a Speech/Language Specialist when necessary. Additional professionals are consulted when further information is needed to complete a comprehensive evaluation of students who are experiencing difficulties in the regular school program and to assist staff members to provide guidance and instruction to students with academic, social or emotional problems.

Referrals to the Child Study Team on behalf of any student may be made by the child's teacher, building administrator, or parent. The laws and regulations pertaining to the evaluation and classification of students as requiring special education are lengthy, complex and often changing. *PRISE* handbooks which explain the many details, rules, regulations, procedures and law concerning the evaluation and classification process are available in all school buildings and at the Administration Offices.

When a referral is made by a parent for an evaluation by the district's Child Study Team, the district must respond in a timely fashion as set forth by Federal and State regulations and codes. These parameters are clearly defined with the *PRISE* handbook.

When a referral is made by a teacher or district staff member to the Child Study Team, nothing further can occur in the process without the formal consent of the parent/guardian, or in extreme cases through a formal Due Process, Emergent Relief or court hearing when parental/guardian consent is refused.

The formal convening of a meeting of the district's child study team to discuss a student's difficulties with achieving at grade level is one of many options and programs available through the district. The district's Intervention and Referral Services (I&RS) Basic Skills Program (BSI) and Section 504 procedures and services are other support programs designed to assist struggling students through less restrictive protocols.

All school staff are available to discuss with any parent/guardian the many options available to them and for assistance with any student who is experiencing difficulties at school.

The district's office of Special Education can be contacted at (973) 317-7760.

Closing of Schools/Delayed Openings

In the event of inclement weather or other unforeseen emergencies, school may either be closed for that day or in the alternative may be subject to a delayed opening. On those days when a delayed opening is in effect, all students who will be attending school that day will report to their schools **at 9:30am for Beatrice Gilmore and Memorial schools, and at 10:15am for Charles Olbon School.** Bus service will also operate as scheduled **75 MINUTES LATER** than is usual. This procedure will allow students to avoid early morning congestion and allow for weather conditions, which may improve later in the morning hours.

Parents are to determine whether school has been cancelled for the day or a delayed opening has been put into effect by watching PVTV Cable Channel 77 or Channel 12 New Jersey News. Parents, guardians and students may also access the Woodland Park School District website at www.wpschools.org. In addition, wherever possible, parents of enrolled students will be notified of a school closure or cancellation by telephone using the district's Global Connect instant notification system. **PLEASE ENSURE** that your telephone numbers are up-to-date, and notify your school's main office of any changes in your phone contact information as soon as possible so that you may be ensured effective contact. Emergency messages using this system will only reach you if the district's student information database contains your current and correct phone contact number.

Please **DO NOT** call the schools or police department to inquire if schools have been closed or are subject to a delayed opening.

Code for Fire and Emergency Drills

In accordance with State of New Jersey code, fire drills must and will be conducted each month during the regular school year at each of the district's school buildings. Such drills are held in an unannounced fashion, at varying times and under differing circumstances to ensure student safety in even unplanned for situations. Students are taught to exit the building as quickly as possible, in a totally quiet, orderly and safe manner. All classrooms will post an evacuation map and route from the classroom to safety.

In addition, the Woodland Park district will practice emergency drills monthly. These drills are designed to promote student safety in the event of the intrusion of someone into the school who may pose a potential threat to the safety of students. Such drills are designed to create a safe "lock-down" situation in classrooms to protect student safety until the arrival of law enforcement officials. These emergency drills are now required by code and are designed in light of recent situations in schools across the country and have been incorporated into school procedures by the Board of Education to enhance overall student safety while in schools.

Students must ensure that they adhere to all rules and regulations in specific during such drills. Failure to do so will result in severe disciplinary sanctions. Please understand that enforcement of the rules and regulations of fire and emergency drills are carried out only in the name of ensuring the overall safety of all students in our district's school buildings.

Code of Conduct

WOODLAND PARK SCHOOL DISTRICT CODE OF CONDUCT

The Woodland Park Board of Education has established a Code of Conduct which is representative of the composition of the district's schools and community. It is based on the core ethical values: caring, trustworthiness, respect, responsibility, fairness and citizenship. All are designed to attain the district's mission of educating today's learners to become tomorrow's leaders. The Code of Student Conduct will undergo an annual review by the Board of Education and Superintendent of Schools. If necessary, it will be modified on the basis of research and data provided by the administrative team, faculty, parents and students regarding its effectiveness as it relates to the district's mission statement.

The Code of Student Conduct will be disseminated annually to all school staff, students and parents. Parents and students will annually sign-off that they have read and understand the Code of Student Conduct and the provisions of the Board of Education Policy 5512. Both documents will be posted on the districts website at www.wpschools.org for reference purposes. Copies will also be provided to parents who do not have internet access.

The principal of each school will annually review the provisions contained in the Code of Student Conduct with his/her students and staff at the beginning of each school year and subsequently throughout when necessary. Additionally, the Superintendent shall report annually to the New Jersey Department of Education on the implementation of the Code of Student Conduct, including the suspensions and expulsions in accordance with the format prescribed by the Commissioner of Education and the Electronic Violence and Vandalism Report System, pursuant to N.J.A.C. 6A:16-5.3(e).

The Code of Student Conduct has been established to achieve the following purposes:

1. Foster the health, safety and social and emotional well-being of students;
2. Support the establishment and maintenance of civil, safe, 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 student problem behaviors at all stages of identification; and
6. Establish parameters for school responses to violation of the Code of Student Conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of the student offenders and students' histories of inappropriate behaviors.

STUDENT RESPONSIBILITIES – The Six Pillars of Character Education

Students are expected to demonstrate the following responsible behaviors while in school, on a school bus and at school activities in and out of the district:

1. **Caring** for all members of a diverse school community which includes but is not limited to students, administrators/supervisors, teachers, advisors, support staff, custodians, volunteers, and HSA representatives. Students must also demonstrate tolerance and acceptance of classmates who are the same and different in ability, aptitude, cultural ethnicity, and socio-economic background.
2. **Trustworthiness** in assuming responsibility for their educational successes and failures. When working alone or in groups, they must be trusted to be responsible for their work and the results of their efforts.
3. **Respect** for all members of the school community, its facilities and property.
4. **Responsibility** in adhering to school rules and regulations which are designed to provide a safe and appropriate environment for learning.
5. **Fairness** in their treatment of staff, classmates, competitors and the public.
6. **Citizenship** by fulfilling their educational goals to become a productive member of the community, state, nation and world. This can be accomplished by attending school daily and mastering the NJ Core Curriculum Content Standards.

INAPPROPRIATE BEHAVIORS

Students must realize that any display of inappropriate behavior will have consequences that are graded according to severity and consideration of the developmental age of the offenders. They include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions. They provide for equitable application without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5; and are consistent with the provisions of N.J.S.A. 18A:6-1 regarding the prohibition of corporal punishment.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIORS

A. ATTENDANCE

Truancy/Leaving School without Authorization

1st incident

Grades K-2: 2 days Administrative Detention*

Grades 3-4: 3 days Administrative Detention

Grades 5-8: 4 days Administrative Detention

2nd incident

Grades K-2: 5 days Administrative Detention

Grades 3-4: 1 day In School Suspension^ and police notification

Grades 5-8: 1 day Out of School Suspension and police notification

3rd incident

Grades K-2: 1 day Out of School Suspension and police report

Grades 3-4: 2 days Out of School Suspension and police report

Grades 5-8: 2 days Out of School Suspension and police report

*a consequence in which the student is required to stay in at lunch time or after school with the respective building principal or vice principal

^specific area designated within the school setting, away from other students, and not housed within another classroom while instruction is being presented

Note: If an inappropriate behavior results in a consequence of an Out of School Suspension, a conference will be held between the building principal and parent before the student can return to school.

Late to Class

1st incident

Grades K-8: Teacher Warning

2nd incident

Grades K-8: 1 day Teacher Detention

3rd incident

Grades K-4: 1 day Administrative Detention and parent contact

Grades 5-8: 2 days Administrative Detention and parent contact

Cutting Class

1st incident

Grades K-4: 1 day Teacher Detention

Grades 5-8: 2 days Teacher Detention

2nd incident

Grades K-2: 1 day Administrative Detention

Grades 3-4: 2 days Administrative Detention

Grades 5-8: 5 days Administrative Detention

3rd incident

Grades K-4: 1 day In School Suspension and parent contact

Grades 5-8: 1 day Out of School Suspension and parent contact

B. INSUBORDINATION

Failure to Report to Teacher Detention

1st incident

Grades K-2: Teacher Warning

Grades 3-8: 2 days Teacher Detention

2nd incident

Grades K-4: 1 day Administrative Detention and parent contact

Grades 5-8: 2 days Administrative Detention and parent contact

3rd incident

Grades K-2: 2 days Administrative Detention and parent contact

Grades 3-4: 1 day In School Suspension and parent contact

Grades 5-8: 2 days In School Suspension and parent contact

Failure to Report to Administrative Detention

1st incident

Grades K-2: 1 day Administrative Detention and parent contact

Grades 3-8: 1 day In School Suspension and parent contact

2nd incident

Grades K-8: 1 day Out of School Suspension and parent contact

3rd incident

Grades K-4: 2 days Out of School Suspension and parent contact

Grades 5-8: 3 days Out of School Suspension and parent contact

Failure to Follow Teacher's* Direction/School Rules/Insolence to Staff Member

*includes substitute teacher

1st incident

Grades K-8: Administrative Warning

2nd incident

Grades K-2: 1 day Administrative Detention and parent contact

Grades 3-8: 2 day Administrative Detention and parent contact

3rd incident

Grades K-2: 2 days Administrative Detention and parent contact

Grades 3-8: 2 days In School Suspension and parent contact

Disruptive Behavior - any behavior that disturbs, interferes with, disrupts, or prevents any normal operations and functions in the classroom setting which includes teaching and classroom activities

1st incident

Grades K-8: Administrative Warning

2nd incident

Grades K-2: 1 day Teacher Detention and parent contact

Grades 3-4: 2 days Teacher Detention and parent contact

Grades 5-8: 3 days Teacher Detention and parent contact

3rd incident

Grades K-2: 2 days Administrative Detention and parent contact

Grades 3-4: 3 days Administrative Detention and parent contact

Grades 5-8: 3-5 days Administrative Detention and parent contact

Bus Behavior

Students who are privileged to be bused from home to school, and then from school to home are expected to behave appropriately while riding on the school bus. This entails for students to be seated and remain seated, hands and feet kept to themselves, noise kept to a minimum, and to follow directions given by either the bus driver or school bus monitor.

1st incident

Grades K-8: 1 day Administrative Detention and parent contact

2nd incident

Grades K-8: 1 day In School Suspension and parent contact

3rd incident

Grades K-8: Removed from school bus for the remainder of the school year and parent contact

C. VANDALISM AND THEFT

Vandalism/Graffiti – using an object to damage school property

1st incident

Grades K-2: 1 day Administrative Detention, restitution and parent contact

Grades 3-8: 2 days Administrative Detention, restitution and parent contact

2nd incident

Grades K-8: 1 day In School Suspension, restitution and parent contact

3rd incident

Grades K-2: 1 day Out of School Suspension, restitution and parent contact
Grades 3-8: 2-3 days Out of School Suspension, restitution and parent contact

Malicious Mischief – the act of intentionally destroying the personal property of another person due to resentment or ill will towards the owner which includes the intent or plan of causing destruction to the property as a means of revenge, threat or blackmail to the owner .

1st incident

Grades K-8: 1 day Administrative Detention and parent contact

2nd incident

Grades K-2: 1 day Out of School Suspension and parent contact
Grades 3-8: 2 days Out of School Suspension and parent contact

3rd incident

Grades K-2: 2 days Out of School Suspension, parent contact and police report
Grades 3-8: 2-3 days Out of School Suspension parent contact and police report

Theft – taking of the district’s or a person’s property without consent

1st incident

Grades K-2: 1 day Administrative Detention, restitution and parent contact
Grades 4-8: 1 day In School Suspension, restitution and parent contact

2nd incident

Grades K-2: 1 day In School Suspension, restitution and parent contact
Grades 3-8: 2 days In School Suspension, parent contact, restitution and police report

3rd incident

Grades K-2: 2 days Out of School Suspension, parent contact, restitution and police report
Grades 3-8: 2-3 days Out of School Suspension, parent contact, restitution and police report

Firework Offense – the possession, selling distributing, or detonating of a self-fusing explosive device

1st incident

Grades K-8: Out of School Suspension pending Board hearing to determine placement, CST referral, parent contact and police report

D. INAPPROPRIATE BEHAVIOR

Profanity/Obscene Gestures/Vulgarity – use of unacceptable language and/or body gesture

1st incident

Grades K-4: 1 day Administrative Detention and parent contact

Grades 5-8: 1 day In School Suspension and parent contact

2nd incident

Grades K-4: 1 day In School Suspension and parent contact

Grades 5-8: 2 days In School Suspension and parent contact

3rd incident

Grades K-2: 1 day Out of School Suspension and parent contact

Grades 3-4: 1-2 days Out of School Suspension and parent contact

Grades 5-8: 2-3 days Out of School Suspension and parent contact

Scuffle/Physical Misconduct – a physical confrontation

1st incident

Grades K-2: 1 day Administrative Detention and parent contact

Grades 3-4: 1 day In School Suspension and parent contact

Grades 5-8: 3 days In School Suspension and parent contact

2nd incident

Grades K-2: 3 days Administrative Detention and parent contact

Grades 3-4: 3 days In School Suspension and parent contact

Grades 5-8: 5 days In School Suspension and parent contact

3rd incident

Grades K-2: 5 days Administrative Detention, I&RS Team referral and parent contact

Grades 3-4: 3 days Out of School Suspension, I&RS Team referral and parent contact

Grades 5-8: 5 days Out of School Suspension, I&RS Team referral, parent contact and police report

Fight – physical confrontation entered in to by two or more students by mutual consent in which physical harm is intended

1st incident

Grades K-2: 1 day Out of School Suspension and parent contact

Grades 3-4: 1-2 days Out of School Suspension and parent contact

Grades 5-8: 3 days Out of School Suspension and parent contact

2nd incident

Grades K-2: 2 days Out of School Suspension and parent contact

Grades 3-4: 2-4 days Out of School Suspension and parent contact

Grades 5-8: 3-5 days Out of School Suspension and parent contact

3rd incident

Grades K-2: 3 days Out of School Suspension, parent contact and police report

Grades 3-4: 3-5 days Out of School Suspension, I&RS Team referral, parental contact and police report

Grades 5-8: 5 days Out of School Suspension, I&RS Team referral, parent contact and police report

Assault – attempting, threatening or purposely causing bodily injury to another

1st incident

Grades K-2: 2 days Out of School Suspension and parent contact

Grades 3-4: 3 days Out of School Suspension parent contact and police report

Grades 5-8: 5 days Out of School Suspension parent contact and police report

2nd incident

Grades K-2: 3 days Out of School Suspension, I&RS Team referral parent contact and police report

Grades K-2: 5 days Out of School Suspension, I&RS Team referral, parent contact and police report

Grades 5-8: 5-10 days Out of School Suspension, I&RS Team referral, parent contact and police report

3rd incident

Grades K-2: 5 days Out of School Suspension, I&RS Team referral, parent contact and police report

Grades 3-4: 5-8 days Out of School Suspension, I&RS Team referral, parent contact and police report

Grades K-2: 8-10 days Out of School Suspension, I&RS Team referral, parent contact and police report

Harassment/Intimidation/Bullying/Bias

Note: If the offense is determined to be a bias incident, a police report and/or complaint will also be filed. If the offense is determined to be sexual harassment, a police report and/or complaint will also be filed.

1st incident*

Grades K-2: 1 day In School Suspension and parent contact

Grades 3-4: 1-2 days In School Suspension and parent contact

Grades 5-8: 2-3 days In School Suspension and parent contact

2nd incident*

Grades K-2: 1 day Out of School Suspension, I&RS Team referral and parent contact

- Grades 3-4: 2 days Out of School Suspension, I&RS Team referral and parent contact
- Grades 5-8: 3 days Out of School Suspension, I&RS Team referral and parent contact
- 3rd incident*
- Grades K-2: 2 days Out of School Suspension, CST referral and parent contact
- Grades 3-4: 3 days Out of School Suspension, CST referral and parent contact
- Grades 5-8: 5 days Out of School Suspension, CST referral, parent contact and police report

***Expulsion (the Board of Education may deny a student attendance at school and school sponsored activities) proceedings may occur anytime throughout the consequence process if warranted.**

E. Substance Abuse

Use of Substance/Under the Influence of Drugs/Alcohol

Note: Failure to test within 24 hours in an automatic “positive.” An altered or diluted sample will also be considered a drug and or alcohol “positive.”

1st incident of a Prohibited Substance/Drug/Alcohol positive test

Grades K-8: 5 days Out of School Suspension parent contact, completion of an evaluation by medical personnel, appropriate rehabilitation protocol and police report filed

2nd incident of a Prohibited Substance/Drug/Alcohol positive test

Grades K-8: Out of School Suspension pending Board of Education hearing to determine placement and parent contact

Possession of a Controlled or Dangerous Substance or Alcohol

1st incident

Grades K-8: 5-10 days Out of School Suspension pending Board of Education hearing to determine placement parent contact and police complaint filed

2nd incident

Grades K-8: Out of School Suspension pending Board of Education hearing to determine placement parent contact and police complaint filed

Possession with Intent to Distribute

1st incident

Grades K-8: Out of School Suspension pending Board of Education hearing to determine placement parent contact and police complaint filed

Smoking/Possession of Igniter, Cigarettes or E- Cigarettes

1st incident

Grades K-8: 1 day In School Suspension and parent contact

2nd incident

Grades K-8: 2 days In School Suspension and parent contact

3rd incident

Grades K-8: 3 days Out of School Suspension and parent contact

F. Violation of the Technology Acceptable Use Agreement

1st incident

Grades K-8: Administrative Warning

2nd incident

Grades K-2: 1 week suspension of technology privileges and parent contact

Grades 3-8: 1 week suspension of technology privileges and parent contact

3rd incident

Grades K-4: 2 weeks suspension of technology privileges and parent contact

Grades 5-8: 2 weeks suspension of technology privileges, 1 day Administrative Detention and parent contact

G. Academic Integrity

Grades K-8: Academic integrity is required of all students. If a student is caught cheating, zero credit for the test/quiz/assignment will be given with no opportunity to make it up.

H. Unauthorized Use of Cell Phone

If a cell phone is brought to school, it must be placed in the student's backpack and in an "OFF" mode.

1st incident

Grades K-8: Administrative Warning, phone confiscated and returned at the end of day

2nd incident

Grades K-8: Phone confiscated and only returned to parent

3rd incident

Grades K-8: Phone confiscated and only returned to parent at the end of school year

I. Weapons Use and/or Possession

A “weapon” includes but is not limited to those items enumerated in N.J.S.A. 2C:39-1f and N.J.S.A. 2C:39-1r. This definition includes items capable of causing harm or bodily injury for which there is no educational purpose and/or was observed to have been displayed or used as a weapon.

Grades K-8:

Level 1: There shall be an immediate suspension pending a mandatory expulsion hearing of the Board of Education to determine placement for any pupil: a) who has displayed or used any item as a weapon with the intent of threatening or causing bodily injury on any school property, school bus or at any Board approved/school sponsored activity in or out of district; or b) who commits an assault upon a teacher, administrator, Board member, other employee or another pupil, with a weapon, as defined in Policy 8467 on any school property, on a school bus or at any Board approved/school sponsored activity in or out of district.

Level 2: A minimum of then (10) days out of school suspension and a hearing before a committee of the Board of Education will be required for any pupil found to be in possession of any weapon described in Policy 8467 on any school property, on a school bus or at any Board approved/school sponsored activity in or out of district. Given extenuating circumstances, principals may recommend to the Superintendent a reduced penalty and/or a waiver of the Board hearing.

The above Consequences for Inappropriate Behaviors serve only as a guideline. Please be aware that the Administration reserves the right to interpret and consequence students beyond the scope of the Consequences above in order to maintain the safety, order and discipline of the school.

NOTE: All Reward Activities and Special End-of-the Year Activities, such as dances, field days, class trips, etc. are privileged events and will be denied to students with specific numbers of disciplinary infractions.

Long Term Suspensions, Short Term Suspensions, Mandated Removals from General Education and Expulsion

All suspensions, removals and expulsions will follow the guidelines outlined in Policy 5610.

Expulsion Procedures – The Board of Education will consider expulsion only if: (a) the Superintendent with his/her staff have exhausted all means to correct the misconduct and reviewed the alternatives to expulsion; (b) the nature of the single act presents such a clear possibility of danger to others that immediate definitive action is indicated; and (c) the parents/legal guardians of the student have been interviewed and advised of the reasons why expulsion is being considered, or the rights of the pupil to a full hearing which will afford him/her procedural due process, and the right of parents/legal guardians to appeal to the Superintendent.

The pupil shall remain out of school until either: (a) an appeal made to the Superintendent is decided in the student's favor; or (b) the appeal (if made) has been denied and the Board of Education has met to hear the Superintendent's recommendations. If the Board of Education determines that the charges, if true, may warrant expulsion, the Board of Education will set a date for the hearing. The Board attorney will arrange for the giving of legal notice to all parties concerned for the preparation and presentation of evidence in support of the charges at the hearing.

The student must receive: (a) notification of the charges; (b) the names of the adverse witnesses; (c) copies of the statements and affidavits of those adverse witnesses; (d) the opportunity to be heard in his/her own defense; (e) the opportunity to present witnesses and evidence in his/her own defense; (f) the opportunity to cross-examine adverse witnesses; and (g) the opportunity to be represented by counsel. Juvenile authorities and law enforcement agencies shall be notified or consulted if necessary.

Student Rights

1. Students have the right to be informed of the behaviors that will result in suspension and expulsion. This will be provided by the copy of the Code of Conduct that they will read and sign annually.
2. Students are entitled to an education that supports students' development into productive citizens.
3. Students are entitled to learn in a safe school environment.
4. Students are entitled to due process and appeals procedures, pursuant to N.J.A.C. 6A:1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8.
5. Students are entitled to parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3; and
6. Protections pursuant to 20 U.S.C. 6:3, Pupil Records, 45 CFR §160, Health Insurance Portability and Accountability Act; 20 U.S.C. §6301, Title IV(A)IV §4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CRF Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling; information from Participants; disclosure, N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other Drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records; Maintenance and Retention, Security and Access; Regulations; Non-liability; N.J.A.C. 6A 14-2.9, Student Records; as well as other existing Federal and State laws pertaining to student protections.

Staff Responsibilities

1. The Board of Education shall delineate the roles and responsibilities of each staff member in the implementation of the Code of Student Conduct. It shall also provide to all school staff training annually on the Code of Student Conduct, which shall include training on the prevention, intervention and remediation of student conduct in violation of the Board's Code of Student Conduct.

2. Information on the Code of Student Conduct shall be incorporated into the orientation program for new employees.
3. Staff should explain and discuss with students acceptable and unacceptable school behaviors.
4. Staff should model the behaviors expected of students.
5. Staff should be consistent in enforcing the Code of Student Conduct.
6. Staff should reinforce and recognize positive student behaviors.

Student Attendance Requirements

Under the New Jersey Administrative Code (6:8-4.2), the Board of Education shall establish pupil requirements for the minimum number of days in attendance in order to receive a passing grade in a subject. Woodland Park Board of Education Policy 5410, Promotion and Retention directs that parents of pupils who have been in attendance fewer than 170 days during the school year be notified of possible retention. All absences, except for religious holidays defined by the State Board of Education shall count as days absent when calculating that total. Absences for purposes of this policy shall include any legitimate absences from school, truancy, cuts or unexcused lateness to a class of more than half of the class period. All absences count equally in calculating the minimum attendance rate.

These regulations recognize that the learning experience which takes place in the classroom environment is an essential part of the student's responsibility and to realize that time lost from class in terms of educational opportunity is irretrievable. Parents of students with chronic medical conditions with medical certification may apply annually for an attendance accommodation or 504 Plan which will be reviewed and considered on a case-by-case basis by the school nurse, administration and Director of Special Education.

It is recognized that there are definite unavoidable circumstances, which may prevent a student from attending school. However, all of the work missed should be completed at the initiative of the student within the same number of days absent, but not to exceed 10 school days. If exams need to be taken after an illness documented by a doctor's note, no more than two exams will be taken in a single day. Vacations which prevent a student from meeting the 170 days of attendance will result in retention, unless the student receives the required hours of tutoring to meet the 170 days required. The tutoring, at the parents' personal expense, must be done by a New Jersey certified and highly qualified teacher who has been approved by the building principal.

A student who is absent is required to present to the homeroom teacher a written excuse upon returning to school. It must be dated, give the reason for the absence, and must be signed by the parent or guardian. Extended and/or frequent excuses may require a doctor's note. Failure to provide the appropriate documentation for a day's absence will result in the child being declared truant for the day and count as 1 day of unexcused absence.

Student Attendance Appeals

Students who exceed the allowable absences are permitted to appeal their loss of grade and/or course. The appeal must be first made to the building principal for all students.

School Responses to Absences

1. For up to four (4) unexcused absences, the school shall: (a) make a reasonable attempt to notify the student's parents of each absence prior to the start of the next school day; (b) conduct an investigation of the cause of each unexcused absence, including contact with the student's parents; (c) develop an action plan in consultation with the student's parents designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance; and (d) proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if child abuse and neglect is suspected; and (e) cooperate with the law enforcement and other authorities and agencies, as appropriate.

2. For between five (5) and nine (9) unexcused absences, the school shall: (a) make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day; (b) conduct a follow-up investigation, including contact with the student's parents to determine the cause of each unexcused absence; (c) evaluate the appropriateness of the action plan developed pursuant to 1C above; and (d) revise the action plan, as needed, to identify patterns of unexcused absences and establish outcomes based upon the student's needs and specify the interventions for achieving the outcomes, supporting the student's return to school and regular attendance that may include any or all of the following: (1) refer or consult with the building's I&RS Team, pursuant to N.J.A.C. 6A:16-8; (2) conduct testing assessments or evaluations of the student's academic, behavioral and health needs; (3) make a referral to a community-based social and health provider agency or other community resource; (4) refer to the court program designated by the New Jersey Administrative Office of the Courts and proceed in accordance with the provisions of N.J.S.A. 9:6; and (4) cooperate with the law enforcement and other authorities and agencies, as appropriate.

3. For cumulative unexcused absences of 10 or more days, the student is truant, pursuant to N.J.S.A. 18A:38-2.7, and the school district shall: (a) make a mandatory referral to the court program required by the New Jersey Administrative Office of the Courts; (b) make a reasonable attempt to notify the student's parents of the mandatory referral; (c) continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance; (d) cooperate with law enforcement and other authorities and agencies, as appropriate; and (e) proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal Statutes, as required.

4. For students with disabilities, the attendance plan and punitive and remedial procedures set forth therein shall be applied, where applicable, in accordance with the students' Individualized Education Programs, pursuant to 20 U.S.C. §1400, the Individuals with Disabilities Act; the procedural protections set forth in N.J.A.C. 6A:14, accommodation plans under 29 U.S.C. §794 and 705(20); and individualized health care plans, pursuant to N.J.A.C. 6A:16-2(e)1x.

All receiving schools pursuant to N.J.A.C. 6A:14-7.1(a), shall act in accordance with the regulations above for each student with up to four (4) cumulative unexcused absences. For each student attending a receiving school with five (5) or more cumulative unexcused absences, the

absences shall be reported to the sending district. The sending district shall proceed in accordance with the Board of Education policies and procedures pursuant to the provisions in 1-3 above as appropriate.

Contagious Diseases or Conditions

In order to protect the health of all the students in our school, all the regulations of the State of New Jersey Department of Education and the State of New Jersey Department of Health and the local Woodland Park Board of Health shall be strictly observed, particularly those dealing with contagious or infectious diseases or conditions. Students who have been absent for five consecutive days must present a certificate of recovery from a licensed physician or be examined by the medical inspector as requested by district administration.

Counseling Services (Grades K-8)

The School Counseling Program for the Woodland Park School District offers services to all students using a variety of experience and activities. School Counselors meet with students individually, in small groups, and for large group guidance lessons in the classroom or during advisory to discuss personal needs, issues, problems or concerns. Guidance lessons are scheduled and delivered as needed. Students are encouraged to refer themselves to the counselor when a need arises and often teachers, principals, parents and peers will refer students to the counselor as well. The counseling program is developmentally based and uses a proactive approach for concerns of a social, emotional or academic nature. Large group guidance lessons or advisory topics are based on the district guidance curriculum which addresses the general needs of young children and adolescents through units of study to include anti-bullying, academic growth, personal growth, career awareness, transition and self-reflection. Additional topics are addressed when a need is discovered. The guidance and counseling program provides support to the school community. Counselors regularly confer with the Child Study team, teaching teams, individual teachers and our intervention and referral services team leaders/ team participants, and Anti-bullying specialist in their schools. School Counselors present information to families on topics such as standardize testing, study skills and parenting strategies. School Counselors are liaisons between community groups and the schools. The School Counseling program provides information on community services and programs that benefit all students and families.

The students occupying our classrooms are a diverse group, the offspring of an array of familial and cultural backgrounds. They arrive at school with diverse levels of social and emotional maturity. Their experiences and learning vary greatly. They reflect a range of levels in academic readiness and interest. Although very different in many respects, each and every child possesses the potential to be a valuable asset to society and should strive for self-fulfillment to better themselves and the world around them. To meet and serve their needs, a school counseling program must be designed to address their developmental issues throughout the elementary and middle school years. The school counseling program must provide skills and experiences that will enhance their learning and provide support for the community from which they have arrived.

While it important for our guidance counselor to build trust with the students, confidentiality of students cannot be ensured in all cases. Based on the specifics of interactions with the students, the guidance counselor may be required to disclose elements of such discussions as required by law, (i.e., students self-reporting of child abuse, etc.)

Crossing Guards

The Woodland Park Police Department provides for and maintains crossing guards at dangerous crossings and intersections for students who walk to and from district schools. Parents/guardians are urged to familiarize and acquaint their children with the importance of crossing only where the guard is present during school entrance time, lunch hour (if applicable) and school dismissal. All students and parents must follow directions given by the Crossing Guards.

Curriculum, Instruction and Program Review for Woodland Park Schools

The Woodland Park School District will review when necessary, and through a planned and cyclical process its curricular and instructional program in all subject areas, at all grade levels, and with district-specific programs that affect the community's children. The district will also evaluate and review its innovative program strategies to ensure that such meet the needs of all students in light of newly emerging or advancing research into student development and learning. The office of Curriculum and Instruction is located at 853 McBride Avenue, Woodland Park, NJ 07424.

Dismissal

Daily dismissal times, on regular and one-session student days, are published elsewhere in this handbook/calendar for each of the district's schools. Please ensure that every student is picked up at his/her daily scheduled time. The Woodland Park Police Department will be contacted if a student is left on school property more than 20 minutes after that day's dismissal time.

Distribution of Materials by Students and Staff

Materials being sent home with students should relate to school matters or student-related community activities. Except when it pertains to an individual student, all such material must be approved in advance by the Superintendent of Schools, at the direction of the Board of Education, or his designee.

Students shall not be used to distribute partisan materials or partisan/political information pertaining to a school, general election, budget or bond election or referendum, or negotiations.

No staff member or outside individual may distribute materials on school property and/or to students without the prior written approval of the Superintendent of Schools or his designee.

Dress & Grooming Code

On June 25, 2012 after much discussion and meetings with parents, teachers and administrators, the Woodland Park Board of Education adopted a revised student dress code for all of our students in the Woodland Park School District. Please review the new policy below.

5511 DRESS AND GROOMING

The board of education believes that a pupil's dress reflects the attitude with which the pupil approaches his/her attendance and performance at school. Appropriate dress is one indication that a pupil has come to school prepared to learn accordingly; the board of education will impose its policy on pupils and parents or legal guardians only when a pupil's dress affects the educational program of the schools.

All pupils shall, upon arrival to school:

- A. Be physically clean, neat and well groomed;
- B. Dress according to the approved and reasonable regulations of the board of Education;
- C. Dress in a manner that does not cause damage to district property;
- D. Dress and be groomed in such a way so as not to cause a health and safety hazard.

The Superintendent shall develop general guidelines for pupil dress, in accordance with the Board of Education Policy, and shall direct development of regulations suited to the appropriate dress of all pupils. Each Principal and staff members shall determine compliance with respect to the Dress Code Policy and Regulation.

What to Wear to School – Memorial, Beatrice Gilmore and Charles Olbon Schools

A. For boys, long-sleeve or short sleeve solid collared shirt (polo or button down) in light blue, maroon or navy may be worn with light blue, maroon or navy colored solid sweatshirt or sweater, along with khaki, black, or navy colored pants or walking shorts. The walking shorts must be no more than two inches above the knee. Clothing may be purchased from a list of preferred or similar style vendor(s). Pants and walking shorts must be waist fitted and be worn to prevent slipping to hip level. They must be worn so the entire waistband is above the hip. Walking shorts are permitted, weather appropriate, as deemed by the principal of the building. Shirts must be buttoned and must cover the abdomen and back.

B. For girls, long-sleeve or short—sleeve solid collared shirt (polo or button own), in light blue, maroon or navy may be worn with light blue, maroon or navy colored solid sweat shirt or sweater, along with khaki, black, or navy colored pants, walking shorts, skirts, or designated walking shorts/skirts. Solid colored dress or jumper also allowed. The walking shorts/skirt, skirt and dresses must be no more than two inches above the knee. Clothing may be purchased from a list of preferred or similar style vendors(s). Pants and walking shorts must be waist fitted and be worn to prevent

slipping to hip level. They must be worn so the entire waistband is above the hip. Walking shorts are permitted, weather appropriate, as deemed by the principal of the building. Shirts must be must be buttoned and must cover the abdomen and back.

C. Jeans, sweatpants (except during physical education class), and camouflaged pants are not permitted.

D. Spaghetti straps, tube tops, halter tops, strapless garments, off the shoulder garments, tank tops, low cut tops and/or revealing or suggestive apparel, are not permitted.

E. Pajamas are not permitted.

F. Hats, sweatbands, bandannas, or other types of headwear are not to be worn in the School building at any time, except for pupils with special religious beliefs or for medical reasons.

G. Coats or outerwear such as scarves and gloves are not to be worn during class unless permitted by the Principal on a case-by-case basis.

H. Sunglasses are not permitted to be worn indoors.

I. Chains, spikes, cleats, pins, and certain types of jewelry that display pictures, or symbols of offensive materials or suggestions may not be worn in the school buildings at any time, except for pupils with special religious beliefs or for medical reasons.

J. Footwear, such as "flip flops", slippers and beach shoes that are not safe when walking up and down stairs, may not be worn to school. Shoes with laces must be tied. Sneakers are permitted provided they are properly fitting with no tears or holes. Shoes must not be soiled. No heels over two inches high and no spikes.

K. Undergarments worn as "outerwear", see-through clothing and bare midriff attire is unacceptable.

L. Untidy, torn, damaged and/or soiled clothing is not permitted.

M. During physical education class, pupils may wear sweat pants or shorts and shirts must cover the abdomen and back at all times. Shorts and sweat pants must be appropriately fitting and of appropriate lengths.

Exceptions to the above include pupils who participate in nationally and/or locally recognized youth organizations, such as Boys Scouts, Girl Scouts or certain local Groups, that are approved and/or recognized by the board of education from wearing organization uniforms to school on days the organization has a scheduled meeting or for a scheduled and specific purpose for wearing such organization uniform approved in advance by the Building Principal.

Parents/legal guardians may request a religious and/or medical exemption from their child wearing the designated clothing by completing an Exemption application. The Exemption application requires the applicant to indicate the objection with specificity and to provide the alternate dress the pupil will wear to school that is consistent with the bona fide objection and still be reasonably consistent with the dress code.

Each Principal has the authority to make exceptions on a case-by-case basis and on days for special events, such as Halloween, Field Day or approved spirit days.

Enforcement of the Dress Code

A pupil's appearance, mode of dress or cleanliness will not be permitted to disrupt the educational process. When in the judgment of a Principal or staff, member the pupil's appearance or mode of dress disrupts the educational process or constitutes a threat to health and safety, the pupil may be required to make modifications.

Enforcement of the Dress Code starts with each parents/legal guardians and pupil's exercising responsibility and good judgment. All staff members have an obligation to report dress code violations to the appropriate administrator. Parents/legal guardians will be notified of violations and continued violation will result in disciplinary action. If a pupil violates the Dress code, a parent/legal guardian will be contacted and an immediate change of clothing will be necessary.

Early Dismissal - One Session Days

During one-session days, schools in the district shall dismiss students early. Memorial Middle School and Beatrice Gilmore elementary school shall dismiss all students promptly at 12:48pm; Charles Olbon elementary school shall dismiss students promptly at 1:28pm on one-session-days. One session days are required to provide for district wide staff and professional development for school staff or to allow students and staff an early dismissal the day before certain holidays or other school breaks. Parents must make arrangements to pick up their students in a timely fashion.

Please note that lunch will not be served on all one-session days and all school buses will begin the return route at 12:48 PM and 1:28 PM, depending on school.

Early Dismissal/Late Arrival

It is necessary that all students be in attendance throughout the school day in order to benefit fully from the educational program of the district. The Board of Education recognizes, however, that from time to time compelling circumstances will require that a student arrive late to school or be dismissed before the end of the school day.

A student may be excused during the school session for good cause acceptable to the Principal, and approved by him/her on receipt of a signed request from the parent or guardian. The excuse requests shall be kept on file in the Principal's office. Please remember that state regulations require

a minimum of four (4) hours attendance per school day (exclusive of any lunch period) for students to be considered “present.” Parents and guardians are encouraged therefore to minimize time students are late to, or dismissed early from, school.

Any student who reports late to school must first report to the school’s main office. A note regarding the late arrival, signed by the parent/guardian, must be presented upon arrival. No student shall be permitted to leave the school before the close of the school day unless met in the school office by a parent or person authorized by the parents to act on his/her behalf.

Any student who is excessively late to school or excessively dismissed early may be subject to additional sanctions. Twenty (20) or more such instances within a school year are considered excessive and may also require legal interventions involving either the student, parent/guardian or both as prescribed by code, regulation and/or Board of Education policy.

To avoid classroom disruption no student will be permitted to leave a scheduled class before the end of any given period unless previous notification has been provided.

English as a Second Language

The English as a Second Language Teacher provides instruction for those students who are not proficient in English. Parents of students in need of this service are notified in writing and will receive progress reports along with regular report cards.

Family Life Education

Our comprehensive Family Life Curriculum provides information that assists in enabling students to meet the many new demands and make the complicated decisions with which they are faced in a contemporary society. The district’s Family Life Education curriculum provides for instruction to students to develop an understanding of the physical, mental, and psychological aspects of adult interpersonal relationships. Students are given the opportunity to gain a greater depth of understanding in the development of responsible young adult and adult personal behavior, family ties and family life in their futures.

While the district believes strongly in the importance of providing this type of instruction to ensure that its students are fully prepared for young adulthood, it is aware that the nature of some of the subject matter included in the curriculum may, in some parts or aspects, conflict with some religious or personal beliefs. In order to alleviate any concerns you might have, the district will allow you to have your child removed from any section of instruction that you feel necessary when and if such requests for non-participation are provided in writing. Please contact your school Principal if you need further information.

Family Educational Rights and Privacy Act [FERPA]:

This provision is provided for official parental Notification of Rights under FERPA for the Woodland Park District.

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents should submit to the building principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents who wish to ask the district to amend a record should write the building principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the building principal or school official decides not to amend the record as requested by the parent, the building principal will notify the parent of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Field Trips

The Board of Education recognizes that field trips used as devices for teaching and learning integral to the curriculum, are educationally sound and important ingredients in the instructional program of the school. A field trip is defined as any journey by a group of students away from the school

premises, under the supervision of a teacher, and which is an integral part of an approved course of study and conducted for the purpose of affording a firsthand educational experience not as readily available within the four-wall confines of a school classroom.

For each proposed or planned field trip, permission slips will be sent home with your child in advance of such trips. These permission slips must be signed and returned to school prior to your child being allowed to participate in such trips. Such permission granted by parents/guardians allowing an attending student to participate in field trips must always be given in writing. Neither the school nor the district may allow a student to attend a field trip on the verbal approval of a parent/guardian in instances where a permission slip has not been received (on the actual date of a planned field trip).

In order to provide the best level of student safety during field trips off school premises, the district requires that there be one chaperone for each ten students attending as a usual requirement. Parents and guardians are encouraged to participate in their child's educational program and your volunteer efforts as a chaperone are both needed and appreciated at the kindergarten through grade four levels.

Flag Salute

The Woodland Park Board of Education requires all students to salute the flag and recite the Pledge of Allegiance on every school day, excepting students who have conscientious, religious or other moral objections against such a pledge or salute. These students shall not be required to render such a salute or pledge but shall be required to show full respect to the flag by standing at attention while the pledge is being given by others in the classroom.

Grievances – Parents and Students (Also See “Parent Concerns and Resolution Procedures”)

Most often, issues of parent or student concerns, problems or complaints can be addressed through informal channels. Discussing troubling matters without delay often bring relief by way of receiving additional information or clarification, which provides a better understanding of the situation at hand.

In some cases, however, the issue at hand may require a more formal application by a parent or student. In these cases, the matter may not be a problem, issue or concern, but may rise to the level of being considered a matter that is known as a grievance.

The term "grievance" means a formal complaint by a student or parent that there has been an inequitable, improper or unjust application or violation of federal, state, or local regulations, or administrative decision affecting said student or parent.

The steps and procedures for filing a grievance are in many ways the same as is found for resolving any problem or concern. However, a formal grievance requires deadlines formally prescribed as follows:

1. A student or parent who wishes to file a grievance shall take such formal complaint in writing to the teacher or classroom level first.

2. If, as a result of the discussion, the matter is not resolved to the satisfaction of the student or parent, the aggrieved party shall make formal written notice to the building Principal, Affirmative Action Officer, Section 504 Compliance Officer (whichever is most relevant to the grievance at hand,) noting that satisfaction was not received at the previous level and requesting consideration at this higher level. Once received, this level MUST schedule a conference with the aggrieved party within five (5) days.
3. If, as a result of discussion at Level II, the student or parent is still grieved after the action or lack of action by the Principal, and/or the Affirmative Action Officer, or Section 504 Compliance Officer, the complaint may then be presented to the Superintendent of Schools in a written report and the decision of the Principal/other will be forwarded to the Superintendent. A conference shall be scheduled to discuss the grievance and results at that time. This action will occur within a period of five (5) days upon receipt of the grievance from the student or parent.
4. If the grievance is not settled after reaching the Superintendent of Schools or if it is a matter of policy that can only be resolved at the Board of Education level, an appeal must be made in writing to the Board of Education and must set forth the grounds upon which the grievance is based. The complaint shall be filed with the Board of Education who shall deal with the matter in accordance with their procedures and policies within thirty (30) days from receipt of appeal letter.
5. If the party or parties are still aggrieved upon the decision or determination by the Woodland Park Board of Education, they may carry the grievance to the County Superintendent of Schools.
6. It is important to note that this grievance procedure noted above does not relate to issues regarding the evaluation, classification, placement or other process or procedures regarding special education. Nothing in this procedure should be interpreted to preclude any person, on the part of a handicapped student, from pursuing resolution as described in N.J.A.C. Title 6A:14-2.6 and 6A:14-2.7 at any point in the intervention process.

Harassment, Intimidation and Bullying

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

Harassment, intimidation and bullying means any gesture, written, verbal or physical act that takes place on school property, at any school-sponsored function or on a school bus and that:

- is motivated by 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
- by any other distinguishing characteristic; and
- a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming the student or damaging the student's property, or placing a student in reasonable fear of harm to his/her person or damage to his/her property; or

-has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

-a problem, concern or difference a student may have with another student.

Acts of harassment, intimidation or bullying may also be a student exercising power or control over another student, in either isolated incidents (i.e., intimidation and harassment,) or patterns of harassing or intimidating behavior, (i.e., bullying.)

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment. The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages students to grow in self-discipline. The Board further believes that the best discipline is self-imposed, and it is the responsibility of the school district staff to use disciplinary situations as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior.

Students who are involved with acts of bullying, intimidation or harassment will receive appropriate disciplinary consequences. In determining an appropriate disciplinary response, a number of factors shall be taken into account in adjudicating such an offense. These factors include: the development and maturity levels of the parties involved; the level of harm; the surrounding circumstances; the nature of the behavior(s); past incidences or continuing patterns of behavior; the relationship between the parties involved; and the context in which the alleged incident(s) occurred. An appropriate consequence will be determined after meaningful consideration of these factors. Consequences for students who commit acts of bullying, intimidation or harassment may range from positive behavioral interventions, middle school demerits, and up to and including suspension and expulsion.

Some acts of bullying, intimidation or harassment may be isolated incidents requiring the school to respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of bullying, intimidation or harassment that require a response either at the classroom, school building or school district level by law enforcement officials. Notwithstanding any disciplinary sanctions administered by the school district, criminal and/or civil remedies may be sought by victims outside the purview of the operations of the school district.

Litigation being brought by affected parents in the areas of bullying, intimidation and harassment has grown of late on a national level. Teaching your children the “Golden Rule” of treating others in the same way they would wish to be treated will make great strides towards avoiding unnecessary negative situations.

The state-required posting of our district’s detailed Bullying, Harassment and Intimidation policy can be found on our website www.wpschools.org.

In accordance with N.J.S.A. 18A-37-14 and N.J.A.C. 6A:16-1.3, the Board of Education has adopted policy 5512 prohibiting any student from engaging in any act or behavior of harassment, intimidation, or bullying towards other students on school property, at school-sponsored functions, on a school bus, or through electronic medium. Electronic medium shall include, but is not limited to: telephones, cellular phones, cellular-camera phones, text messaging devices, computers, the internet, e-mail, and digital cameras. Harassment, intimidation or bullying means any gesture by any

actual or perceived characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory handicap, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or on a school bus and that: (a) is motivated by 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, (b) by any other distinguishing characteristic; and (c) a reasonable person should know, under the circumstance, will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his person or damage to his property; or (d) has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

Appropriate Behaviors

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment consistent with the Student Responsibilities listed in this Code and the six pillars of character education.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents/guardians, staff and community members, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for Board and community property on the part of students, staff and community members.

Procedures for Reporting Acts of Harassment, Intimidation and Bullying

The school principal and/or the principal's designee (anti-bullying specialist) at each school is responsible for receiving complaints alleging student or staff violations of this policy. All school employees as well as all other members of the school community, including students, parents, volunteers and visitors, are required to report alleged violations of this policy to the principal, the principal's designee or the Affirmative Action Officer. While submission of the report is not required, the reporting party is encouraged to use the report form available from the principal of each building or available at the school district's central office. Oral reports also shall be considered official reports. Reports may be made anonymously, but formal action for violations of the Code of Student Conduct may not be based on the basis of an anonymous report.

The Board requires the principal and/or the principal's designee (anti-bullying specialist) to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough and complete investigation of each alleged incident. Parents of all students involved will be contacted in regard to the outcome of the investigation.

Appropriate Remedial Actions

The Board requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation or bullying, consistent with the Code of Student 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 students.

Appropriate consequences and remedial actions for student or staff are those that are graded according to the severity of the offense, consider the developmental ages of the offenders and students' histories of inappropriate behaviors. Appropriate remedial actions are cited in Policy 5512.01 which but is not limited to behavioral assessments or evaluation and supports. Policy 5512.01 describes the consequences for staff that is involved in acts of harassment, intimidation or bullying and is usually handled by the Affirmative Action Officer.

The Board recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals 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 levels or by law enforcement officials. Consequences and appropriate remedial actions for a student 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 Suspension and N.J.A.C. 6A:16-7.5, Expulsion.

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. It is only after determined, consistent with case law, Federal and State statutes and policies, and Board policies and procedures.

A current list of community based legal, health and social service provider agencies which support the student and the student's family is grade specific and available from the building principal, guidance counselor, school social worker and school psychologist.

Prohibition of Reprisal or Retaliation

Policy 5512.01 prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequences 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.

Annual Policy Review and Training

The building principal will annually review the training needs of staff and students for the effective implementation of Policy 5512.01 regarding harassment, intimidation and bullying policies, procedures, programs and initiatives of the Board of Education.

Each building principal will annually discuss the school district's harassment, intimidation or bullying policy with his/her students and staff. The Affirmative Action Officer will annually review the extent and characteristics of harassment, intimidation and bullying behavior in the school

buildings of the school district and implement, at the direction of the Superintendent, locally determined programmatic or other responses, if determined appropriate by the Board of Education.

These programs or other services shall be planned in consultation with parents, students and other community members, including appropriate community-based social and health provider agencies, law enforcement officials, school employees, school volunteers, students and school administrators, as appropriate.

Student Disciplinary Records and Confidentiality

When a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the district and any information the district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of juvenile information; penalties for disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19a and N.J.A.C. 6:3-6.5(c)10iv. The record shall be provided within two (2) weeks of the date that the student enrolls in the receiving school district. Written consent of the parent shall not be required as a condition of the transfer of this information. Written notice of the transfer shall be provided to the parent.

When a student transfers to a private school, which includes all sectarian or nonsectarian nonprofit institutional day or residential schools, that provides education for students placed by their parents and that are controlled by other than public authority, all student disciplinary records, with respect to suspension or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner as such records would be provided by a public school district of residence to a public school district, pursuant to 20 U.S.C. §6301. Title IV(A)IV §4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act.

The Board of Education shall not use a student's past offenses on record to discriminate against this student. All records maintained shall conform with the requirements set forth at 20 U.S.C. §1232g and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C. §1232h and 34 CFR Part 98, Protection of Pupil Rights Amendment, N.J.A.C. 6:3-6, Pupil Records, 45 CFR §160, Health Insurance Portability and Accountability Act, 20 U.S.C. §6301, Title(A)IV §4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CFR Part 2 Confidentiality of Alcohol and Drug Abuse Patient Records; N.S.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling; information from participants; disclosure; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records; Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Student records and confidentiality.

Homework Guidelines

To ensure that all students are intellectually competitive in a complex society, student learning must extend beyond the short school day time. The Woodland Park School District has implemented a homework policy that provides for an expansion and/or reinforcement of student learning which is

initiated and revisited during the regular school day. The district believes strongly that the applications students benefit from, through homework, allow for greater mastery of important curricular elements required to fully participate in adult society:

- I. Homework extends learning beyond the classroom.
- II. Homework allows students opportunities to practice skills at their own pace.
- III. Homework teaches a student important life skills such as responsibility, organization, independence and strong self-discipline.
- IV. Homework provides a crucial link between our schools and our parents/guardians, and allows for focused parental involvement in the educational development of their children.

Daily homework is assigned at the direction of your child's teacher(s), and may be assigned for a variety of reasons including:

- I. Specific needs of students on an individual basis
- II. Class work which was unfinished during the regular school day
- III. Reinforcement of skills practice or initiated class work
- IV. Special projects or activities requiring additional time

All homework assignments will be relevant to the subject matter being taught and completed . Homework will be checked and recorded by the appropriate teacher. All homework assignments are to conform to the same standards as class work.

Each teacher within the school district will provide all students with specific requirements they expect for the completion of homework. Expectations may include such elements as required paper or headings; whether pencil or pen is to be used; standards of neatness/legibility; and so forth.

Each teacher shall also communicate to students and parents at the commencement of the school year the percentage of weight of homework that will contribute to each student's earned grade in any specific subject area; the penalties for not completing or improperly completing homework both in a student's grade to be received or for involvement in special school activities; and other disciplinary measures for the non-completion of homework assignments.

The amount of time any individual student will spend in the completion of homework assignments will vary as each student will work and learn at a different pace. However, the district has created the following suggested amounts of time your child should participate in the completion of homework:

Kindergarten: 15-30 minutes daily

Grade 1: 15-30 minutes daily

Grade 2: 15-30 minutes daily

Grade 3: 30-45 minutes daily

Grade 4: 35-60 minutes daily

Grades 5 and 6: 75-90 minutes daily

Grade 7 and 8: at least 120 minutes daily.

Students are responsible for all work missed while absent. All homework is due on the day of return unless previous arrangements are made with the principal. In addition, parents/guardians may make a request for homework assignments for students who will be absent any given school day. Requests are to be made by 9:30 AM with the main office of a child's school. If done in this way, these assignments will be available to parents at the school's main office no later than 15 minutes beyond the regular conclusion of that school day. In addition, parents may note specific homework assignments via the district's website at www.wpschools.org. Homework assignments will be updated daily by all teachers. Parents/guardians are expected to provide positive reinforcement to students and assistance to the school in our common goal of encouraging academic success for all students.

Homework Expectations and Recommendations for Students

Research has shown that the amount of time spent on homework makes a significant difference and carries with it a significantly positive impact on a student's academic achievements. Therefore, a student should:

- Treat homework with a seriousness of effort, and be fully responsible for its completion. If the task is difficult, seek aid from your teacher, family member, or a qualified friend. Remember that your work is the result of your efforts.
- Be organized and ensure that you develop a way of remembering homework assignments. It is recommended that you use an assignment pad, special notebook, or daily planner.
- Be absolutely sure of understanding the assignment, the way it is to be completed, and the due date.
- Establish a routine and develop a style that assures that your homework is your best work. Your assignment should be neat, correct, legible, and in any format required by your teacher(s.)
- Assume the responsibility of making up homework when absent for any reason, including illness or religious holiday. Have the telephone number of 2 or 3 classmates written in your assignment book to call for clarification or assistance when necessary.
- Review previous material when formal homework is not given.

Homework Recommendations for Parents/Guardians

A parent's role in participating with his/her child's homework should be a supportive and encouraging one.

Although assisting your child with his/her homework is strongly recommended, parents must make certain that they are not completing the homework for their child. Homework that is done for the child by the parent has no use or value to the student in his/her academic development.

Parents/guardians should:

- Review the district's policy with the child and if necessary meet with your child's teacher(s) early in the year if you have any questions regarding homework beyond the information sent home to you by your child's teacher(s.)
- Provide the child with a means for recording homework, such as an assignment pad/notebook.
- Foster a positive attitude toward school, teachers and learning by stressing the importance of completing homework assignments independently, and, when possible, use assignments to generate family discussions. Television, newspapers and technology can be sources for your discussions as they can have a major impact in supplementing and/or extending your child's understanding of the concepts which are being studied in and out of the classroom.
- Look for homework. If a child does not bring homework home, parents should find out the reason. It is your child's responsibility to keep track of assignments and to bring work home. Contact teacher(s) if assignments are causing excessive or sustained difficulties for your child. Check assignments for neatness, legibility and content for children; middle grade students should be held accountable by parents for their own proofreading and "double-checking" of their work.
- Provide a suitable location, which is free from distractions for doing homework.
- Help your child to budget his/her at-home time wisely, and define a certain time at home daily when you as a parent will expect your child to complete his/her homework assignments.
- Contact your child's school promptly to obtain homework assignments when your child is absent.
- Homework assignments for extended family vacations can be obtained by visiting the school's website.

Home Instruction

To provide uninterrupted education for pupils unable to attend their regular classes because of illness, disability or administrative action, the Board of Education provides away-from-school instruction when proper application has been made and subject to the following restrictions:

1. The period of absence must be expected to be longer than five (5) days.
2. A parent/guardian or appropriate adult authority must be present at time of instruction.
3. The child must be available to receive instruction at home between the hours of 3:30pm and 7:30pm each weekday.
4. In cases of illness or disability, medical certification is required stipulating the clear rationale as to why your child is unable to attend school. Please note that the district retains the right to confirm any child's inability to attend school through its own school physicians when and if it believes that an order requesting home instruction is not properly warranted.

5. Parameters for home instruction include no more than one hour daily for students in grades K-8; and no more than two hours daily for classified special education students with IEPs at all grade levels.

Parents and guardians must note that recent changes in state legislation require a school district to work with parents and to ensure that some type of instructional program is provided to any student who does not participate in a school-based instructional program for more than five days. Therefore, the district must require parents to communicate absences exceeding this length of time to ensure that it properly adheres to this code.

For additional information, or to request home instruction for the reasons noted above, please contact your child's school principal and school nurse.

Honor Roll

Towards its goal of acknowledging the importance of high levels of student effort and achievement, the district has created the establishment of an Honor Roll. Outstanding student performance must be celebrated to encourage high levels of student learning.

The district has developed the following criteria to be utilized in according Honor Roll status to its students:

GRADES 5-8

- **First Honors**
 - All A's in all subjects, except for students who participate in honors or accelerated classes who must receive a grade of B or higher in those honors/accelerated subjects. Only one grade of B for any marking period in cycle classes such as health, physical education, world languages and other such cycle classes.
 - Only grades of S for other special subjects and conduct.
 - No in or out of school suspensions.

- **Second Honors**
 - All A's or B's in all subjects, except for students who participate in honors or accelerated classes who must receive a grade of C or higher in those honors/accelerated subjects.
 - Not more than one grade of C for any marking period in "Special" classes such as health, physical education, world languages and other such "Special" classes.
 - Only grades of S for other special subjects and conduct
 - No in or out of school suspension.

First and second "Annual Honors" will also be accorded to students at Memorial School. To be eligible for the attainment of such Annual Honors, a student must have met attainment in that category for all four of the four marking periods according to the standards for quarterly

attainment. Any in or out of school suspension at anytime during the duration of the school year will preclude a student from receiving honors.

GRADES Kindergarten through 4

- **There will be no Honor Roll status at the primary and elementary grades.** Younger children can be adversely affected by competition, and each individual child's pace of learning differs widely at these early primary grades.

Illness or Accident During School Hours

When students are taken suddenly ill while at school, they shall be sent or escorted to the Nurse's office. If the nurse is not in the medical office, any affected student shall be sent or taken to the school's main office.

Parents/guardians will be expected to promptly and without delay report to the school to take their child home when illness or accidents occur. It is therefore vitally important that all parents/guardians provide accurate information requested on the emergency information form and ensure that they promptly notify the school when such information may change (change of address, change of home telephone number, the addition of a cell phone, a change in employment number, etc.)

In the event of a serious illness or injury, of a severity as determined by the school nurse, and the school experiences an inability to contact a parent/guardian or parent-assigned responsible adult who can come to the school to pick up their child, the district will retain the right to have the student transported by ambulance to any hospital. The police may be notified if any parent cannot be reached or does not come to pick up the child promptly.

IF A CHILD IS SENT HOME BY THE SCHOOL NURSE BECAUSE OF A 100+ DEGREE FEVER THE CHILD MAY NOT RETURN TO SCHOOL FOR AT LEAST 24 HOURS AFTER THE FEVER HAS RETURNED TO NORMAL

Intervention & Referral Services (I&RS)

Intervention & Referral Services (I&RS) is a school-based committee that is designed to identify students in need or at risk, and to plan/provide for appropriate intervention and/or referral services. I&RS is a supplemental student support service that provides school staff with a collegial problem solving mechanism for learning, behavior and health problems.

The involvement of the I&RS team begins when a staff member, parent or concerned community member completes and delivers the appropriate request for assistance form to the school the child attends.

Oftentimes, students who are experiencing difficulties in many areas of school life will find that those issues can be immediately addressed through this team, and a student's participation in this process can be an important first step prior to a formal special education evaluation and/or classification for many students.

Parents can find out more or request the activation of this team for their child's benefit by contacting the guidance office or the Principal at the school which your child attends. When any recommendation is so made by a school staff member, parents are immediately notified and invited to participate directly with the team to advance the student.

Learning Compact for the 2016-2017 School Year

What is a Learning Compact? A Learning Compact is a written agreement of shared responsibility that is designed to help to ensure that all stakeholders involved in the academic, social, and behavioral growth and development of a child are unified and united in these goals. The execution of a Learning Compact sends a very important signal to all students that parents, teachers, administrators and the students themselves will be "on the same page" when it comes to the fulfillment of expectations for high student achievement, student safety, proper etiquette and behaviors and other items designed to effect the highest level of quality education for all the district's students.

A Learning Compact also provides the opportunity for developing strong school-family partnerships that will connect families and schools, as well as the broader community, and promote shared responsibility for the high performance of students.

While perhaps the main reason for a Learning Compact is to help students succeed in meeting the challenging academic standards that all students are expected to master, these partnerships also:

- Define the goals and expectations of schools and parents as partners in the effort to improve student achievement.
- Outline-how parents, school staff, and students will work together and build a partnership to help students achieve high academic standards.
- Translate the policies and goals of parents and schools into a plan of action, and assigns the specific expectations to all stakeholders to make policies and goals a reality-
- Serve-as a catalyst for collaboration and a guide for ongoing improved communication, interactions and exchanges between the school, the district, the staff, the parents, the community at large and the children of Woodland Park.
- Improve school programs and the school climate.
- Increase the skills, knowledge and leadership abilities of parents.
- Ensure the provision of family and community services and support.
- Sustain the long-term growth, development and improvement in student academic achievement.

- Help teachers, parents, and schools to be more effective in the future success of all of the community's children.

The Learning Compact for the 2016-2017 School Year includes the following assurances to be made by each group of educational stakeholders:

TEACHER AGREEMENT:

It is important that students achieve. Long ago – or maybe not so long ago – I made the decision to focus my life's work on the growth, development and success of the children I serve by becoming an educator. Therefore, **I WILL:**

- Ensure that I do my best and look for more ways of being certain that I am in constant communication with my students' parents. By doing so, I build those partnerships that are crucial to the success of my students.
- Provide appropriate homework assignments for students, and I will provide the same high quality of review of my students' homework as I expect my students to put into their homework assignments.
- Provide necessary assistance to parents so that they can help with assignments.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning engaging and enjoyable.

PARENT/GUARDIAN AGREEMENT:

I want my child to achieve, grow, succeed, thrive and flourish. Therefore as a stakeholder in the education of my child, **I WILL:**

- See that my child attends school regularly, and enjoys all the tools necessary to be productive while at school. Some of these tools include, but are not limited to a good night of rest; a full breakfast; my child's completion and my review of his/her assigned homework; supplies and materials necessary to success at school; and more.
- Support the school, its teachers and administrators in all efforts to maintain proper student discipline, which in turn provides for enhanced student safety.
- Create a home environment and specific parent-issued directions as they relate to homework duties of my child. This includes a well-lighted, relatively quiet and distraction-free place for my child to study.
- Always encourage my child's efforts.
- Make myself available to assist my child or to answer questions.
- Remain aware of what my child is learning.
- Provide additional outlets for my child's learning such as a library card and useful technologies within my means.
- Read with my child; Have my child read to me; and Let my child see me read.

PRINCIPAL AGREEMENT:

I support the involvement of all stakeholders in the education of the students within my school building. Therefore, **I WILL:**

- Provide an environment that allows for positive communication and interaction between parents, teachers, other school staff members and students.
- Ensure that my building provides a safe and secure environment for my students and my staff.
- Always welcome the opportunity for parental involvement, and strive to create new forums for parent interaction with the education of their children.
- Hold all stakeholders accountable for the highest levels of performance.
- Make certain that my school building grows into a positive climate and culture of learning.

STUDENT AGREEMENT:

I am the most important player in my own education. It is important that I work to the best of my ability. Therefore, **I WILL:**

- Attend school regularly and on time.
- Come to school each day with pens, pencils, paper and other necessary tools for learning.
- Complete and return homework assignments.
- Observe regular study hours.
- Conform to rules of student conduct and dress code.
- Always try my best by putting forth my full effort.
- Never give up when I think schoolwork is too difficult.
- Treat my parents, my teachers and other students with respect and politeness. In other words, I will treat people like I would want them to treat me.
- Make sure that I do the things that will make my parents proud of the work and efforts I put into school.

Your child will provide you as a parent/guardian with a copy of our Learning Compact during the first few weeks of school. We encourage you to consider participating with this Compact, and to also invite other interested adults who play a key role in your child's life to sign the Compact as well. The message this will send to your child is invaluable!

Lunch, Breakfast and Milk Program

The Woodland Park Schools participate in the National School Lunch Program administered by the Bureau of Child Nutrition of the State of New Jersey Department of Education and which follows all federal guidelines regarding student meals at public schools. The rules of this program including eligibility, payment and other matters is established by the U.S. government. The district acts only as an agent for this program and is neither permitted to change these federal rules nor to provide breakfast, lunch or milk to students not following the eligibility or payment requirements as set by the federal government.

A federally sponsored breakfast program is offered at all Woodland Park School locations. The program will be implemented in the same manner as outlined above. Please refer to the district website under the heading "Menus" for complete pricing & meal selections/menus.

Lunch applications are mailed with assignment letters & student schedules. The parent letter which accompanies these applications details both full and reduced lunch costs along with answers to frequently asked questions. Parents/guardians are asked to complete these applications as quickly as possible. Formulas in the application are used for providing free or reduced lunch costs for students. If circumstances occur during the school year which adversely affects a family's financial situation, please contact the main office of your child's school requesting a new lunch application which would reconsider your child's status for free or reduced lunches.

Each student is assigned their own individual ID# which is used when purchasing breakfast or lunch items. This number which is linked to each student's personal account remains with them throughout their enrollment in the district. Parents are asked to remind their child not to share this number with anyone.

Parents are offered several options to pay for their student's breakfasts/lunches. Cash & check payments for the program can be sent into the child's school at any time. Credit card or ACH (electronic checking) payments can be made through an online system accessible directly from the home page of the district website (PayForIt.net). By registering on the PayForIt.net website, parents are able to view account balances, set-up email notifications & view their child's purchase history. Remaining balances from a prior year's account are rolled over to the new school year. If a child has a **negative balance**, payment must be submitted before any additional /future purchases can be made.

Please direct any questions regarding the district lunch program to Mrs. Karen Marabondo at the Board Office. Telephone # 973-317-7726 or email at kmarabondo@wpschools.org.

Lunch and Playground Rules and Regulations

1. If students are permitted to go outside during play or recess period, they must bring their coats, hats, etc. to the all purpose room, since they will not be allowed to return to their classroom alone.
2. Normal speaking tones and good table manners must be used at all times.
3. Students must demonstrate responsibility by keeping their places at the table, in the lunchroom, at their desks or in their classrooms clean.
4. All food must be eaten at the table in the all purpose room or in the assigned room or classroom where lunches are eaten.
5. The throwing of, or the inappropriate use or handling of food is not allowed, and offending students will be subject to disciplinary sanctions including the loss of privileges.
6. Students must receive permission to use the bathroom or to leave the lunchroom, all-purpose room, or other lunch assigned classroom for any purpose from the lunch aides.
7. While on the playground, students must remain within the set boundaries as defined by school administration. Any student found outside these boundaries may lose the privilege of being on the playground during the school day for a period of time, which may include the remainder of any full school year.
8. All students on the playground must keep noise at an appropriate level to demonstrate respect for the school's neighbors and its community.
9. Rules of student behavior and the authority of all school staff members remain the same on the playground as they do within the school building.

Mission Statement and System wide Goals of the Woodland Park School District

The goals of the Woodland Park School District are to promote an educational experience that will prepare our students to:

- Develop high levels of academic and personal achievement.
- Engage in a lifelong desire to learn.
- Develop a deep respect for life and its diversity in our global society.

In supporting its Mission Statement, the Woodland Park School District and its elected Board of Education have set broad system wide goals to ensure the achievement of its mission. Our current system goals include the following:

- **GOAL #1**
To develop educational programs that provide for students' abilities and backgrounds, and which foster opportunities for future educational and social success.
- **GOAL #2**
To optimize the use of technology in both the educational and administrative areas of the district and its schools.
- **GOAL #3**
To ensure that staff, parents/guardians and community members are united and unified to work in concert to provide a safe and peaceful school environment that is needed to help ensure all students' academic excellence and character development.
- **GOAL #4**
To provide professional staff development that reflects evolving educational theories and techniques.
- **GOAL #5**
To continue our pursuit of educational excellence, thus ensuring that our students realize their full potential as members of our democratic society and enjoy every ability to compete successfully in a twenty-first century society.

No Child Left Behind [NCLB] Parent Notification

The Elementary and Secondary Education Act is our country's most important federal education law. In 2001 this law was reauthorized and is now called the No Child Left Behind Act (NCLB). NCLB was designed to make changes in teaching and learning that will help increase academic achievement in our schools.

The law requires that all schools receiving Title I funds must inform parents of their right to ask schools about the qualifications of their child's teachers. Our school receives Title I funding and we are happy to share this information with you.

We believe that nothing is more important to your child's education at school than having a well-prepared and highly qualified teacher. The law requires that all teachers must meet a specific legal definition of "highly qualified" in order to teach in schools that receive Title I funding. The legal definition of a "highly qualified teacher" has three parts. It states that the teacher must have the following:

1. A four-year college degree
2. A regular teaching certificate/license
3. Proof of their knowledge in the subject they teach

New Jersey has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in the Woodland Park School District. All of our regular teachers have college degrees and many have advanced degrees.

The state of New Jersey has always required a teaching certificate/license for all teachers. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure that their teaching skills remain at the highest possible level.

Most teachers already meet this legal definition of highly qualified. All teachers hired after the beginning of the 2002-2003 school year were required to meet this definition. According to NCLB, veteran teachers, hired before the 2002-2003 school year, who do not yet meet the legal definition of highly qualified, had until the end of the 2006-2007 school year to do so.

To ensure that every child in every classroom has a highly qualified teacher, the state of New Jersey and our school district are working together to help teachers meet the requirements of the federal law by providing several options. Teachers will soon be able to take a new test, or they can demonstrate their expertise through a combination of college coursework, professional development activities, and experience.

A highly qualified teacher knows what to teach, how to teach, and has a full understanding of the subject matter being taught. We believe that every teacher in our school is fully qualified and dedicated to teaching your child, and we will do everything possible to help our teachers who may not yet meet the legal definition required by the federal government.

Parents are encouraged to support your child's education and communicate with your child's teacher(s) on a regular basis.

For more information on NCLB, and the role of Title I parents, please visit the United States Department of Education Web site at www.ed.gov/nclb.

By partnering, families and educators can provide your child with the best education possible.

No Smoking Zone

In order to be in compliance with state mandates, smoking is not allowed anywhere on school property. This policy has been formally and legally adopted by the Woodland Park Board of Education. Thank you for not smoking.

Parent Conferences

The involvement of our community's parents and guardians in the academic and educational careers of their children is crucial and vital to our district's mission, goals and objectives. The more your children are aware of your ongoing involvement with school, the better they will apply effort and comport themselves to the rules and regulations of attending school, and the more successful they will be.

Therefore, opportunities for Parent Conferences are scheduled during the course of the school year. If you wish to have a conference with a teacher at other times, please write a note to the teacher or email your child's teacher (copied to the school principal) to arrange a date and time. Although we would wish to be able to address all parent needs immediately, you are kindly asked not to just "drop in" during the day as this is an interruption to the educational process and would adversely interfere with the instructional program to be provided by the district's teachers to all students in attendance. To best assist you as well, teachers require appropriate preparation for conferences in order to give the most accurate appraisal possible of the student and the work he/she is doing or to further investigate aspects of the stated concern.

Parent Concerns and Resolution Procedures

The district is well aware that, from time to time, parent concerns, problems or issues having to do with student achievement or grading, or other matters may come about. Beyond issues or concerns that a parent would wish to discuss, the term "grievance" may also apply and is a more formal process (See "Grievances – Parents and Students.")

It is the goal of all staff members of this district, at the mandated direction of the Board of Education and the Superintendent that wherever possible such concerns are addressed without delay and are given the time and focused attention that they deserve.

In order to provide our parents with a template of addressing issues or concerns, the district has defined the process and procedure for addressing such issues as follows:

1. If any parent issue, concern or problem is found at the classroom or individual teacher level, such as a grade received or classroom-centered concerns, parents should request in writing an appointment to meet with the affected teacher(s.) Discussing your concerns at this point of concern is usually the best way to receive more immediate and thorough answers or responses.
2. If the issue or problem is concerning a matter that would be considered school-wide, or if the issue is concerning student-on-student difficulties, parents should call and request, or place in writing a request, to meet privately with the specific school building principal. Also, if any parent has attempted to address an issue or concern with the student's teacher (as outlined above,) and has not received a response deemed to be satisfactory, a meeting with the building principal should also be scheduled.
3. If the issue or problem is concerning any matter that would be district- or community-wide having to do with the district's students as a group, or if any parent has attempted to address an issue or concern with both a student's teacher(s) and the principal of the building and still does not receive a response deemed to be satisfactory, a meeting with Superintendent should also be scheduled. The main telephone number at the district office should be used to schedule such appointments with the Superintendent. In addition, the Superintendent schedules "drop-by" evenings at

least monthly, after work hours, to provide greater opportunities for the district's parents to meet without overly interfering with parents' work schedules. These such "open house" dates are published in the annual district calendar.

4. If all of the above procedures are followed, and any parent still does not feel that he/she has received a satisfactory response to a concern or issue, then they are invited to attend any scheduled Board of Education meeting to address their concerns directly with members of the Board of Education. Please remember, however, that meetings of the Board of Education are public forums and are televised. To protect private information and the confidentiality that all students should enjoy and expect, please refrain from public comments that could identify your child and inadvertently break the bonds of confidentiality, (i.e., special education classification, health or illnesses, etc.)
5. Finally, should any parent follow all procedures above, and still not find satisfaction with a remedy to their concern, they should address those concerns in writing to the State of New Jersey Department of Education, through its representative the Passaic County Superintendent of Schools.

Annual Integrated Pest Management Notice For School Year 2016-2017

Dear Parent, Guardian, or Staff Member:

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

All schools in New Jersey are required to have an Integrated Pest Management Coordinator (IPM Coordinator) to oversee all activities related to IPM and pesticide use at the school.

The IPM Coordinator for Memorial School, Beatrice Gilmore and Charles Olbon is: Name of TM Coordinator: Mr. Jack Wittig

Business Phone number: 973-317-7701

Business Address: 853 McBride Ave., Woodland Park, NJ 07424

The IPM Coordinator maintains the pesticide product label, and the Material Safety Data Sheet (MSDS) (when one is available), of each pesticide product that may be used on school property. The label and the MSDS are available for review by a parent, guardian, staff member, or student attending the school. Also, the IPM Coordinator is available to parents, guardians, and staff members for information and to discuss comments about WM activities and pesticide use at the school.

As part of a school pest management plan Memorial School, Beatrice Gilmore and Charles Olbon may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (NJDEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the

EPA and the DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

The following items must be included with this annual notice:

A copy of the school or school district's 1PM policy.

The date, time and place of any meeting if one is to be held for the purpose of adopting or modifying the school integrated pest management policy or plan.

A list of pesticides that are in use or that have been used in the past 12 months on school property.

1. Eco Exempt

The New Jersey School Integrated Pest Management Act of 2002 requires schools to implement a school integrated post management policy.

The law requires the superintendent of the school district, for each school in the district, the board of trustees of a charter school, and the principal or lead administrator of a private school, as appropriate, to implement integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty and staff to pesticides. Memorial School, Beatrice Gilmore School and Charles Olbon School shall therefore develop and maintain an IPM plan as part of the school's policy.

Integrated pest management procedures in schools

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

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

Development of IPM plans

The school IPM plan is a blueprint of how Memorial School, Beatrice Gilmore School and Charles Olbon School will manage pests through IPM methods. The school IPM plan states the school's goals regarding the management of pests and the use of pesticides. It reflects the school's site-specific needs. The IPM plan shall provide a description of how each component of the school IPM policy will be implemented at the school. For Public Schools, the Local School Board, in collaboration with the school building administrator (principal), shall be responsible for the development of the IPM plan for this school. For Charter schools and non-public schools, the development of the IPM plan shall be the responsibility of the Board of Trustees or the Principal or Lead Administrator.

IPM Coordinator

The Chief School Administrator shall designate an integrated pest management coordinator, who is responsible for the implementation of the

school integrated pest management policy.

Education /Training

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

The IPM Coordinator, other school staff and pesticide applicators involved with implementation of the school IPM policy will be trained in appropriate components of IPM as it pertains to the school environment

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

Record keeping

Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and the school board

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

Notification/Posting

The Principals of Memorial School, Beatrice Gilmore School and Charles Olbon School are responsible for timely notification to students' parents or guardians and the school staff of pesticide treatments pursuant to the School IPM Act.

Re-entry

Re-entry to a pesticide treated area shall conform to the requirements of the School IPM Act

Pesticide applicators

The IPM coordinator shall ensure that applicators follow state regulations, including licensing requirements and label precautions, and must comply with all components of the School IPM

Evaluation

Annually, for public schools, the Principal will report to the local school board on the effectiveness of the IPM plan and make recommendations for improvement as needed. For non-public schools and charter schools, the Lead Administrator or Principal shall report to their respective governing boards on the effectiveness of the school IPM plan and make recommendations for improvement as needed.

The local school board or other respective governing boards directs the Principal or Lead Administrator to develop regulations/procedures for the implementation of this policy.

Authorizing Regulatory references

The School Integrated Pest Management Act of 20112 N.J.A.C. Title 7 ampler 30 Subchapters 1.12 Pesticide Control Act of 1471

Preschool Disabilities Program

Woodland Park resident parents/guardians who may notice any special problems in their child's development (Age 3-5) including fine and gross motor skill and/or development; age-appropriate speech and language development; acquisition of age-appropriate cognitive skills, or other significant developmental delays, should contact the Director of Special Education/Student Support Services at (973) 317-7760 to request a Child Study Team evaluation. This applies to all children not yet of school attendance age.

The Woodland Park district Child Study Team, parents, and other teaching staff members, as required by law, will meet to determine whether an evaluation is warranted. If warranted, the Child Study Team in concert with the parent(s)/guardian(s) will determine the nature and scope of the evaluation(s) according to the guidelines and requirements as set forth by New Jersey Administrative Code 6A-:14-1 et seq. and others. If upon conclusion of the evaluation(s) an eligibility determination is made, an appropriate education program is provided by the Woodland Park School District.

These services are available to preschool children who will be at least three years of age but who have not yet reached the age requirements for kindergarten registration and/or enrollment.

Protection of Pupil Rights Amendment [PPRA] Annual Notice and Consent/Opt Out

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the Woodland Park School District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

The Woodland Park School District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys.

If you ever wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to you specific building principal. The Principal will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

Public Information Program

The Board believes that all reasonable means should be employed to keep the public informed on matters of importance regarding district policies, finances, programs, personnel and operations.

The Superintendent will determine which official actions have sufficient community impact and interest to warrant special release and will release to the news media information about those matters of importance.

The release of all publications, photographs and documents depicting the accomplishments of the students and staff of the district will be approved by the Superintendent.

Public Notice

American Disabilities Act

The WOODLAND PARK SCHOOL DISTRICT complies with the Americans with Disabilities Act of 1990, Public Law 101-336 (ADA), which prohibits discrimination on the basis of disability. The ADA, as applied to school districts, requires that no qualified individual with a disability shall, on the basis of a disability, be denied the benefits of school district services, programs or activities.

Accordingly, this School District will not refuse to allow a person with a disability to participate in a School District service, program, or activity solely by reason of said person having a disability.

This School District also will not provide services or benefits to individuals with disabilities through programs that are separate or different, unless the separate programs are necessary to ensure that the benefits and services are equally effective.

This School District will not subject individuals with disabilities to discrimination in employment under any service, program, or activity conducted by the School District.

This School District will take appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others.

This School District will make reasonable accommodations in policies, practices, or procedures when necessary to avoid discrimination on the basis of disability, unless a fundamental alteration in a School District program would result.

This School District will operate its programs so that, when viewed in their entirety, they are readily accessible to and usable by individuals with disabilities.

For Further Information:

In accordance with Section 35.106 of the ADA's Title Two Regulations, all applicants, participants, beneficiaries, and other interested persons are advised that further information may be obtained from the School District and from the Office of the Americans with Disabilities Act, Civil Rights Division, U.S. Department of Justice, Washington, D.C. 20035-6118 (202) 514-0301 (Voice) or (202) 514-0381 (TDD).

Publication of Student Work or Student Photographs

Like many school districts, the Woodland Park Public Schools explores opportunities to highlight the work and activities of our assigned students. Sometimes this involves contests such as writing competitions which may lead to publication. In other instances, the district supports our students by publishing photographs of activities or projects they are involved in.

As new technologies have been developed, such as the district website, greater opportunities to showcase student activities have been realized. At the same time, these new technologies have caused a heightened awareness for parents.

Each year in September, parents and guardians will be asked to renew, allow, or refuse their permission, in writing, for their child to appear in print, web-based pages, photographed, televised or otherwise student-identifying activities.

Registration for School (including Registration Requirements for Kindergarten)

The formalized process of registering a child requires ALL of the following:

1. Original and/or certified birth certificate with a raised seal.
2. Proof of physical exam performed after March 1, 2013.

3. Documentation of residence. Specific documentation **MUST** include Parent/Guardian valid photo driver's license or NJ Motor Vehicle Commission issued photo ID, Current Original Lease, (lease must identify the student(s) as occupant(s) otherwise an affidavit from the landlord will be necessary), or Mortgage Statement. **Plus** any two (2) documents from list below:

- Property Tax Bill
- Contract of Sale
- Bank Statement
- Utility Bill

Also, if needed, court order indicating residential custody of student(s). Any parent/guardian who cannot provide these documents is asked to contact the Board of Education Office at (973) 317-7710 for further guidance and assistance through the registration process.

4. Written health record with proof of the following:

- a. DTP immunizations: 4 doses with one dose given on or after the 4th birthday; or any five doses.
- b. Polio (Tri-Valent): 4 doses with one dose given on or after the 4th birthday; or any five doses.
- c. Measles: 2 doses if born after January 1, 1990; or proof of having had measles.
- d. German Measles (Rubella) immunization.
- e. Mumps immunization.
- f. Mantoux (Tuberculin) Test.
- g. Hepatitis B: 3 required doses
- h. Varivax (Chicken Pox) if born after January 1, 1998; or proof of having had chicken pox.

No student shall be admitted in September with an incomplete vaccine record.

Students entering the 6th grade in September **must** complete the two (2) new vaccines that are mandatory for admittance into the 6th grade. The vaccines are Menactra (Meningococcal) and DTAP. All paperwork needs to be completed before the first day of school and brought to the nurse, Mrs. Carbonelli at Memorial School.

New Jersey Code and Statute does allow for non-compliance with certain immunizations only if the administration of such conflict with any parent's religious beliefs and practices. For any student for which this applies, parents/guardians must contact the district administrative offices for further information, requirements and guidance in the registration process.

KINDERGARTEN REGISTRATION:

Kindergarten registration will be held to determine each following year's enrollment at the district schools.

Only children who will have reached the age of five on or prior to October 1st of any given school year will be allowed to register for kindergarten enrollment for the following school year. No exceptions to this rule shall be made.

Registration of kindergarten students requires the fulfillment of all items noted above under general registration requirements.

Each June, an orientation session shall be held at the Charles Olbon school for all parents and students who will attend kindergarten the following September. During this session, kindergarten teachers will spend informal time with their future students while parents are provided with a greater familiarity of the school and its kindergarten program. Registering your eligible child for kindergarten enrollment as early as possible will ensure that we are able to inform you of this spring-scheduled orientation session.

PLEASE NOTE that at any time, the Woodland Park Board of Education may elect to “re-register” all or any part of its enrolled student population for any reason deemed necessary. At such time, all requirements stated above shall apply.

Right to Know

In compliance with the New Jersey Worker and Community Right to Know Act, the Woodland Park Board of Education has contracted with Rullo and Gleeson Associates Incorporated to label and list all chemicals, which meet the criteria for hazardous substances as defined by the federal OSHA Hazard Communication Standard. In addition, annual workshops relative to these substances are held every three years. This Right to Know Hazardous Substance List is on file in the Principal's offices at each school and may be reviewed by members of the public by appointment.

School Records

The policy of the Woodland Park Board of Education, as authorized by NJSA 18A:36-19; NJAC 6A:32-7.1, allows parents and legal guardians access to student records. If you would like to review your child's school records, please call your child's principal to arrange a mutually convenient appointment.

Child Study Team records are kept in the main office of the Child Study Team, which is located in the Administration Office Building. Secured copies of CST reports and records may also be on file at each of the district's three schools.

To protect students' rights to privacy and regulations regarding confidentiality, formalized procedures are in place regarding the sharing or release of student records. In most cases, requests by any party for student records (absent a court order,) can only be honored with the express written permission of the student's parent/legal guardian.

Services Available Under Section 504

Section 504 is part of the Rehabilitation Act of 1973, which applies to all persons with a disability. A student who may potentially qualify for a 504 plan must have a mental or physical impairment, which substantially limits one or more of a student's major life activities.

Common examples include, but are not limited to, such things as communicable diseases (HIV, TB), medical conditions (Attention Deficit Hyperactivity Disorder, asthma, allergies, diabetes, heart disease, seizure disorders, traumatic brain injury, etc.,) temporary medical conditions due to illness or accident and psychological disorders.

Section 504 services may be especially helpful to students who manifest such a disability, temporary or permanent, without cognitive impairment that would otherwise indicate the need for a potential evaluation for special education classification by the district's Child Study Team. For instance, a student diagnosed with ADHD may be fully capable of learning and performing academically on grade level but may be easily distracted due to that diagnosis. A Section 504 accommodation for that child may provide for additional time on task, one-on-one staff assistance during the administration of standardized testing, etc., without a full classification, as a special education/special needs student.

Any parent who believes that his/her child may qualify for services under Section 504, or who have medical documentation provided by a physician that indicates either a temporary or permanent diagnosis that would qualify for Section 504 services, are directed to speak with the building principal or guidance office at the child's school.

Sexual Harassment in the Workplace

It is the policy of the Woodland Park Board of Education to maintain a learning environment that is free from harassment including sexual harassment.

Harassment is defined as unwelcome and/or unwanted tormenting, annoying, teasing, sexual advances, sexual suggestions, requests or demands for sexual favors, and/or other inappropriate verbal or physical conduct made by a staff member, student, or outside vendor to a student or staff member when that conduct has the purpose or effect of interfering with the person's performance or creates an intimidating, offensive or hostile environment.

Harassment, as described above, may include, but is not limited to, the following unwelcome behavior or treatment:

1. Verbal harassment or abuse.
2. Pressure for sexual activity.
3. Remarks or gestures with sexual or demeaning implications.
4. Physical contact or
5. Using one's position of authority along with implied or explicit threats to secure sexual favors. Remarks, comments, jokes, stories, cartoons or any other communication, oral or written, which are racially or ethnically discriminatory, or which discriminate or contain demeaning or offensive content based on gender, race, national origin, handicap or disability, age, marital status, religion, or sexual orientation.

Any individual who feels he or she may have been sexually harassed, or has any questions, should immediately bring their concerns to the attention of the building principal, the building-based Affirmative Action Officer (see previous,) or the District Affirmative Action Officer.

Student Performance Evaluation, Assessment and Measurement

The measurement and evaluation of student performance is a legally required and important part of school and learning. Towards that end, the Woodland Park School District has endorsed and approved the following rating scale of student performance:

A+	=	97-100	O	=	Outstanding
A	=	93-96	S+	=	Very Good
A-	=	90-92	S	=	Satisfactory
B+	=	87-89	N	=	Needs Improvement
B	=	83-86	U	=	Unsatisfactory
B-	=	80-82			
C+	=	77-79	1	=	Shows Improvement
C	=	73-76	2	=	Needs Improvement
C-	=	70-72	3	=	Unsatisfactory
D	=	65-69			
F	=	50-64			

Grading at the **KINDERGARTEN, FIRST AND SECOND GRADES** will use an alternate scale of assessment which better reflects a more developmental approach to student achievement and assessment, which will afford parents more appropriate indicators of student progress at these age levels. The proficiency key used for specific areas in Language Arts and Math is as follows:

4 = Consistently

3 = Developing

2 = Occasionally

1 = Area of Concern

X = not presented at this time

Grading at **ELEMENTARY GRADES 3 AND 4** will use the letter grades (A-F). Progress indicators of “+” (Commendable), “S” (Satisfactory) and “-“(Limited Progress) will be used for descriptors under each core subject and for special subject area (world Language, Phys. Ed., Computers, Art & Music).

Grading at **MIDDLE SCHOOL GRADES 5 THROUGH 8** will use the letter grades (A-F) and increments of letters grades (+/-) for all subject areas, except for special subject areas - including BSI and ESL instruction – which will be assigned grades of O, S+, S, N, and U.

Grade notations of O, S+, S, N, and U will be used to assess student conduct on all grade levels.

Students’ Rights and Responsibilities

1. STUDENTS’ RIGHTS TO AN EDUCATION

The New Jersey Constitution guarantees the right to Free and Appropriate Public School Education for all children in the State of New Jersey between the ages of five and eighteen. Laws/statutes written in support of the Constitution provide that public schools are to be free of charge to any person over the age of five and under the age of twenty-one, and who is a legal resident in the boundaries of a school district.

While all children are therefore afforded the above rights, these rights are in turn subject to certain restrictions. In exercising these rights, all enrolled students **MUST**:

- submit to the authority of school staff
- follow the prescribed courses of study as defined by the State of New Jersey Department of Education and the elected Board of Education of the municipality in which they are domiciled
- and comply with those rules that have been established by law, local policy or other regulations concerning the governance of the district’s schools.

Any student who does not comply fully with the above, and therefore acts in any manner which disrupts the operations of the school system or adversely interferes with the ability of other students to receive **THEIR** Free and Appropriate Public School Education, may be subject to loss of their rights either temporarily (through suspension) or permanently (through expulsion.)

2. STUDENTS’ RIGHTS TO PRIVACY

The Board of Education recognizes that a student’s right to privacy may not be violated by unreasonable search and seizure and directs that no pupil be searched without reason or in an unreasonable manner.

In order to protect your child and to assure his/her well-being, the school authorities reserve the right to search students' lockers, desks, etc., as per Woodland Park Board of Education policy. While we do not anticipate the need to conduct searches, it is important for students and parents to be aware that lockers, desks, etc., are, in fact, school property and not the property of the individual student. Students and parents must therefore not have an expectation of privacy. Lockers, desks and other areas within the school are subject to administrative search when such searches are made in the interests of school safety, health or sanitation, discipline, enforcement of board policies and/or school regulations, and/or search by law enforcement officials upon presenting a proper warrant or other court order. (NJSA 18A:36-19.2 Search or Pupils' Lockers.)

Any such search as noted above can only occur in instances where a school official has reasonable grounds to suspect that any such search will reveal evidence that has violated or is violating a law, policy of the Board, or regulation of the school.

In extreme cases, a physical search of a student may become necessary especially when there remains a concern regarding overall school safety of the health and safety of the student himself/herself. If such a physical search of a student is required, such will occur only under the guidance of a school official, in as private a manner and environment as possible given the circumstances, and shall also be conducted only by a staff member of the same sex as the student. Except in cases of emergency or when school officials believe that a significant threat or danger is present, school officials will make every effort to inform the parent/guardian of such student, and request their immediate presence, prior to the conducting of any search when and where feasible.

3. STUDENTS' RIGHTS TO DUE PROCESS

All students have the right to be heard, in addition to the right to face and/or meet with their accuser, prior to the assignment of disciplinary action. Any student, or parent of a student, who believe that disciplinary action was assigned without proper due process, are advised to follow the procedures noted in the section "Grievances – Parents and Students"

Special Education

Special Education Services are provided for those students identified by the Child Study Team (CST) who need more intensive instruction and/or alternative programs in order to have a successful school experience. Students are placed in one of the following programs based on individual learning styles and abilities: a self-contained classroom, an in class resource room program, through a regular education classroom/inclusion program, or a regular class placement with basic skills and supplemental instruction. Our CST along with teachers and parents, develop an Individualized Educational Plan for all students in need of special education. If you think your child, between the ages of 3 and 21 years, may have a disability or developmental delay that requires special education, please contact the Director of Special Education/Student Support Services at (973) 317-7760.

As required, the district will conduct meetings with a Special Education Parent Advisory Committee (SEPAC) throughout the school year, and parents of Special Education students will receive notification. The function of the SEPAC is to provide input to the district on issues concerning students with disabilities.

Speech Language Correction Services

The Speech/Language Specialists provide individualized speech programs on a 1:1 basis or in a small group setting for students identified as experiencing communication difficulties. Parents will be notified in writing to request consent for a comprehensive speech evaluation. The results of this evaluation will be shared with parents and an Individual Speech Plan will be developed if necessary.

A student may be identified as in need of speech therapy services in the absence of any finding of a special education classification, or in addition to a special needs classification.

The district's Speech/Language Correction Services program is overseen by the Director of Special Education/Student Support Services, who can be reached at (973) 317-7760.

Standardized Testing Program

In order to evaluate our curriculum and the success of our students in achieving our program goals, it is necessary to administer standardized assessments during the school year. At present, the State of New Jersey requires annual standardized testing at grades 3 through 8 via the NJASK series of grade-level assessments. Additionally, the district discretionarily assesses all students at grade 2 and through screening and formative assessment processes at grade pre-K through one. These standardized assessments are generally administered during the months of late April through May of each year (based on grade level). The district will list all such assessments in the annual calendar provided if the state has set forth those dates by publication time. Otherwise, parents will be notified of the testing schedule as such becomes available.

It is important that all students be involved in the testing programs. Parents are asked to schedule medical and dental appointments, etc. around these dates since these tests are usually administered over a number of days. All testing program results are evaluated and the results are used to help improve our general school program. They are also used to evaluate individual student needs and growth, and the general performance of the district.

Individual student test results are generally received by the district after state scoring in late June or July of each year. Whenever possible, such results are provided to parents with the issuance of final report cards at the conclusion of the school year.

Substance Abuse – Drugs and Alcohol

The Board of Education recognizes that a student's abuse of harmful substances seriously impedes the student's education and threatens the welfare of the entire school community. The Board is committed to the prevention of substance abuse, and will take the necessary and appropriate steps to protect the school community from harm and from exposure to harmful substances.

"Substances," for the purposes of this provision, means alcoholic beverages, controlled dangerous substances as defined by N.J.S.A. 24:21-2, anabolic steroids, any chemical or chemical compound that releases vapors or fumes causing a condition of intoxication, inebriation, excitement,

stupefaction, or dulling of the brain or nervous system, including but not limited to, glue containing a solvent the property of releasing toxic vapors or fumes as defined at N.J.S.A. 2A:170-25.9, or over-the-counter prescription medications which are improperly used to cause intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system.

All staff members are required through their certifications and as per code and statute to be alert to signs of substance abuse by students and shall respond to those signs in accordance with administrative regulations. Any staff member to whom it appears that a student may be under the influence of drugs, alcohol or other prohibited substances as noted while that student is on school property or at a school function, shall follow the following procedures:

1. Immediately alert the Principal, or in the Principal's absence his/her administrative designee.
2. Immediately alert the school nurse or the school physician.

The Principal, his/her designee, and/or the School Nurse or Physician shall immediately notify the student's parent(s) or legal guardian(s) and the Superintendent. The Principal, his/her designee, and/or the School Nurse or Physician must arrange for an immediate medical examination of the student:

1. By a doctor selected by the parent(s) or legal guardians(s)
2. If the parent(s) or legal guardian(s) doctor is not immediately available, by the school physician.
3. If neither of the above are immediately available, and/or the assigned administrator has reason to believe that the student's health may be immediate peril, the student shall be taken to the emergency room of the nearest hospital for examination and diagnosis. The student may be accompanied by or met at the hospital by the student's parent(s) or legal guardian(s) if possible, and will be accompanied by a member of the school staff appointed by the Principal, or his/her designee.
4. Any examination and/or testing conducted by a physician other than the school physician or the emergency room of the nearest hospital shall not be at district expense.

If there is a positive determination from the medical examination of the student indicating the alcohol or drug use interferes with the student's physical or mental ability to perform in school, the student will be returned to the care of the parent(s) or legal guardian(s) as soon as possible. Attendance at school shall not resume again until a medical report verifies that the student's alcohol or drug use no longer interferes with the student's physical or mental ability to attend school. When such report is provided by a private physician, the district retains the rights to have such report verified by its school physician who must remain in agreement with said report and its findings.

The Superintendent may be required to report such instances to law enforcement authorities as stipulated by code, statute or local agreement. The Superintendent will not report students who have voluntarily sought treatment or counseling for a substance abuse problem provided the student is not at that time under the influence and/or is not involved or implicated in a current drug distribution activity.

No civil action of any kind shall lie against any employee, officer or agent of the Board because of actions taken under the education statutes on substance abuse. Any employee, who in good faith reports a student to the Principal, his/her designee, and/or the school nurse/physician in an attempt to help or protect the student from suspected substance abuse shall not be liable for civil damages as a result of making any such report.

Substance Awareness Program (with NCLB Funding Application Notification)

The Woodland Park Public School District seeks to ensure that all students learn the dangers of substance use and/or abuse through its regular curricular and instructional program.

Notice is hereby given to all parents that the Woodland Park School District will apply for fiscal year 2011-2012 funding under the *NCLB No Child Left Behind, Title IV, Safe and Drug Free Schools and Communities Act*. Title IV, Part A funds received will be used to implement comprehensive programs and activities that are coordinated with community-based services. Our primary goal is to foster safe and drug-free learning environments that support academic achievement. We plan to identify early warning signs of drug use/violence and provide behavioral interventions as part of school and classroom management efforts.

The Child Study Team and the district's Guidance Counselor will be available as resource personnel for any student who is experiencing difficulties due to a situation involving substance use or abuse. You may also contact the Guidance Counselor at Memorial School for additional information about Title IV.

The district also benefits from the involvement of the borough's volunteer Municipal Alliance, and direct interaction with the District Supervisor of Special Projects at the Memorial School, towards the goal of teaching students the dangers of substance use and abuse.

Suicide Prevention

If your child exhibits any depression or tendency towards suicide, call the school district and it will assist you in finding the proper medical resources.

Should an emergency occur when school is not in session, contact your family physician or local hospital.

Laws, codes, statutes and regulations are very specific regarding mandated requirements and procedures in instances where students of any age manifest "ideations" of a suicidal nature. Such ideations can be through student writing, student drawings, or student verbalized comments and other manifestations.

School staff members are explicitly forbidden by law from attempting to differentiate the seriousness, true intent, or realistic possibility of a student's words or actions in this area.

Verbalized or written comments made by any student, at any time, and at any age require the immediate activation of prescribed procedures, including the immediate attention of the school nurse; the student remaining supervised at all times by the school nurse; and one of the following:

- Immediate contact to the parent to pick up the student from school. The student, in turn, may not return to school without proof of medical attention and release by attending physician
- Immediate contact to a state-approved Crisis Team who will report to the school for further analysis of the student and his/her threat; or
- Immediate transportation of the student by ambulance to an appropriate hospital if required.

Suspension of Students

Within various sections of this handbook, references are made to the possibility of suspension of students for inappropriate behavior and/or for failing to adhere to the rules and regulations of attendance at a public school under the authority of the Woodland Park Board of Education.

By way of Policy #5610 of the Woodland Park Board of Education, the following information is made available as such relates to the suspension of students:

“The Board of Education recognizes that even the temporary exclusion of a pupil from the educational process of this district is a severe sanction and one that cannot be imposed without due process.

For the purposes of this policy, “suspension” means the temporary removal of a pupil from the regular instructional program; “short term suspension” means a suspension of not more than ten days; and “long term suspension” means a suspension of more than ten days.

No pupil otherwise eligible for attendance shall be removed from the instructional program to which he/she has been assigned unless the pupil has materially and substantially interfered with the maintenance of good order or removal is necessary to protect the pupil’s physical safety or emotional well-being.”

The policy continues to note that “...no pupil may be suspended from the public schools of this district without notice of the charges made against him/her and an opportunity to be heard before the person or body with the authority to reinstate. Every pupil for whom a suspension of any length is contemplated will be afforded an informal hearing before a suspension is ordered, except that the informal hearing may be delayed by not more than five days when extraordinary circumstances involving the health and safety of the pupil or others in the school require the pupil’s physical removal.

A pupil removed from the instructional program for a long-term suspension (*defined above as more than ten days*) shall be offered the opportunity for a formal hearing, which shall take place not later than twenty-one calendar days after the suspension occurs. The first formal hearing will be before the Superintendent; a pupil who so requests will then be granted a hearing before the Board.”

Further information regarding specific procedures of a formal hearing for a long-term suspension are available through the Superintendent’s office, as codified within Policy #5610.

As codified within N.J.S.A. 18A:37-2, causes for suspension or expulsion of pupils may include, in addition to others, the following offenses:

1. Continued and willful disobedience of any adult staff member;
2. Open defiance of the authority of any teacher or person having authority over him/(her;)
3. Conduct of such character as to constitute a continuing danger to the physical well-being of other pupils;
4. Physical assault upon another pupil, staff member or other school personnel;
5. Taking, or attempting to take, personal property or money from another pupil, or from his/her presence by means of force or fear;
6. Willfully causing, or attempting to cause, substantial damage to school property;
7. Participation in an unauthorized occupancy by any group of pupils or others of any part of the school, and failure to leave the school promptly after having been directed to do so by the person(s) in charge of the facility;
8. Incitement which is intended to and does result in unauthorized occupation by any group of pupils or others in the school;
9. Incitement which is intended to and does result in truancy by other pupils; and,
10. Knowing possession or knowing consumption of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while school premises.
11. Making terroristic threats to other students, faculty or staff in a verbal and/or written form or fashion.

Any student who commits an assault, as defined pursuant to N.J.S.A 2C’ .12-1, upon a teacher, administrator, Board member, or other school district employee, acting in the performance of his duties in a situation where his authority to so act is apparent, or as result of the victim’s relationship to an institution of public education in New Jersey, not involving the use of a weapon or firearm (*Please see specific references to “Weapons” elsewhere in this handbook*) shall be immediately suspended from school consistent with procedural due process pending suspension or expulsion hearings before the Board.

Any student who is to be suspended during examinations or near the end of the school year or at any other time critical to his/her education may request and be granted an immediate hearing.

Students who are suspended from school for an extended period of time shall receive home instruction or may be assigned, on the recommendation of the Superintendent, to an alternative educational program.

Students who are classified as disabled may be suspended for just cause, but may retain additional rights in the suspension process.

The records of a student who has been suspended may be expunged in accordance with district policy, and unless so ordered to be retained, transferred or shared with other educational institutions of legal authorities as required by Federal, State or Local code, state, law, requirement or regulation. Please note that the Federal *No Child Left Behind* law now requires districts to provide student records – including disciplinary and/or suspension records - to receiving public schools, (i.e., public/regional high schools.)

Tardiness

On time daily attendance at school is crucial for all students.

If a student has been tardy to school or class once, he/she shall receive a warning. A second tardiness instance will require a lunch detention and/or the loss of recess for the entire length of the lunch period. A third or more tardiness will require an after school detention of at least 30 minutes in addition to demerits consistent with the demerit policy.

For all tardiness exceeding three or more, parents shall be notified and possible further disciplinary action may be taken.

Repeated and/or excessive tardiness may jeopardize a student's promotion to the next grade level. The first five (5) latenesses during any school year shall equate to one (1) absence for purposes of promotion and the attainment of "perfect attendance" honors annually. Further annual absences beyond the first five (5) shall be factored as three (3) latenesses equating to one (1) absence for purposes at promotion and the attainment of "perfect attendance" honor annually.

Please note as well, additional specific disciplinary actions for tardiness in place at Memorial School as found within its Merit/Demerit System found elsewhere within this handbook.

Annual latenesses exceeding fifteen (15) may require additional school disciplinary sanctions and/or the involvement of the Division of Youth and Family Services (DCP&P).

Textbooks

Textbooks are public property and are on loan to students. Please make sure your children keep all textbooks in good condition for future use.

1. All textbooks must be covered.
2. Homeroom teachers will issue textbooks, record serial numbers and note the condition of each book for each student.
3. Your child should let the teacher know immediately if there has been damage done to a textbook as soon as the book is issued.
4. Make repairs on your own as the year goes on.

5. In June, all textbooks issued will be collected with serial numbers and book conditions checked. Those books that have been damaged or need repairs will be charged against the student and final grades, report cards and, where appropriate, diplomas will be withheld until all charges are paid.

Threats

When a threat has been called to the attention of the school administration, the following procedures will be implemented:

1. As required by the 2010 Memorandum of Agreement between Educators and Law Enforcement, section 4.10: The school principal will immediately notify the school liaison officer or shift commander whenever any school employee in the course of his or her employment develops reason to believe that a student has threatened, is planning or otherwise intends to cause death, serious bodily injury, or significant bodily injury to another person under circumstances in which a reasonable person would believe that the student genuinely intends at some point in the future to commit the violent act or to carry out the threat. The school official shall provide to the responding law enforcement agency all known information relevant to the threat, including, but not limited to any historical or background information concerning the student's behavior or state of mind. For the purpose of this reporting requirement, the threatened or planned act of violence need not be imminent, and the intended victim of the violent act need not be aware of the threat. Nor shall it be relevant for the purpose of this reporting requirement that the intended victim is not a student or member of the school community or that the violent act is not intended to be committed on school property during regular school hours. The parties of this agreement understand and agree that students who make a credible threat of harm to themselves or others should be taken seriously. Accordingly, the provisions of this paragraph shall be liberally construed with a view toward preventing future acts of violence.
2. The student accused of making the threat will be brought into the principal's office immediately and questioned concerning the accusations. If the threat involves a weapon, the Woodland Park Police will be called and a search will take place immediately as permitted by law. If a weapon is found, the school's discipline policy will be invoked and charges will be filed with the local police department and the Passaic County Prosecutor's office. In addition, support services will be called upon and other evaluations will be ordered. If no weapon is found, the process will move to #3 below.
3. The school administration will question all students and staff members who may have information concerning the alleged threat, including the accused and the accuser's parents or legal guardian.
4. The school administration reserves the right to require a psychiatric evaluation of the accused and may condition the accuser's return to school pending the outcome of such an assessment.

Use of Schools

School facilities of this district will be made available for appropriate community purposes, provided that any such use does not interfere with the educational program of the schools or is detrimental to the community as a whole. The sole authority for granting this permission rests with the Board of Education through the Superintendent of Schools.

The procedure for securing the use of school buildings is as follows:

1. Obtain application forms at the office of the Superintendent of Schools.
2. Check availability of the requested building with that building's Principal in advance.
3. Submit completed application to the Superintendent of Schools.
4. The Board of Education through the Superintendent's office shall consider all applications. Notification will be prompt.
5. If there is any need or requirement for special fees, conditions or instructions not covered by the application, they will be stated at the time the application is approved.

Certificate of Insurance is required must provide any and all coverage as determined by the Board of Education.

Visitors to School Buildings

The more involved that parents and guardians are in the educational development of their children, the greater the eventual results will be. Research, time and again, bears out that the level of quality participation that important adults have in the schooling of their children – both in and out of school – the more academically successful a child will be. The Woodland Park Public Schools therefore welcomes your involvement and participation whenever and wherever possible. Parents are therefore welcomed and encouraged to visit their child's school.

To ensure the security of our school buildings and the safety of our students, however, a number of rules and regulations must be shared with potential school visitors:

1. All visitors must first report to the main office of the school and sign in that they are in the building. If required by the school building, visitors must wear issued name tags or carry visitor passes at all times.
2. The School Principal, his or her designee, and/or the Superintendent of Schools reserve the right to refuse entry to any adult for valid reasons. Any district administrator who has reason to question the relationship between any potential visitor and an attending student may deny the right of entry to that visitor. Please understand that this is towards the goal of safety of your child as well as all other children within the school building.
3. Under no circumstances may any visitor disrupt the instructional program of the school during school hours at any time.
4. Parents who wish to bring lunch or other items to school during the school day may do so. However, parents may only bring lunches to school before the start of the school day or during the actual time of the published lunch period. After reporting to appropriately identified school personnel, lunches are to be left at the office before the beginning of the assigned lunch period.
5. All visitors must report to the main office immediately if requested over the public address system.

6. All visitors must sign out in the main office when preparing to leave the school building.

We appreciate your cooperation in this matter as such will allow us to ensure overall school safety for our attending students.

Weapons and/or Assaults Using a Weapon

Any numbers of recent media reports have alerted the public at large and the public school community as to the inherent danger of students who possess and/or bring weapons to school.

There can be no greater threat to the safety of the district's children during the course of any school day than the danger posed by a weapon being brought to school for nefarious or even naïve reasons on the part of an attending student.

Beyond its main cause of instructional programming, there can be no greater responsibility for a public school district than ensuring the safety of all of its enrolled students.

The Woodland Park Board of Education takes seriously any incident where a weapon of any kind, or any instrument which can be used for or designed to serve as a weapon meant to incur bodily harm, is in the possession of any student during the school day, whether in the school, on the bus on the way to or from school, or at any school-sponsored function.

To this end, the Board has signed a Memorandum of Understanding with State and Local authorities whereby the Board has agreed to involve any all such parties in instances where a student is found to be in possession of a weapon, or in the possession of any instrument which would be assumed to be used for the purposes of bodily harm and/or injury on the part of any student. This extends to student time during the regular school day, while in school or on the bus to or from school, during school-sponsored functions, or while on school property at any time.

In addition, mandatory suspensions and the very real possibility of expulsion will be activated and imposed in such instances. Board of Education Policy states as follows:

“Any pupil convicted or found to be delinquent for possessing a firearm on school property, on a school bus, or at a school-sponsored function or committing a crime while possessing a firearm shall be immediately removed from the school's regular educational program for a period of not less than one calendar year and placed in alternative education school or program pending a hearing before the Board of Education to remove the pupil in accordance with Policy #5611 (Expulsion.)

Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a pupil, teacher, administrator, Board member, or other school district employee, with a weapon other than a firearm on school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative education school or program, pending a hearing before the Board of Education.”

In addition to district and legal sanctions, a child in the possession of a weapon can incur great injury upon himself/herself.

Please speak with your child about the inherent dangers of weapons,

and the serious legal consequences of being in possession of any weapon.