

Washington Borough Public Schools Parent Handbook 2022-2023

<p>Taylor Street School 16-24 Taylor Street Washington, NJ 07882 908 - 689 - 0091</p> <p>Grades: Preschool, Kindergarten, & 1st Grade</p>	<p>Memorial School 300 West Stewart Street Washington, NJ 07882 908 - 689 - 0241</p> <p>Grades: 2nd Grade-6th Grade</p>
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Dear Parents & Guardians,

This Parent Handbook is intended to provide useful information regarding our district. Please take a moment to review the information contained within and reach out with any additional questions.

—The Administrative Team

Mission Statement:

The Washington Borough Public Schools, together in a partnership with our families, will build a community of lifelong learners and provide a balanced curriculum with expectations to meet standards, as well as meet the fundamental academic, social, emotional, and physical needs of all of our students.

Table of contents

General Information	p. 3
Student Discipline/Code of Conduct	p. 5
Preschool	p.35
Taylor Street, grades K & 1st	p.38
Memorial School, grades 2nd-6th	p.39
Appendix/Child Find	p.40

General information:

Aftercare Services

Warren County Special Services School District currently hosts an on-site aftercare program for students at Taylor Street and Memorial School. Please contact j.cunningham@wcsssd.org for more information and pricing of this program.

Attendance

Children learn through and rely upon consistency. Every school day is important, and absenteeism is associated with long term negative academic success. When students must be absent, parents/guardians are required to contact the main office prior to the start of the school day. In addition, please email/Dojo your child's teacher. If we fail to hear from you, we will call to verify the child's reason for absence. Our efforts to call will be made to home, your emergency numbers, and if necessary, the police. Poor attendance may result in truancy charges or failure for a child to be promoted to the next grade. Tardy & absentee letters are automatically generated in increments of ten (Policy #5200).

Board of Education

Our Board of Education hosts monthly meetings at Memorial School, at 7:00 pm, on the second Monday of each month. Please see our school website to confirm advertised dates of these meeting

Care of School Property

The Board of Education provides Chromebooks, textbooks, workbooks and a reasonable quantity of supplies such as paper and pencils to each pupil. Students must handle Chromebooks, textbooks and other school materials carefully. The school building, grounds, and all other facilities and equipment provided for education are funded by local and federal funding. Damaging or destroying school property is inexcusable and may result in fines and punishment (Policy #5513).

Cancellation of School

If school is canceled because of weather conditions, a school wide electronic text and phone call, via Blackboard, will be sent to all families in the district. Make sure you have signed up for Blackboard at the beginning of the school year.

Child Study Team

Our Child Study consisting of our LDTC, school psychologist, and social worker are available to support the changing needs of our students with exceptionalities. In addition, we also are staffed with a school counselor/504 coordinator. Please call the main office to inquire more about these services.

Classroom Parties

Classroom parties/celebrations are held throughout the school year. Parties consist of games, crafts, dance/gross motor activities, and excitement. Food or snacks are not permitted. Room parents are welcome to attend school parties and/or help teachers plan games and activities prior to the party day. Information about party procedures will be provided to parents through Class Dojo or

emailed. If you are interested in volunteering for parties or other classroom activities, please contact your child's teacher.

Student Discipline/Code of Conduct

Our staff takes great pride in student conduct in conjunction with our ability to keep children safe. We expect our students to demonstrate responsible behavior. Parents are urged to support the school in its effort to encourage positive, productive behavior management protocol.

Student Discipline/Code of Conduct Policy #5600 establishes standards, policies, and procedures for positive student development and student behavioral expectations on school grounds and, as appropriate, for conduct away from school.

5600 STUDENT DISCIPLINE/CODE OF CONDUCT

The Board of Education adopts this Student Discipline/Code of Conduct Policy to establish standards, policies, and procedures for positive student development and student behavioral expectations on school grounds and, as appropriate, for conduct away from school grounds. Every student enrolled in this district shall observe promulgated rules and regulations and the discipline imposed for infraction of those rules.

The Superintendent of Schools will establish a process for the annual review and update of the district's Student Discipline/Code of Conduct Policy and Regulation that may involve a committee of parents, students, and community members that represent, where possible, the composition of the district's schools and community. The Superintendent will report to the Board the process used for the annual review of this Policy and Regulation and will recommend to the Board updates, if any, to the Student Discipline/Code of Conduct Policy and Regulation.

The Student Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, students, and parents. The Board of Education shall provide to all employees annual training on the Student Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of student conduct that violates the district's Policy and Regulation. Information on the Student Discipline/Code of Conduct Policy and Regulation shall be incorporated into the orientation for new employees.

The Board provides for the district's Student Discipline/Code of Conduct's equitable application. Student discipline and the Code of Student Conduct will be applied without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical or sensory disability; or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5-1 et seq.

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. §1400 et seq., the Individuals with Disabilities Education Improvement Act and accommodation plans under 29 U.S.C. §§ 794 and 705(20), the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

The Student Discipline/Code of Conduct is established for the purposes outlined in N.J.A.C. 6A:16-7.1(b).

Policy and Regulation 5600 include a description of student responsibilities that include expectations for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 12.1; a description of behaviors that will result in suspension or expulsion, pursuant to N.J.S.A. 18A:37-2; and a description of student rights pursuant to N.J.A.C. 6A:16-7.1(c)3.i through vii.

The Board of Education approves the use of comprehensive behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports include, but are not limited to, positive reinforcement for good conduct and academic success including the programs that honor and reward student conduct and academic achievement; supportive intervention and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the behavior's nature, the students' developmental ages and the students' histories of problem behaviors and performance; and for students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

Policy and Regulation 5600 include a description of school responses to violations of behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

Students are required to be in compliance with Policy and Regulation 5200 – Attendance pursuant to N.J.A.C. 6A:16-7.6 and Policy 5512 – Harassment, Intimidation, and Bullying pursuant to N.J.A.C. 6A:16-7.7.

The Building Principal shall maintain a current list of community-based health and social service provider agencies available to support a student and the student's family, as appropriate, and a list of legal resources available to serve the community.

The Building Principal or designee shall have the authority to assign discipline to students. School authorities also have the right to impose a consequence on a student for conduct away from school grounds that is consistent with the district's Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.5. This authority shall be exercised only when it is reasonably necessary for the student's

physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences pursuant to N.J.A.C. 6A:16-7.5 shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.4. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

Consequences and appropriate remedial action for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are listed in Policy 5512 – Harassment, Intimidation, and Bullying. Consequences for a student who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student’s history of problem behaviors and performance, and shall be consistent with this Policy and the school district’s Student Discipline/Code of Conduct Policy pursuant to N.J.A.C. 6A:16-7.1. Remedial measures for one or more acts of harassment, intimidation, or bullying shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

Consequences and remedial measures to address acts or incidents of dating violence at school shall be consistent with the school district’s Student Discipline/Code of Conduct Policy. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are included in Policy and Regulation 5519 – Dating Violence at School and shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and aggressor have been involved. Consequences for acts or incidents of dating violence at school may range from admonishment to suspension or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the aggressor based on the severity of the act or incident. Remedial measures/interventions for acts or incidents of dating violence at school may include, but are not limited to: parent conferences, student counseling (all students involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive student interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

The Board of Education may deny participation in extra-curricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment, in accordance with N.J.A.C. 6A:16-7.1(d).

Any student to be disciplined shall be provided the due process procedures for students and their families as set forth in Policy and Regulation 5600 and N.J.A.C. 6A:16-7.2 through 7.4.

In accordance with the provisions of N.J.A.C. 6A:16-7.9, 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 school district and any information the school 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:36-19(a) and N.J.A.C. 6A:32-7.5.

The Superintendent may be required to submit a report annually to the New Jersey Department of Education on student conduct, including all student suspensions and expulsions, and the implementation of the Student Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education. The Superintendent shall report to the Commissioner of Education each incident of violence, including harassment, intimidation, and bullying, vandalism, and alcohol and other drug offenses, pursuant to N.J.A.C. 6A:16-4.3, in the school district utilizing the Student Safety Data System (SSDS), pursuant to N.J.A.C. 6A:16-5.3.

N.J.S.A. 18A:6-1; 18A:36-25.1; 18A:25-2; 18A:36-19a;
18A:37-1 et seq.; 18A:37-13.1 et seq.
N.J.A.C. 6A:16-7.1 et seq.; 6A:14-1.1 et seq.

Communication

Teachers are encouraged to regularly communicate with parents via email, phone calls, and the Class Dojo App. Your child's teacher can provide a code to link to their class. Parents/Guardians are also encouraged to sign-up for our district's information blasts via text/call through the Blackboard system. Please contact the main office with any questions or to update your information for this database.

Compressed Schedule (Early Dismissal)

Please see the school wide calendar for dates of compressed days.

Delayed Opening

Should the opening of school be postponed due to inclement weather, Memorial School classes will begin at 10:00 am and Taylor

Street School classes will begin at 10:15 am (Grades K & 1st).
Preschool arrival for delayed days is 10:45 am.

Dress Code

Proper footwear, with closed toe and rubber-soled bottoms, are required to play on our playground equipment and for physical education class. We encourage students to wear sneakers daily. Additionally, clothing should be school appropriate and should not interfere with the learning process. Policy #5511

Early Dismissal

If it becomes necessary to pick up your child early during the school day, please make sure the personnel in the main office and classroom teacher are notified prior to pick up. Notification of an early dismissal will ensure a smooth transition.

Field Trips

Kindergarten through sixth grade participate in one field trip per school year. Availability of transportation/illness may cause restrictions in such plans. In the event a field trip is not hosted, alternate on-site event plans will be made.

Grades

Students receive grades in Citizenship, English/Language Arts, Mathematics, Reading, Science, Social Studies and all special classes. Special classes consist of Physical Education, Art, Music and Enrichment. Report cards are issued four times per year for K-6 students and twice a year for preschool students.

Harmony Programming

Our school district has integrated the Stanford-Harmony program to promote citizenship, character education, and social/emotional growth and development in grades K through six. In addition, preschool uses the Pyramid model to address social/emotional growth and promote classroom success.

Health Office

- If your child is going to be absent, please call the school and leave a message indicating the reason such as: fever, cough, sore throat, etc.
- For the colder weather, ensure your child is wearing a coat.
- Appropriate footwear for students in school includes sneakers.
- If you obtain any new medical documentation for your child such as physical exams or immunizations, please provide the health office with copies.
- Any medication requires a physician order to be administered in school. This includes over the counter medications and prescriptions. Please inquire about appropriate school forms for medications.
- Refer to the School Nurse Health Services plan, which is located on the school website under the Parental Resources tab. Important information related to Sports Related Eye Injuries is also located on the school website.

Harassment Intimidation and Bullying

The Board of Education prohibits acts of harassment, intimidation, or bullying of students (Policy #5512). A safe and civil environment is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behavior, encompasses conduct that disrupts

both a student’s ability to learn and a school’s ability to educate in a safe and orderly environment. Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Since students learn by example, school administrators, faculty, staff and volunteers demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate harassment, intimidation, or bullying.

5512 HARASSMENT, INTIMIDATION, AND BULLYING (M)

Table of Contents

A.	Policy Statement
B.	Harassment, Intimidation, and Bullying Definition
C.	Student Expectations
D.	Consequences and Appropriate Remedial Actions
E.	Harassment, Intimidation, and Bullying Reporting Procedure
F.	Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)
G.	Harassment, Intimidation, and Bullying Investigation
H.	Range of Responses to an Incident of Harassment, Intimidation, or Bullying
I.	Reprisal or Retaliation Prohibited
J.	Consequences and Appropriate Remedial Action for False Accusation

- K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination
- L. Harassment, Intimidation, and Bullying Training and Prevention Programs
- M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment, and Review
- N. Reports to Board of Education and New Jersey Department of Education
- O. School and District Grading Requirements
- P. Reports to Law Enforcement
- Q. Collective Bargaining Agreements and Individual Contracts
- R. Students with Disabilities
- S. Approved Private Schools for Students with Disabilities (APSSD)
- A. Policy Statement

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

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

- B. Harassment, Intimidation, and Bullying Definition

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

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

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

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

C. Student Expectations

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 consistent with the Code of Student Conduct.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school

volunteers, and community representatives, 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 school district and community property on the part of students, staff, and community members.

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

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

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

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

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

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

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

D. Consequences and Appropriate Remedial Actions

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

Consequences – Students

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board’s approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student’s disability, if any, and to the extent relevant; the developmental age of the student; and the student’s history of problem behaviors and performance consistent with the Board’s approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

Factors for Determining Consequences – Student Considerations

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and

7. Context in which the alleged incidents occurred.

Factors for Determining Consequences – School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student-staff relationships and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion.

In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.

Appropriate Remedial Actions – Students

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

Factors for Determining Remedial Measures

Personal

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

Environmental

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

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

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to

- ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
 4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
 5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
 6. Develop a learning plan that includes consequences and skill building;
 7. Consider wrap-around support services or after-school programs or services;
 8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
 9. Arrange for an apology, preferably written;
 10. Require a reflective essay to ensure the student understands the impact of their actions on others;
 11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
 12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
 13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
 14. Schedule a follow-up conference with the student.

Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure they do not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

Parents, Family, and Community

1. Develop a family agreement;

2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

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

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school’s response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after

- school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
 22. Targeted use of teacher aides;
 23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
 24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
 25. Parent conferences;
 26. Family counseling;
 27. Development of a general harassment, intimidation, and bullying response plan;
 28. Behavioral expectations communicated to students and parents;
 29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
 30. Recommendations of a student behavior or ethics council;
 31. Participation in peer support groups;
 32. School transfers; and
 33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions – Adults

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

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victim’s physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult “shadow” to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal’s designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. The written report shall be on a numbered form developed by the New Jersey Department of Education in accordance with N.J.S.A. 18A:37-15.b.(5). A copy of the form shall be submitted promptly by the Principal to the Superintendent.

The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report. The district shall provide a means for a parent to complete an online numbered form developed by the New Jersey Department of Education to confidentially report an incident of harassment, intimidation, or bullying.

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

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

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

F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)

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

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;

- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14.

The Principal shall report to the Superintendent if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying. The Superintendent may require the Principal to conduct an investigation of the incident if the Superintendent determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, and bullying. The Superintendent shall notify the Principal of this determination in writing. An investigation required by the Superintendent must be completed as soon as possible, but not later than ten school days, from the date of the written notification from the Superintendent to the Principal.

The Principal shall complete the written report form developed by the New Jersey Department of Education, in accordance with N.J.S.A. 18A:37-15.b.(5), even if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to N.J.S.A. 18A:37-14. This written report form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal law.

The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation, and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.

The Superintendent shall provide annually to the Board of Education information on the number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of harassment, intimidation, or bullying for the purposes of the State's monitoring of the school district pursuant to N.J.S.A. 18A:17-46.]

The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. The Superintendent or designee will appoint a staff member to complete investigations involving allegations against a staff member serving in a supervisory or administrative position.

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

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling as a result of the finding of the investigation, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action including seeking further information, as necessary.

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

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

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination. A redacted copy of the completed written report form developed by the New Jersey Department of Education that removes all student identification information shall be confidentially shared with the Board of Education after the conclusion of the

investigation if a hearing with the Board of Education is requested by the parents pursuant to N.J.S.A. 18A:37-15.b.(6)(d).

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

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

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

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

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, “acts of kindness” programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, “natural helper” or peer leadership programs, “upstander” programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

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

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds.

Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by

statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

J. Consequences and Appropriate Remedial Action for False Accusation

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

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.4, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

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

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

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

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website. The Superintendent or designee shall post the contact information for the New Jersey School Climate State Coordinator on the school district's and on each school's website in the same location as this Policy is posted.

The Superintendent or designee shall post on the school district's and each school's website the current version of "Guidance for Parents on the Anti-Bullying Bill of Rights Act" developed by the New Jersey Department of Education.

L. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

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

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

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

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

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment, and Review

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

The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools' Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous

reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

The Superintendent or designee and the Principal shall consult law enforcement, as appropriate, pursuant to the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.

Some acts of harassment, intimidation, and bullying may be bias-related acts and school officials must report to law enforcement officials any bias related acts, in accordance with N.J.A.C. 6A:16-6.3.(e), and pursuant to the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

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

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

R. Students with Disabilities

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

S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-37

N.J.A.C. 6A:16-7.1 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education

Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

Insurance Plan

Expenses related to injuries incurred in school are the responsibility of the parents, therefore, parents are given the opportunity at the beginning of the school year to purchase insurance covering accidental injury to their child while on school property, traveling to and from school, or on a school-sponsored trip. This insurance, which has been approved by the Board of Education, is available for all students. Payment for this coverage should be mailed to the insurance company by the parent. Insurance forms for students may be found on the Washington Borough Schools website listed under Parental Resources tab.

Lighthouse District

What is a Lighthouse District? Our Lighthouse District Award was granted by the New Jersey Department of Education in recognition of our school district's keen ability to illuminate the path toward educational improvement and equitable outcomes. It is the result of the remarkable effort made by the students and teachers of our district.

Lunch procedures

Families whose current income is at or below qualifying levels are eligible for free/reduced lunch. To apply, fill out a Reduced-Price form and return it to the school office. A complete application is required to be considered for the program. Forms can be found on the district's website under the Parent Resources tab.

Lunch and breakfast menus are located on the school website. Parents can opt to provide lunch for students or purchase through Maschio's Food Service. Please see the menu for pricing. Students may pay with cash or parents can utilize the Payschools program to preload money to their child's virtual account, via payschools.com/support.

Parent-Teacher Conferences

Conferences are hosted twice a year, typically in November and February, if needed. If at any time a parent/guardian would like to request an additional conference, please do not hesitate to contact your child's teacher.

Parent Teacher Organization (PTO)

The PTO provides educational and fundraising opportunities to support all students.

Response to Intervention: RTI

Our school district utilizes a research-based intervention, tiered system of support to assist struggling students, along with whole class, differentiated instruction.

Students engage in the program based upon their needs. Parents will be notified upon entrance to the program. Students may exit the program once sufficient improvement is evidenced based on testing scores, assessment, and teacher observation. If no

improvement is noted over time, the student may be referred to the Child Study Team. Continuance in the program is also based on an attendance rate of 90% or better.

School Calendar

The District Calendar is posted on the district's website:
www.washboro.org.

Preschool Programming

Our preschool program serves children ages 3 to 5 years old.

Preschool operates from 9:00 AM to 3:00 PM.

Compressed dismissal is at 12:30pm.

Student arrival begins at 10:45am on delayed openings.

Taylor Street School utilizes the Creative Curriculum for Preschool approved by the New Jersey Department of Education and provides developmentally appropriate play and learning experiences for our students. The Creative Curriculum is designed to meet the needs of students at all levels. Creative Curriculum is comprehensive and addresses all areas of development including Social-emotional, Physical, Cognitive, Literacy, Mathematics, Science, Social Studies, and the Arts. It is aligned to the New Jersey Preschool Learning Standards.

Children enrolled in the district's Preschool Program should bring the school the following:

- Your child will need a "full-sized" backpack (not a toddler-sized backpack) and a pocket folder
- A change of clothes appropriate for the season: shirt, shorts, or pants, socks, and underwear. Extra clothes will be stored in provided cubbies. Masks may be necessary.
- If your child is not potty trained, please provide diapers and wipes.
- Every Monday, please send in a crib sheet and a blanket for rest time; it will be returned for washing at the end of the week.

- Please bring a water bottle daily (filled with water only).
- Please return folders daily and check them every night for information.

Enrollment

Our preschool program is a no-cost program offered to residents of Washington Borough. Enrollment does require a full-time commitment and registration can be completed online by visiting our school website (www.washboro.org). Students that are enrolled in preschool will automatically be re-enrolled for preschool/kindergarten for the upcoming school year.

Breakfast and Lunch

Preschool students will eat a morning snack and lunch in their classrooms during a full school day. Meals may be purchased at school or brought from home. When sending in snacks/lunches, please help to keep our classrooms peanut free. Please contact our school nurse regarding food allergies or concerns. Preschool strives for family-style delivery of meals.

Outdoor Play

As a part of the Creative Curriculum, preschool students plan to play outside every day. It is crucial that students wear rubber-soled, closed-toe, shoes, such as sneakers (sandals are not permitted on the playground equipment) and dress appropriately to do so. In colder months, students are encouraged to dress in layers and keep extra mittens, hats, and jackets in their cubbies.

Report Cards

Preschool students will receive a report card in January and June. Report cards will be reflective of the Creative Curriculum for Preschool and demonstrate student progress in multiple areas of social emotional, cognitive, and physical growth.

Sample objectives addressed in Preschool associated with our three-year-old students:

- Potty training (if they are not yet trained)
- Independence in dressing - such as zippering/unzippering coats, toileting independently, putting on/taking off gloves and hats, playing “dress-up”
- Independently opening containers and bags at snack and lunch
- Playing in the same area as peers or beginning to play together with friends
- Participating in fingerplays (songs with hand motions) or group singing
- Academic skills such as counting to ten and identifying colors.

Sample objectives addressed in Preschool associated with our four- and five-year-old students:

- Sharing and resolving conflicts with friends during play
- Increasing independence in dressing: zippers, buttons, snaps, and hooks
- Expressing needs and wants independently
- Actively participating in our group activities: singing, dancing, greeting, and observing during our small and large group times
- Academic skills such as letter identification, number identification, shapes, and colors
- Skipping, galloping, running, catching, and throwing with coordination
- Engaging in complex play with peers (such as acting out a family scene in the kitchen with three friends)
- Resolving conflicts with peers and sharing materials
- Academic skills such as reading and writing capital and lowercase letters, writing from a model, counting with one-to-one correspondence and number identification to 10.

Taylor Street School

Daily Schedule - Kindergarten & First Grade

Students should arrive daily between 8:30 and 8:45 am. Supervision is not available for children arriving before 8:30 am or after 3:00 pm. Parents are responsible for supervising students outside the stated times. Do not drop off or leave children at the school during unsupervised periods.

The following is our arrival and dismissal schedule:

8:30-8:45 Children arrive and may enter the building

8:45 - Tardy Bell; students should be in classroom by this time

11:00-1:05 Lunch periods (vary per class)

3:00 - Dismissal

Being on time for school is a great habit to establish as soon as children start school. When a child is not in class when the bell rings their day begins out of sync. The tardy bell rings at 8:45 daily. Your child will be marked tardy if they are not in their classroom by this time.

Compressed dismissal- 12:30pm

Delayed Openings arrival 10:15-10:30am

Memorial School

School hours for Grades 2 - 6 are 8:15 am to 2:45 pm.

Daily Schedule for Grades 2 - 6

8:15 First Bell Students enter the building

8:25 School begins - students tardy after the second bell

10:30 - 1:05 Lunch periods

2:45 pm Dismissal

Early Dismissal

Memorial School early dismissal time will be 12:15 pm for all students.

Delayed Opening

Should the opening of school be postponed to inclement weather, Memorial School classes will begin at 10:00 am. Lunch will be available.

What To Do If

You have a problem or question:

Send Dojo message, email or call your child's teacher

You want to talk with a teacher:

Send Dojo message, email or call your child's teacher

You want homework assignments for an ill child: Call the school as early in the day as possible or send Dojo message.

Your child forgets something at home:

Bring it to the school for delivery to your child.

Your child loses something:

Check the 'lost and found' at school, contact your child's teacher

You change your address or telephone number:

Advise the school immediately.

You plan to move:

Contact the main office.

Appendix:

CHILD FIND WARREN COUNTY 2021-2022

Child Care/Day Care, Preschools, Kindergartens and Private Schools

ABC Playschool

239 Warren Street
Phillipsburg, NJ 08865
908-859-6292

Allamuchy Township Early Childhood Center

1686 Route 517
Allamuchy, NJ 07820
908-852-1894

Busy Bees Learning Center

108 Baltimore Street
Phillipsburg, NJ 08865
908-213-2226

Campbell's Kids Club, LLC

320 Johnsonburg Road
Hope, NJ 07844
973-271-4058

**Child Care Services at Hatchery Hill School
Catholic Charities**

398 Fifth Avenue
Hackettstown, NJ 07840
908-798-1351

**Child Care at Phillipsburg Primary - Catholic
Charities**

1000 Green Street
Phillipsburg, NJ 08865
908-455-2517

Children's Center Preschool

1 Main Street
Blairstown, NJ 07825
908-362-7887

For Kids Only, II

535 High Street
Pohatcong, NJ, 08865
908-454-1104

Friendship Center

420 Schooley's Mountain Road
Hackettstown, NJ 07840
908-852-2221

Gethsemane Lutheran Preschool

409 E Baldwin Street
Hackettstown, NJ 07840-1422
908-852-2156

Good Shepherd Preschool

168 Route 94
Blairstown, NJ 07825
908-362-5819

Greenwich Nursery School

17 Greenwich Church Road
Stewartsville, NJ 08886
908-479-6886

H&S For Kids Only, Inc.

712 New Brunswick Avenue
Phillipsburg, NJ 08865
908-454-9295

Half Pint Early Learning Childcare Center

432 Route 57
Washington, NJ 07882
908-835-9499

Heavenly Angels Learning Center

702 Sayre Avenue
Phillipsburg, NJ 08865-2905
908-859-2432

Heaven Sent Nursery School

298 Main Street
Hackettstown, NJ 07840
908-852-2006

KEEP Inc. Frelinghuysen

780 Route 94
Johnsonburg, NJ 07846
973-383-2213

The Learning Experience

1885 Route 57
Hackettstown, NJ 07840
908-850-1222

Liberty Learning Center

134 Route 46
Hackettstown, NJ 07840

908-852-1210

Little Bears Learning Center

269 Route 31 South
Washington, NJ 07882
908-835-9010

Little Genius Planet

205 Strykers Road
Phillipsburg, NJ 08865
908-454-6666

Little Shepherds Early Learning Community

390 NJ Route 57W
Washington, NJ 07882
908-223-1780

**Little Stingers Integrated Preschool Program
Greenwich Township School District**

101 Wyndham Farm Blvd.
Stewartsville, NJ 08886
908-859-2022

Little Wonders Childcare & Learning Center

208 Strykers Road
Phillipsburg, NJ 08865
908-859-0387

Memorial Elementary School

300 W Stewart Street
Washington, NJ 07882
908-689-3336

Norwescap Head Start and Home Base

604 Roseberry Street
Phillipsburg, NJ 08865
(908) 213-3422

Norwescap Head Start

535 Fisher Avenue
Phillipsburg, NJ 08865
908-454-5936

Norwescap Head Start

2 Pohatcong Avenue
Washington, NJ 07882
908-689-4668

Owls Nest Childcare Center

155 NJ-94
Blairstown, NJ 07825
908-362-5991

**Partners at Phillipsburg Early Childhood Learning
Center - Catholic Charities**

459 Center Street
Phillipsburg, NJ 08865
908-454-3400 x3081

Pohatcong School Work-Family Connection

240 Route 519
Phillipsburg, NJ 08865
908-859-8155 Ext. 2111

Project TEACH

540 Route 57 East
Port Murray, NJ 07865
908-689-4650

The Pumpkin Patch

150 Mountain Avenue
Hackettstown, NJ 07840-2360
908-852-8855

The Pumpkin Patch Preschool

915 County Rd 517
Hackettstown, NJ 07840
908-763-7133

Rainbow Child Development Center

1733 Washington Valley Drive
Stewartsville, NJ 08886-2619
908-859-4005

Saint Joseph Catholic Academy

200 Carlton Avenue
Washington, NJ 07882
908-689-0093

Saint Anne's Center

137 Roseberry Street
Phillipsburg, NJ 08865-1629
908-859-3516

Shanda's Sunny Days on Main

178 Main Street
Hackettstown, NJ 07840
908-852-5222

Taylor Street Elementary School

16-24 Taylor Street
Washington, NJ 07882
908-689-0829

Tranquility Adventist School

3 Academy Lane
Andover, NJ 07821-2402
908-852-1391

Warren County Christian Academy

300 Cromwell Avenue
Phillipsburg, NJ 08865
(908) 235-2452

Washington Head Start

2 Pohatcong Avenue
Washington, NJ 07882
908-689-4668

Washington Kid Care & Learning Center

70-72 E. Washington Avenue
 Washington, NJ 07882
 908-689-1777

Washington Nursery School

40 E Church Street
 Washington, NJ 07882
 908-689-4998

Willow Grove Family Friendly Center - Catholic Charities

601 Willow Grove Street
 Hackettstown, NJ 07840
 908-798-1352

Work-Family Connection at Harmony School

2551 Belvidere Road
 Phillipsburg, NJ 08865
 908-859-1001

Work-Family Connection at White Township

565 Route 519
 Belvidere, NJ 07823
 908-534-5935

Early Intervention

ARC – Warren County Chapter

319 W. Washington Ave #2
 PO Box 389
 Washington, NJ 07882
 908-689-7525

Project First Step

319 W. Washington Ave #2
 Washington, NJ 07882
 908-689-4542

Physicians/Pediatrics & Family Practice

Chugh, Jagdish C., M.D.

160 Mountain Avenue
 Hackettstown, NJ 07840
 908-852-8787

Cooley, Susan, M.D. – ophthalmology

800 Coventry Drive
 Phillipsburg, NJ 08865
 908-859-6055

Hackettstown Regional Medical Center

651 Willow Grove Street
 Hackettstown, NJ 07840
 908-852-5100

Hampton Family Practice

Paul Madura, M.D.
 450 Charlestown Road
 Hampton, NJ 08827
 908-537-1042

Kavcsak, Nicholas, M.D. - optometric physician

416 Front Street
 Belvidere, NJ 07823
 908-475-5757

Kedzierska, Ksymena, M.D.

4C Doctor's Park
 Hackettstown, NJ 07840
 908-852-8096

Kim, Daryl K., M.D. -internal medicine & pediatrics

5 Eisenhower Road
 Columbia, NJ 07832
 908 362-5360

Levine, Helaine, M.D. - pediatrics

755 Memorial Pkwy
 Phillipsburg, NJ 08865
 908-454-6303

Medical Care Associates

137 Mountain Avenue, Suite 1
 Hackettstown, NJ 07840-2390
 908-852-1887

Medical Care Associates

456 Route 31
 Hampton, NJ 08827
 908-574-5731

Merkle, Jeffrey, M.D. – pediatrics

254 Mountain Avenue #309
 Hackettstown, NJ 07840
 908-852-6400

New Beginnings Pediatrics

Evans, Charles, M.D. & Sion, Armi T. M.D.
 755 Memorial Parkway Suite 115
 Phillipsburg, NJ 08865
 908-454-3737

Pequest Family Practice

500 Greenwich Street
 Belvidere, NJ 07823
 908-475-9990

Plaza Medical Associates - pediatrics

657 Willow Grove Street, Suite 401
 Hackettstown, NJ 07840
 908-850-7800

Premiere Health

5 Eisenhower Road
 Columbia, NJ 07832

908-362-5360

Reddy, Muralidhar M.D. - internal medicine

234 Greenwich Street # A
Belvidere, NJ 07823
908-475-2391

and

1738 Route 31 North, Suite 203
Clinton, NJ 08809
908-735-4645

Riverfield Family Health Center

6 Clubhouse Drive, Suite 102
Washington, NJ 07882
908-237-4144

Sakowski, Jacek M.D. - pediatrics

Hackettstown Pediatrics
4C Doctor's Park
Hackettstown, NJ 07840
908-852-8096

St. Luke's Coventry Family Practice

755 Memorial Parkway
Phillipsburg, NJ 08865
908-454-6303

St. Luke's- Warren Campus

185 Roseberry Street
Phillipsburg, NJ 08865
908-859-6700

St. Luke's Warren Hills Family Practice

315 Route 31 South
Washington, NJ 07882
908-835-3000

Skylands Medical Group

210 State Route 94
Columbia, NJ 07832
908-362-9285

Sorvino Noel R - pediatrics

59 East Mill Road #301
Long Valley, NJ 07853
908 - 876-4900

The Doctor is In

1205 US Highway 22
Phillipsburg, NJ 08865
908-213-2211

Zufall Health Center (Medical and Dental)

117 Seber Road (5 Doctor's Park)
Hackettstown, NJ 07840
908-452-5366

Pediatric Dentists

Adaptive Dental Associates – Hillcrest Mall

755 Memorial Parkway #301
Phillipsburg, NJ 08865
908-859-4498

**Bright Smiles for Kids
Madan, Sangita D.D.S.**

121 Shelley Drive, Suite 1A
Hackettstown, NJ 07840
908-979-0606

Dental Health Associates

320 So. Main Street
Phillipsburg, NJ 08865
908-454-9800

**Dyson, Cornelius D.D.S.
My Children's Dentist**

134 Belvidere Ave
Washington, NJ 07882
908-835-3500

Hackettstown Family Dentistry

168 Mountain Avenue
Hackettstown, NJ 07840
908-852-6611

Independence Dental Associates

915 County Road 517 #23
Hackettstown, NJ 07840
908-852-2215

Roseberry Family Dental

224 Roseberry Street, Suite 7
Phillipsburg, NJ 08865
(Inside the Warren Professional Building)
908-859-5600

Today's Family Dental

310 East Washington Avenue Suite A
Washington, NJ 07882
908-650-8154

Warren County Dental Center

113 Belvidere Avenue
Washington, NJ 07882
908-689-9797

Psychiatrists & Psychologists

**Aquino, Anthony T., Ph.D.
Center for Counseling and Psychotherapy Svcs.**

26 US Highway 46
Hackettstown, NJ 07840
908-852-9000

Caruso, Edward F., M.D.

960 NJ-173
Bloomsbury, NJ 08804
908-388-3500

Dailey, Matthew E., Ph.D.

699 Washington Street, Suite 101
Hackettstown, NJ 07840
973-804-7150

Jain, Sanjeevani, M.D.

1575 County Road 517
Hackettstown, NJ 07840
908-852-4084

Javia, Subhashchandra J., M.D.

300 Coventry Drive
Phillipsburg, NJ 08865
908-454-7726

Kurra, Sureshababu M.D. - Child/Adol. Psychiatry

492 NJ-57, Washington, NJ 07882
(908) 689-4470

and

Family Guidance Center of Warren County
492 State Route 57 West
Washington, NJ 07882
908-689-1000

Mintz, Marshall L., Psy.D.

254 Mountain Avenue # B
Hackettstown, NJ 07840
908-979-1144

Monday, Lee Ph.D.

Psychological Associates
486 Schooley's Mountain Road
Hackettstown, NJ 07840
908-850-4552

Most, Charles J., Psy.D.

420 Coventry Drive
Phillipsburg, NJ 08865
908-859-5450

Novaky, Denise Ph.D.

699 Washington Street, Suite 101
Hackettstown, NJ 07840
908-813-2455

Psychological Associates of North Jersey, LLC

254 B Mountain Avenue, Suite 202
Hackettstown, NJ 07840
908-979-1144

Newspapers/Publications

The Express Times

18 Centre Square
Easton, PA 18042
610-258-7171

Paulinskill Valley Chronicle

11 Main Street P.O. Box 538
Blairstown, NJ 07825

908-362-0066

The Press

1 Broadway, Suite #1
Bangor, PA 18013
610-599-1952

The Star Ledger

1 Gateway Center, Suite 1100
Newark, NJ 07102
800-501-2100

The Warren Reporter & Star Gazette

106 E Moore Street
Hackettstown, NJ 07840
Tel # 908-782-4730
Fax # 908-782-6572

The Washington Messenger

325 West Washington Avenue
Washington, NJ 07882
908-689-3071

Libraries

Hackettstown Public Library

110 Church Street
Hackettstown, NJ 07840
908-852-4936

Oxford Public Library

42 Washington Avenue
Oxford, NJ 07863
908-453-2625

Phillipsburg Library

200 Broubalow Way
Phillipsburg, NJ 08865
908-454-3712

Warren County Library

Catherine Dickson Hoffman Branch

4 Lambert Road
Blairstown, NJ 07825
908-362-8335

Warren County Library - Franklin Branch

1502 Route 57
Washington, NJ 07882
908-689-7922

Warren County Library Headquarters

2 Shotwell Drive
Belvidere, NJ 07823
908-475-6322

Warren County Library - Northeast Branch

40 US Highway 46 West
Hackettstown, NJ 07840

908-813-3858

Warren County Library - Southwest Branch

404 Route 519
Stewartsville, NJ 08886
908-689-7922

Washington Public Library

20 West Carlton Avenue
Washington, NJ 07882
980-689-0201

W.H. Walters Free Public Library

1003 East Blvd.
Alpha, NJ 08865
908-454-1445