

## REGULAR BUSINESS MEETING JANUARY 13, 2010

### 1. Call to Order

The Board of Education, Township of Holmdel, met in Regular Business Meeting on Wednesday, January 13, 2010, in the library, Wm. R. Satz School 24 Crawfords Corner Road, Holmdel, New Jersey. The meeting was called to order at 8:00 p.m., prevailing time, by Dr. Ray M. Tai, President of the Board.

### 2a. Opening Statement

Statement is hereby made that adequate notice of this meeting was given by:

- Posting written notice prominently on the bulletin board in the Office of the Board of Education, 4 Crawfords Corner Road, Holmdel, New Jersey, the District's website and sent to the four district schools.
- The mailing and/or hand delivery of said notice to the designated newspapers, Asbury Park Press, Independent, the PLG, PSG, PSO, PTSO, SAB presidents and student representatives to the Board.
- Filing with the Clerk of Holmdel Township, Police Headquarters and Public Library.

### 2b. Open Public Meetings Act

Meetings of the Board are open to the public and all members of the community should feel free to participate:

- There are two opportunities for the public to speak; the first is for agenda items only and the second is at the end of the meeting for other items.
- Any individual desiring to speak shall give his or her name, address, and the group, if any, that is represented.
- The presentation shall be as brief as possible but no more than three (3) minutes per individual.
- The board vests in its president, or other presiding officer, authority to terminate the remarks of any individual if he/she deems it in the best interest of those present to do so.

### 3a. Roll Call/Flag Salute

The following Board members were present: Mesdames: Garrity, Hartnett, Liu, Vander Woude and Wetmore and Messrs: Tai, Burke, Collins and Shelton. Also present were Mrs. Barbara Duncan, Superintendent, Mr. Michael Petrizzo, CPA, Business Administrator/Board Secretary, Ms. Mary Beth Currie, Assistant Superintendent for Curriculum and Instruction and Mr. Martin Barger, Board Attorney. Also present were Nikhita Prasanna (arrived at 8:49 p.m.) and Niriksha Kannan student representatives to the Board.

### 3b. Reading of Mission Statement

The mission of the Holmdel Township Public Schools is to provide a comprehensive and caring educational environment that will develop the potential of every student into achievement. In partnership with our community, the School District will support all our students' efforts to meet and exceed the New Jersey Core Curriculum Content Standards, and to become responsible and resourceful citizens and life-long learners.

4. Presentation (s) Mrs. Duncan reported on Mid Year Report and District Goals as follows:

**Introduction:** The following is a summary of activities, accomplishments, and progress toward meeting our goals for 2009-2010:

1. World Language Program K-6
2. Technology
3. Character Education
4. Differentiation of Instruction
5. Financial Enhancements

*Progress toward meeting our district goals will continue to be shared on a regular basis in the Superintendent's Reports, at Board of Education meetings and posted on the district website. Special presentations have been and will continue to be made at board meetings by administrators and teachers.*

*The district goals cascaded down to inform administrators' and teachers' goals and professional plans. Action plans were created by the administrators. District supervisors met with principals and assistant principals to collaborate and formulate these plans, which were reviewed, revised and approved by Mrs. Currie and me.*

**Goal 1: World Language Program K-6**

Review and study best practices and model programs for the K-6 World Language instruction. Implemented a total physical response (TPR) approach to instructional practice based on teacher observation; this has improved the oral language retention, etc.

To date, the K-6 world language teachers met on November 18, 2009, to review current practices and evaluations. During the remainder of the year, the teachers will examine best practices as related to curriculum and pedagogy.

The Holmdel Foundation for Educational Excellence supports the district's world language and technology goals. Through the upcoming year's fundraising efforts, the Foundation plans to finance a state of the art, high tech, World Language Lab for the High School complex.

A presentation on this goal will be scheduled for an upcoming Board meeting.

**Goal 2: Technology**

To continue to enhance and integrate technology into instruction with hardware, software and professional development opportunities.

To support the integration of technology into the regular instructional program and support the use of currently available technology supports:

- The Director of Technology will participate on the district's committee to produce the 2010-2013 three year district technology plan. While the state hasn't released their specifications for the next three-year plan, Mr. Gattini has produced an updated draft to satisfy our required e-rate application. Faculty members have been recruited for the three year technology plan committee. The first meeting was held on December 1, 2009. A needs assessment survey is in development.
- Continued focus on Learnia for grades 3-8. The first stage of initial assessment is nearly complete with a second assessment planned for the spring 2010.
- Our technology director has been collaborating with principals regarding the use of resources like TechSteps and SkillsTutor to further differentiated instruction and to advance instruction by appealing to the visual and tactile learners alike. **SkillsTutor** is in use at Indian Hill. There is much documentation in report form showing student use. Even though we are pleased with the product, we continue to evaluate the competition and look to save money wherever possible. **TechSteps** utilization will be scrutinized this year and a decision will be made as to whether to

continue our licensing next year. With regard to **differentiated instruction**, we have moved more technology into the classroom in order to allow for on demand access to a variety of resources. This year every 5<sup>th</sup> and 6<sup>th</sup> grade classroom and two 4<sup>th</sup> grade classrooms at Indian Hill have three or four student stations to allow for varied and individualized and/or small group activities to occur.

- W.R. Satz School has eleven classrooms with student stations. Both Indian Hill and Satz have broken down their mobile notebook labs on carts and distributed their notebook computers to the classrooms as student stations. Wireless access points have been placed in these areas in order to provide wireless connectivity. W.R. Satz is piloting a team effort to allow personal computing devices from students' homes into their classrooms; this will allow teachers to assess outcomes from improved access to technology. William R. Satz has also seen a remarkable increase in activity in the media center thanks to the addition of a new 14 unit notebook lab and its new desktop computer lab in room 207. There is a great demand for the projection capability that supports the concept of the **visual classroom**.
- We hope to have at least 8 new ceiling mounted LCD projectors installed in the high school by February 2010 and several in each of the other schools. Thanks to the manpower contribution being provided by our maintenance/electrical department, we can afford to buy the hardware without the added expense of hiring an outside contractor for the installation and electrical service.
- Several staff members attended the RTEC - Rutgers Technology in Education Conference on December 4, 2009 at Liberty Science Center, in Jersey City, New Jersey. This professional development workshop was introduced by Mr. Gattini, the District's Technology Director. This year, the internationally known author of Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms, Will Richardson, presented at the conference.

At the World Language Department meeting in October, Mr. Bals showed the World Language teachers how to create a blog using the website Posterous. Posterous allows you to post online by simply sending an email. A teacher using their Outlook email account can send the week's homework assignments, for instance, in an email to a posterous account. The information will be posted to their individual webpage. You can post audio or video files this way as well.

Mr. Bals also demonstrated another web-based service called ipadio. Ipadio is a service that allows you to do live or recorded phone casting. Using any phone, you can call into the ipadio service and it will either broadcast the audio live online or record and save the file for listening at a later time. The audio files can be uploaded to a webpage as a podcast. In the World Language department, ipadio was used to record students carrying on a dialogue in the target language (Spanish) while discussing a famous Mexican Painting. The teacher then listened to the audio files to assess and grade them.

The following programs are also being utilized at Satz School:

- ◆ **Tech Steps**, a K-8 technology literacy program that shows students how to use digital tools to integrate technological concepts in the core subject areas of math, language arts, social studies, and science.
- ◆ **Learnia**, a web-based assessment tool that helps guide the instruction of New Jersey students, enabling them to meet the expectations of the New Jersey Core Curriculum Content Standards (NJCCCS) and to better prepare them for the NJ ASK.
- ◆ **Study Island**, another web-based program that provides rigorous, web-based instructional practice in Math and English for our basic skills and special needs students.

A presentation on this goal will be scheduled for an upcoming Board meeting.

### **Goal 3: Character Education**

Continue implementation and evaluation of Character Education programs (responsive Classroom). The program will be expanded to include all grades in Village School. At Indian Hill School, the program will be expanded to include both fourth and fifth grade. Developing Safe and Civil Schools (DSACS) will serve as our evaluating tool.

*The Responsive Classroom* is now in place in grades K-5. Thanks to the initiative of the Indian Hill Professional Learning Committee, both Indian Hill and Village School now have a character education committee in which teachers and administrators discuss and fine tune current practices and develop additional character education programs for their students. Village and Indian Hill children have Morning Meetings 5 days per week, during which they build a classroom community as they greet each other, share news, and discuss curriculum in an accepting and caring environment. Our “Heroes and Cool Kids” program began again in December. The first round of meetings between the HS students and Indian Hill students will be an ice breaker to develop a relationship between all participants. There are then two follow up meetings later in the school year, addressing key issues with our youngsters.

Two school resource officers presented at an Indian Hill assembly on good citizenship, violence, vandalism, and drugs in late October. This gave our children some real life stories and positive experiences with our township police. The two officers provided an excellent program on the responsibilities of being citizens with great character

At Satz, Anti-Bullying programs are being implemented this year as part of the *Division of Safe and Civil Schools (DSACS)* state initiative. Their goal is to educate the students on identifying inappropriate behavior and conduct, and to assist the “victims” with skill development to manage these interactions. In honor of Violence Prevention Week, Cathy Moran-Kudish, the district’s Substance Abuse Counselor (SAC), collaborated with the Satz School Guidance department and Physical Education department, to have High School students perform IALAC (I Am Loveable and Capable) short skits to our 8<sup>th</sup> grade students during health classes. We are in the process of scheduling an assembly program (brought to our attention by one of our parents) for the 7<sup>th</sup> and 8<sup>th</sup> grade students performed by members of the Actor’s Playground. The program deals with issues in reference to anti-violence and teen suicide prevention.

Through grant funding from the Holmdel Alliance, we also have begun scheduling for our “Peer-Proof” program, run by Camp Fire, USA. The Peer-Proof program is specifically for 7<sup>th</sup> graders and is made up of six sessions designed to teach students about peer pressure and how to handle situations they are likely to encounter, how to respond to keep themselves safe, and how to think independently.

The *Transitions Program* at the High School is in its 2<sup>nd</sup> year as a mandated program for 9<sup>th</sup> graders.

*Transitions* is a program for upper classmen to assist freshmen, as well as new students to the district, in adjusting to high school. Students receive tips on coping with stress and peer pressure, and are introduced to all that high school has to offer – from a peer’s perspective.

The State DSACS continues their cooperation in evaluating our programs. On October 21, 2009, Maureen Papke a DSACS representative, met with each school to discuss and evaluate our progress.

*After meeting with the Satz, Indian Hill, and HHS Character Education advisors, Ms. Papke, made the following comment: “There are wonderful things going on in this district. You have made great progress since coming on board with DSACS.”*

A presentation on this goal will be scheduled for an upcoming Board meeting.

#### **Goal 4: Differentiation of Instruction/Professional Development**

To continue to focus professional development opportunities on differentiated instruction. Professional development will be research-based and include both administrators and teacher.

We continue to focus professional development opportunities on differentiated instruction. Professional development is research-based and includes both administrators and teachers.

This on-going goal continues to expand the district’s focus on differentiation with specific attention placed on assessment, pedagogy and instructional materials. The following is representative of the strategies and activities put into place to actualize this goal:

At Village School the administration and teachers continue their efforts to differentiate their instruction through data analysis and technology. Analysis of NJPASS, NJASK 3, and Learnia took place at the beginning of the school year, with the assistance of EdAnalyzer, for appropriate grade levels. Learnia training was provided to the entire 3<sup>rd</sup> grade staff in September. The teachers were required to conduct a Learnia pre-assessment of the NJASK 3, which will be administered in May. Action plans for specific skill clusters and/or students will be developed to address areas of concern. A post-assessment will be administered prior to the administration of the NJASK 3.

Kindergarten, 1<sup>st</sup>, and 2nd Grade teachers were trained on administering Running Records for each student. The teachers will conduct Running Records three times throughout the school year in order to assess each student's individual reading level in order to provide appropriate individualized instruction.

At the Indian Hill School, the Skills Tutor program has given our teachers the opportunity to base individual skill lessons on a student's needs. These assignments can be given in class, or can be followed up as homework assignments. In either case, the teacher can track how a student is doing and see if he/she is continuing to learn at a level appropriate for them.

All staff at Indian Hill has completed the first Learnia test for the year and was given comparative results for the NJASK. This has allowed them both to have discussions in their grade level meetings about what these results look like for the individual students. Teachers now have a breakdown of areas of relative strengths and weaknesses. Initial discussions have begun on the results and ways to address students' needs in the classroom through instruction/curriculum.

There have been professional development opportunities offered to staff members to continue to learn more about how to differentiate instruction in the classrooms. Several of the Indian Hill teachers will be attending two literacy based workshops in December with building/district supervisors. This will allow them to turnkey information at future staff meetings.

At the WR Satz School, in support of two of the districts goals, (differentiated instruction and technology), one of the academic teams at Satz School, Team 5, is allowing students to use their own personal computers, such as laptops, netbooks, and tablet PCs, in lieu of paper and pens for Science, Social Studies, and Language Arts classes.

The teachers are not requiring students to purchase or bring in laptops but they are encouraging their use. Some of the goals of this initiative are:

- to encourage long-term retention of information.
- to save families money on supplies by providing a reusable resource.
- to introduce appropriate computer-use skills to students growing up in a digital age and encourage the proper utilization of school resources.
- to create an electronic portfolio of student work to assist them with their personal organization skills.
- to encourage continuity of education by providing students with an informational resource they can carry through the years.

A meeting was held between the team members (Maurice Bell, Alicia Killeen, & Steve Tetreault), the Satz School Administration, Anthony Gattini, Director of Technology, Steve Lelivelt, Network Engineer, and John Rothaus, Satz School Librarian to review the goals of this pilot program, discuss current success and challenges, establish some common language and guidelines with the district's (AUP) Acceptable Use Policy, and ways to expand this initiative in the future.

At Holmdel High School progress in the area of Differentiated Instruction has leaned towards technology infusion, which lends itself toward differentiation of instruction. For example; in World Language software programs such as Audacity, Yodio, etc., have allowed individual digital recordings to be captured, critiqued and archived. These programs have given students the ability to add sound in their target languages to power point presentation they prepare for class. These additions have added an important dynamic to instruction and have potential for many disciplines.

In Social Sciences, projects such as a WWI Peace Conference simulation, completed as an in-school field trip for U.S. History 1 students, have allowed for individual preparations to be displayed in a large group setting, using authentic assessment. Authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated. In the area of Special Services, plans for a pilot program for more effective co-teaching models are underway with the goal of providing for more quality instruction, of which differentiation will be a key. The long-term effect of this will be to allow teachers the flexibility to differentiate their instruction. Similar efforts are underway among the Algebra 1 and Biology teachers, as they align course standards with the End of Course (EOC) assessments that will soon become a graduation requirement.

Many Administrators, Principals, Assistant Principals and Staff attended a two-day seminar in October that gave insights into establishing and maintaining effective Professional Learning Communities.

Additionally, Susan Alston has met with administrators at Village, Indian Hill and Satz schools to discuss 2009 NJ ASK scores and to brainstorm ideas for improvement through classroom lessons and assessments in August 2009. She conducted Learnia refresher seminars at Indian Hill and Satz at the beginning of September 2009, to get teachers ready for upcoming assessment tests and moderated full day Learnia training for grade 3 teachers. Mrs. Alston attended the NJ Literacy Consortium meeting on October 22, 2009 on the topic of how to encourage boy writers. The information will be shared with teachers at upcoming team and faculty meetings. Teachers have invited her to join two teacher PLC's; 4<sup>th</sup> grade Reading/Writing workshop and 6<sup>th</sup> grade Literature Circles.

She is continuing to work with Marilyn Bellis on literacy for the Gifted and Talented program.

Mrs. Alston is co-chairing the Accreditation for Growth subcommittee on HSPA (Middle States), sharing data on scores and discrepancies between student classroom achievement and HSPA writing.

Ms. Cresenda Jones, Supervisor of Math & Sciences, met with the Gifted & Talented PLC committee to discuss differentiation of instruction at the high school level. She reviewed AP, HSPA and NJASK scores. She set up a review meeting for geometry curricula scope and sequences. She also planned for a review of textbooks for leveled high school courses (Introduction to Pre-Calculus, Principles of Biology, and Environmental Sciences). Ms. Jones assisted with the summer curricula guide development. She reviewed the Program of Studies for changes; she reviewed the interim reports (comments, noted levels of differentiation), facilitated the review of Algebra 1 curricula, instruction and assessment and facilitated the review of Biology curriculum, instruction and assessment.

She has distributed pertinent information to stakeholders (National Council for Teachers of Mathematics Focus on High School Math book, Achieve Algebra 1 & 2 Benchmarks, NJCCCS to grade level team, NJASK information, etc.) and reviewed district placement procedures.

### **Goal 5: Financial Enhancements**

To identify and develop alternative sources of funding and additional cost saving measures.

- Energy Conservation. The district is committed to this goal along with our ongoing partnership with Energy Education Inc. This initiative has/will result in the largest cost savings to the district. 2009-2010 will be the first full year of the program and if initial results of the implementation are an indication, we estimate significant savings (20-25%) on our natural gas and electric consumptions.
- Educational Data Services. The district continues to expand its participation in this bid consortium. Most recently, we added the purchase of Special Education instructional supplies for the 2009-2010 school year.

- Athletic Field Trips. The district continues to identify new areas to bid for goods/services. For the 2009-2010 school year transportation of students to and from athletic events was bid for the first time. Not only does this foster fair and open competition in accordance with NJ State Purchasing laws, it resulted in a reduced hourly rate over the prior year.

**Additional Comments:**

Since coming to the district last March, Mandie Peart's goals have been to identify operational areas that are in need of enhancement and ensure compliance with federal and state laws. In addition, there are several objectives involving the fiscal operations of the district that have been and/or continue to be addressed. The following objectives have been completed:

1. **Enhance Prime Time Enterprise Programs** – Ms. Peart has worked with the Central Office Administrators and Prime Time Director Michael Braun to create job descriptions for all Prime Time positions, and create a wage schedule based on those descriptions.
2. **Welcome Packets**  
Ms. Peart has worked with Mrs. Duncan, Superintendent of Schools, Michelle Saler, Confidential Secretary, Human Resources and Elena Jaume, Confidential Secretary to Superintendent, Human Resources to create a welcome package for staff. The package included the annual notification regarding arrest reporting forms which required the employee to review and sign. It also included each employee's personal attendance calendars for the prior year and current year which required the employee to review and sign. Lastly, the package included a personal information update form and information regarding the School Employees Health Benefits Program. The personal information update form will be used to informally audit dependents covered by the district's health benefits plan and to ensure that our records are accurate. The packages were distributed during the second week of school and returned by the staff on or about October 12, 2009. This information greatly assisted us in ensuring our records are accurate, and in particular, ensuring that ineligible dependents are not covered by the district's health benefits plan. This package also provided an awareness to the employees on their health benefits plan.
3. **Conform with Federal and State Personnel/Labor Postings.**  
Ms. Peart walked the buildings with Mr. Balicki, Director of Plant, Maintenance and Operations, to determine whether or not the appropriate labor law posters (Right to Know, FMLA, Public Discrimination, etc.) were displayed. Unfortunately, posters were not properly displayed in the various locations. Therefore, posters were ordered and displayed for all locations in August with the exception of two (2) locations. Unfortunately, the Satz Teachers' Lounge and High School main office did not have a free bulletin board so we are in the process of acquiring two (2) new bulletin boards for these locations.

*This report is representative of our achievements and progress toward meeting the District's and Superintendent's goals, as well as additional obligations and mandates.*

5. Approval of Minutes

Resolved: That the Board approve the minutes of the following meeting:

Closed Executive Session and Regular Business Meeting – December 16, 2009

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 8-0-1  
Abstained: Mr. Burke

6a. Questions from the Public (Agenda Items)

Mr. Blakeslee stated his concerns regarding the Code of Conduct Policy on the agenda for approval tonight.

6b. Committee Reports(s)

The following committee reports were given:

Budget and Finance Committee Mr. Burke

After discussion of the Race to the Top grant, Dr. Tai requested a show of hands from the Board to approve the submission of the Race to the Top grant.

Show of Hands: All approved.

Community Relations Committee Ms. Garrity
Buildings and Grounds Committee Mr. Collins
Special Services Committee Mrs. Vander Woude
Negotiations Committee Mrs. Wetmore

7. Committee of the Whole

7a. Recognition of National School Boards Month

Resolved: That the Board recognize January as National School Boards Month, as per attachment #1.

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

7b. Approval of Consultant – Part Time – Physical Therapist

Resolved: That the Board approve the appointment of Celeste Ciavatta to the position of Part Time Physical Therapist Consultant, at an hourly rate of \$75, effective January 19, 2010 through June 30, 2010, pending the criminal history review of the State of NJ. [B]

MOTION: Mrs. Wetmore SECOND: Ms. Hartnett VOTE: 9-0

7c-1. Adoption of Policy 1200 Second Reading – Volunteers and Student Teachers

Resolved: That the Board adopt the following policy, and hereby designate this as the second and final public reading, as per attachment #2:

Table with 3 columns: File Code 1200, Policy, Volunteers and Student Teachers

Discussion: Dr. Tai stated that if any Board members want certain policies to be addressed to notify Dr. Tai and he will discuss with Barbara Duncan and Barbara Garrity and if needed set-up an Ad Hoc Policy committee to address.

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

7c-2. Adoption of Policy 4116 Second Reading – Evaluation

Resolved: That the Board adopt the following policy, and hereby designate this as the second and final public reading, as per attachment #2:

Table with 3 columns: File Code 4116, Policy, Evaluation

MOTION: Mr. Burke SECOND: Mrs. Wetmore VOTE: 9-0

7c-3. Adoption of Policy 5131 Second Reading – Code of Conduct

Resolved: That the Board adopt the following policy, and hereby designate this as the second and final public reading, as per attachment #2:

Discussion: Mr. Collins gave an overview of his reasons why he is voting no to this policy. General discussion among the Board followed.

File Code 5131	Policy	Code of Conduct
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MOTION: Mrs. Wetmore SECOND: Ms. Hartnett VOTE: 5-4  
 AYES: Dr. Tai, Ms. Garrity, Ms. Hartnett, Mrs. Wetmore, and Mrs. Liu  
 NAYS: Mr. Burke, Mrs. Vander Woude, Mr. Collins, and Dr. Shelton

7c-4. Adoption of Policy 5145 Second Reading – Harassment, Intimidation, Bullying and Hazing

Resolved: That the Board adopt the following policy, and hereby designate this as the second and final public reading, as per attachment #2:

File Code 5145	Policy	Harassment, Intimidation, Bullying and Hazing
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Discussion: Mrs. Vander Woude stated that NJSBA just released new standard language for this policy. She recommended that the Board approve the policy tonight but revisit this to ensure no additional modifications are needed.

Dr. Shelton agreed with Mrs. Vander Woude’s comments and recommendations.

MOTION: Ms. Hartnett SECOND: Mrs. Wetmore VOTE: 9-0

7d. Approval of Nurse for Washington Trip

Resolved: That the Board approve Pauline Raven as the nurse to accompany the W.R. Satz School students to Washington D.C. on June 2 through June 4, 2010, at a cost of \$2,000, paid by W.R. Satz Student Activity Account.

MOTION: Mrs. Wetmore SECOND: Ms. Hartnett VOTE: 9-0

7e. Approval of Student Trips

Educational objectives, itinerary, rules and regulations regarding this trip are on file in the Office of the Superintendent of Schools and the appropriate Principal’s Office.

Date of Trip	School	Teacher/ Advisor	Class/Club/ Group	Destination City/State	Time	Total Students	Total Chaperones	Total Cost
1/14/10	High School	Blaha, Josephine	Science League	Marlboro, NJ	2:30 p.m. – 5:00 p.m.	24	1 Teacher	\$140.00
2/11/10	High School	Blaha, Josephine	Science League	Colts Neck, NJ	2:30 p.m. – 5:00 p.m.	24	1 Teacher	\$140.00
3/4/10	High School	Blaha, Josephine	Science League	Lincroft, NJ	4:00 p.m. – 8:00 p.m.	24	1 Teacher	\$140.00
3/11/10	High	Blaha,	Science League	Farmingdale,	2:30 p.m.	24	1 Teacher	\$140.00

	School	Josephine		NJ	– 5:00 p.m.			0
6/3/10	High School	Blaha, Josephine	Science League	Rahway, NJ	9:00 p.m. – 3:00 p.m.	5	1 Teacher	\$250.00
2/2/10	W.R. Satz	Koryat, John	W.R. Satz Band	Jackson, NJ	8:00 a.m. – 11:30 a.m.	39	1 Teacher 1 Parent	\$160.00
3/2/10	W.R. Satz	Koryat, John	W.R. Satz Band	Millstone, NJ	9:00 a.m. – 12:00 noon	22	1 Teacher	\$140.00

MOTION: Mrs. Wetmore SECOND: Ms. Hartnett VOTE: 9-0

7f-1. Approval of Out-of-District Travel – Board Member – Ms. Garrity

Resolved: That the Board approve the out-of-district travel as authorized by the Superintendent under Policy 4233 Staff Member Expenses and in accordance with Regulation 4233 Staff Member Expenses, as listed below: [B]

**Board Member**

Date	Name	Location	Workshop	City/State	Cost/Mileage
1/5/10	Garrity, Barbara	Board Member	NJ Reform Plan Meeting - Race to the Top Applications	Trenton, NJ	\$44.16

MOTION: Mrs. Wetmore SECOND: Ms. Hartnett VOTE: 8-0-1  
 Abstained: Ms. Garrity

7f-2. Approval of Out-of-District Travel – Board Member – Mr. Burke

Resolved: That the Board approve the out-of-district travel as authorized by the Superintendent under Policy 4233 Staff Member Expenses and in accordance with Regulation 4233 Staff Member Expenses, as listed below: [B]

**Board Member**

Date	Name	Location	Workshop	City/State	Cost/Mileage
1/29/10	Burke, Gerald	Board Member	Governance II Training Finance Webinar		\$50.00

MOTION: Mrs. Wetmore SECOND: Ms. Hartnett VOTE: 8-0-1  
 Abstained: Mr. Burke

7f-3. Approval of Out-of-District Travel – Board Member – Dr. Shelton

Resolved: That the Board approve the out-of-district travel as authorized by the Superintendent under Policy 4233 Staff Member Expenses and in accordance with Regulation 4233 Staff Member Expenses, as listed below: [B]

**Board Member**

Date	Name	Location	Workshop	City/State	Cost/ Mileage
1/29/10	Shelton, Jim	Board Member	Winter School Public Relations Form	Lincroft, NJ	\$71.10

MOTION: Mrs. Wetmore SECOND: Ms. Hartnett VOTE: 8-0-1  
 Abstained: Dr. Shelton

7g. Approval of Out-of-District Travel – District Personnel

Resolved: That the Board approve the out-of-district travel as authorized by the Superintendent under Policy 4233 Staff Member Expenses and in accordance with Regulation 4233 Staff Member Expenses, as listed below: [B]

**District Personnel**

Date	Name	Location	Workshop	City/State	Cost/ Mileage
2/10/10	Bellis, Marilyn	Indian Hill School	Response to Intervention	Edison, NJ	\$199.00
2/10/10	Conroy, Jennifer	High School	Coaching Clinic Lacrosse	Flemington, NJ	\$70.00
2/26/10	Constantarakos, Voula	Village	Developing Play Skills in Young Learners with ASDs: Assessment to Intervention	Clark, NJ	\$90.00
4/19/10	Constantarakos, Voula	Village	Facilitation of Pull-out Social Skills Groups in Public Schools	Monroe Twp., NJ	\$90.00
1/12/10	Currie, Mary Beth	Administrator - District	NJDOE Strategies for Communicating Data (Part I)	Parlin, NJ	\$0.00
2/2/10	Currie, Mary Beth	Administrator - District	Leadership Adv. Council	Brick, NJ	\$0.00
2/11/10	Currie, Mary Beth	Administrator - District	NJDOE Essential Skills to Create & Maintain a Community/Public	Union, NJ	\$0.00

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2/10/10	Davidson, Michelle	High School	NJSIAA/T3 Lacrosse 9th Annual Girls Lacrosse Clinic	Flemington, NJ	\$70.00
2/8/10	Deak, Wayne	Maintenance	HVAC Education	Neptune, NJ	\$1,323.00
3/2/10	Gallimore, Mary Beth	Village	Developing Meaningful IEP for Pre-K	Dayton, NJ	\$7.25
1/27/10	Gill, Meryl	Administrator - District	Pre-School Outcome Study District Tech Association	Neptune, NJ	\$0.00
5/3/10 & 5/21/10	Hausser, Eric	W.R. Satz School	2 Part Workshop "Empowering Students and Oral Proficiency"	Edison, NJ	\$175.00
1/5, 2/2, 3/2, 4/6, 5/4, 6/1/10	Jones, Cresenda	Administrator - High School	Science Supervisors Meeting held at Liberty HS	Jackson, NJ	\$204.60
2/4/10 & 2/5/10	Jones, Cresenda	Administrator - High School	NJDOE End of Course Algebra 1 Assessment	Montclair, NJ	\$91.23
2/5/10	Lieberman, Beth	Village	Improving Social Behavior of Children with Autism	Edison, NJ	\$90.00
2/26/10	Lieberman, Beth	Village	Developing Play Skills in Young Learners with ASDs: Assessment to Intervention	Clark, NJ	\$90.00
1/27/10	Niehaus, Jill	Village	Battelle Workshop	Neptune, NJ	\$0.00
4/9/10	Peters, Jacqueline	High School	2010 FLENJ Annual Spring Conference	Edison, NJ	\$0.00
3/17/10	Rosen, Barbara	Village	Phonemic Awareness, Fluency & Comprehension Strategies for K-12 Professionals	Tinton Falls, NJ	\$169.00
4/22/10	Rosen, Barbara	Village	Asperger Syndrome: Clinical Features & Intervention	Tinton Falls, NJ	\$0.00

5/27/10	Rosen, Barbara	Village	How to Build A Social Skills Program for Students with Disabilities	Tinton Falls, NJ	\$0.00
1/29/10	Saponaro, Donato	Indian Hill School	DSACS "Putting Children First"	Williamstown, NJ	\$0.00
2/10/10	Saponaro, Donato	Indian Hill School	Response To Intervention	Edison, NJ	\$199.00
2/5/10	Sweetman, Jean	High School	Nuts & Bolts of Legal & Ethical Practice	Cherry Hill, NJ	\$194.99
2/25/10	Sweetman, Jean	High School	NJ The Ten Best-Ever Anxiety Treatment Techniques	Edison, NJ	\$184.99
1/22/10	Swensen, Eric	Administrator - High School	HSPA District Coordinator Training	Maple Shade, NJ	\$0.00
1/29/10	Swensen, Eric	Administrator - High School	DSACS "Putting Children First"	Williamstown, NJ	\$0.00
1/21/10	White, Wayne	Groundsman	Change of date only 11/23/09 to 1/21/10 NAETI Workshop to Maintain Asbestos License	Ocean, NJ	\$0.00
3/23/10	Alson, Susan	Administrator - High School	Literacy Consortium Workshop (Date changed from 2/12/10)	Union, NJ	\$0.00
2/26/10	Alson, Susan	Administrator - High School	Rutgers Job Fair	New Brunswick, NJ	\$0.00
3/30/10	Balicki, William	Administrator - District	NJ Buildings and Grounds Conference	Atlantic City, NJ	\$100.00
3/23/10	Bellis, Marilyn	Village School	Literacy Consortium Workshop (Date changed from 2/12/10)	Union, NJ	\$0.00
1/28/10 & 1/29/10	Bucior, Kellyann	Village School	Training in Behavior Strategies (2 day ABA Training)	Monroe Twp, NJ	\$150.00
2/4/10	Buscema, Julie	High School	End of Course Algebra I Assessment	Montclair, NJ	\$26.68

3/23/10	Edwards, Jill	Village School	Literacy Consortium Workshop (Date changed from 2/12/10)	Union, NJ	\$0.00
1/28/10	Gattini, Anthony	Director of Technology	View New Advances in Technology at the NJASA Techspo 2010	Atlantic City, NJ	\$236.45
4/15/10	Giacobbe, Elizabeth	Administrator - Village School	TCNJ Job Fair	Ewing, NJ	\$0.00
1/20/10	Graham, Bryan	Maintenance	Electricity Continuing Education Classes	Toms River, NJ	\$450.00
1/29/10	Lelivelt, Steve	Network Engineer	View New Advances in Technology at the NJASA Techspo 2010	Atlantic City, NJ	\$244.51
2/10/10	Marzigliano, Cheryl	Indian Hill School	Response to Intervention	New Brunswick, NJ	\$199.00
1/28/10 & 1/29/10	Nowicki, Susan	Village School	Training in Behavior Strategies (2 day ABA Training)	Monroe Twp, NJ	\$150.00
1/29/10	Waddell, Rebecca	Indian Hill School	Putting Children First	Williamstown, NJ	\$0.00
2/10/10	Welter, Michael	Indian Hill School	Response to Intervention	New Brunswick, NJ	\$199.00

MOTION: Mrs. Wetmore SECOND: Ms. Hartnett VOTE: 9-0

8a. Report of the Superintendent

The Superintendent reported on the following current student enrollment - 3,313

Village School..... 927	Wm. R. Satz School..... 545
Indian Hill School..... 778	High School..... 1,063

**Highlights since our last board meeting:**

**Village School** –is "Kicking off" their school-wide character education program where the students earn "sneakers" when they are “caught” demonstrating the theme of the month. January's theme is Respect. At the end of each month there is a drawing for Barnes and Noble gift cards that were generously donated by the Holmdel Alliance.

A Smart board was placed in Ms. Gramcko's second grade classroom in order to continue to provide additional opportunities to infuse technology into lessons.

The PSA just submitted all of the purchase orders and orders for their generous gifting - we are so excited to get all of the items and thank them for their generosity!!

There is a math training scheduled next week for second and third grade teachers who are infusing Everyday Math Games into the lessons in order to continue to provide opportunities to differentiate instruction.

**Indian Hill** –just completed their Geography Bee. There were 10 finalists coming from all grade levels. Our school level winner for the 2010 National Geographic Bee is a fifth grade student from Mrs. Chesler's class. We are very impressed with how well all the finalists kept their composure in front of such a large audience, as well as how much they know about the geography of this planet. We were also fortunate to have our PLG bring us an author assembly. The children are always excited to have these wonderful experiences thanks to our parents. Our Band and Chorus did a great job performing for family and friends prior to the holidays.

**Satz School** - The Satz Future City Engineers team garnered eighth place out of 65 competing teams at the competition at Rutgers University. The tireless effort and collaboration by the computer-generated team, the scale model team, the narrative team, the research team and the presentation team, along with the numerous hours put in by Ms. Rillo, were paramount in the overall success of the Satz squad. As eighth place winners, each student received a \$40.00 gift card to Sports Authority, but we have already begun conversations about purchasing a collective and appropriate gift for the school in the name of the Future City Engineers. Fifth through first place teams received STEM grants for their schools ranging from \$100 up to \$700, and everything from digital cameras, portable DVD players, iPods and Palmcorders as prizes for the top teams, more incentive to win next year! Though it was quite a long day, it was well worth the time having had an opportunity to see the innovative designs and hard work of all teams competing. We look forward to next year.

Congratulations to the Satz School students for winning an award in the 2009 American Mathematics Competition AMC 8:

School Winner

One student - school winner (2<sup>nd</sup> year in a row)

School Team received a Certificate of Honor

(Receiving a Team Score of 66 or Better)

Six students

Eighth Grade Winners

Gold – 1 student

Silver – 4 students

Bronze – 3 students

Seventh Grade

Gold – 1 student

Silver – 1 student

Bronze – 1 student

Six students received a certificate of distinction for earning a score greater than or equal to 20.

Six students received an honor roll certificate for earning a score greater than or equal to 17.

**Holmdel High School –National Honor Society** on January 14<sup>th</sup>, seventy-eight students will be inducted formally into the Helen Ackerson Chapter of the National Honor Society. Students are chosen based on the four pillars of the Honor Society: Scholarship, Character, Service, and Leadership. The students will also be inviting an educator who had a profound influence on them, both in and out of the classroom, to the ceremony. Congratulations to all!

**Organic Chemistry Classes:** Dr. Blaha is starting a lab unit on biodiesel fuel, and students will be making biodiesel fuel from cooking oil. Chef Harkness is providing the used cooking oil (how's that for renew, reuse, recycle), and students will be synthesizing the biodiesel while learning organic chemistry lab techniques along the way. Students will be characterizing physical and chemical properties and making blends with commercially-bought diesel.

Dr. Blaha maintains that science is so much more fun when the students can relate what they do in class to their everyday life, and biodiesel is certainly right up there in terms of the economy and the environment.

**Guidance Department:** on January 8<sup>th</sup>, Holmdel graduates from U Penn, U Maryland, Cornell, RPI, UC Berkeley, and Carnegie-Mellon visited with current seniors who have applied to these schools about the transition to college life. The meeting was a productive one, and a great way to share information on this critical topic.

This year every eligible student passed the HSPA exam in Language Arts. There are no students who will undergo the new Alternative Assessment for Graduation process this year.

**World Language classes:** several language classes have been using digital software programs such as Yodio, Ipadio, and Google Voice to capture student voices using cell phones, and we cannot wait for the language lab to have this technology at their fingertips!

**Siemens Award Winner-**a Holmdel senior is one of the 2009 winners of the Siemens Award for performance on Advanced Placement exams. Congratulations!

**Bloustein Scholars-**congratulations to the twenty-seven seniors who earned Bloustein Scholar recognition from the Higher Education Authority of New Jersey. In order to be eligible, students must exceed a minimum score on their SATs and also be in the top 10% of their graduating class. A full list of names will be published in the next high school newsletter.

**All-Star Musicians-**congratulations to the four students who earned recognition in All-Shore and All-Region ensembles. A full list will be available in the next high school newsletter.

**Fall Sports** the HHS varsity wrestling team placed 4th out of 14 teams in Holmdel's Christmas Wrestling Tournament.

The boys junior varsity basketball team won the JV Butch Kowal Memorial Christmas Tournament in Rahway.

The boys varsity swim team is currently ranked 9th in the Shore Conference.

**Pop Warner Cheerleading** congratulations to the Holmdel Pop Warner Cheerleaders on their National Championships, and also to the four high school students who logged many volunteer hours since July working with the team. We are all very proud and thrilled for the team, and happy that their dedication rewarded them with a once-in-a-lifetime experience.

**Progress Towards Reaching our District Goals:**

Indian Hill's school based professional development committee has continued to meet to finalize a plan of action for our school goals and PLC groups moving forward for the remainder of this year and thinking ahead to next.

**H1N1 – Holmdel Schools Clinic Dates:**

The Monmouth County Regional Health Commission is working with us to make the 2009 H1N1 influenza vaccine available to Holmdel students again. The next school based clinic will be held on January 21, 2010 from 4PM-8PM at Indian Hill School. This clinic is for Indian Hill, WR Satz and Holmdel High School students that previously handed in their consent forms. The CDC advises that children under the age of ten (10) are expected to need two (2) doses of the vaccine spaced about four (4) weeks apart. Village School students needing their second vaccination should attend this clinic, please bring the card given to you at the first clinic. There will be no cost for the vaccinations.

The Monmouth County Regional Health Commission estimated the number of vaccinations required for Holmdel's clinics by the number of consent forms previously filled out. Please be advised that only those who handed in their consent forms are eligible for the vaccine at this time.

If you have any questions about the vaccine or the vaccination clinics, please call your school nurse or the Monmouth County Regional Health Commission at 732-493-9520 from 9 a.m. to 4:30 p.m. Please visit the CDC's 2009 H1N1 influenza web site at <http://www.cdc.gov/h1n1flu/> and also <http://www.cdc.gov/h1n1flu/parents> for more information especially for parents. Your child's health care provider can answer your questions about the 2009 H1N1 influenza virus and may be able to give your child the seasonal influenza vaccine and the 2009 H1N1 vaccine

8a-1. Report of Student Representatives to the Board

Both student representatives reported out on student matters.

Resolved: That the Report of the Superintendent and Student Representatives is hereby accepted and filed by the Board Secretary.

MOTION: Show of Hands to Accept – All approved

8b. Personnel

8b-1. Rescission of Approval of Certificated Staff – Holmdel High School

Resolved: That the Board rescind the approval of Laura Goodrow as Temporary Leave Replacement, Mathematics Teacher, Holmdel High School.

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-2. Approval of Resignation – Guidance Counselor – Holmdel High School

Resolved: That the Board approve with regret, the resignation of Denise Melillo as guidance counselor, Holmdel High School, effective January 28, 2010.

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-3. Appointment of Temporary Leave Replacement Teacher – Holmdel High School

Resolved: That the Board approve the appointment of Veronica Butow to the position of Temporary Leave Replacement, Mathematics Teacher, Holmdel High School, retroactive to January 12, 2010 through April 9, 2010, step 1MA, at a salary of \$55,855 (prorated), with salary for 2009-2010 school year to be dependent upon completion of negotiations with the HTEA. [B - P. Satkovich- Leave]

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-4. Approval of Revision to the Appointment of Temporary Leave Replacement Teacher – Holmdel High School

Resolved: That the Board approve the revision to the appointment of Travis Wisinski to the position of Temporary Leave Replacement, Science Teacher, Holmdel High School, effective January 4, 2010 through March 26, 2010, step 6 BA, at a salary of \$50,981 (prorated), with salary for 2009-2010 school year to be dependent upon completion of negotiations with the HTEA. [B - T. Tagliaferri - Leave]

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-5. Approval of Extension of Appointment of Temporary Leave Replacement Teacher – Wm. R. Satz School

Resolved: That the Board approve the extension of the appointment for Jennifer Carscadden to the position of Temporary Leave Replacement, Science Teacher, Wm. R. Satz School, effective April 21, 2010 through April 27, 2010, step 1 MA, at a salary of \$55,855 (prorated), with salary for 2009-2010 school year to be dependent upon completion of negotiations with the HTEA. [B – J. Flynn - Leave]

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-6. Appointment of Prime Time Teachers – Enrichment Camp

Resolved: That the Board approve the appointment of the following as Prime Time teachers for the Enrichment Camp, retroactive to January 12, 2010, for the 2009-2010 school year: [The Prime Time Program is completely funded by tuition and operates at no cost to the Board of Education.]

Name	Hourly Wage
Rebecca Baldino	\$45
Carol Dempsey	\$45
Doris Giusti	\$45
Stephanie Papazoglou	\$45
Deidre Varga	\$45

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-7. Appointment of Schedule B Position – Unified Sports Coach – District-Wide

Resolved: That the Board approve the appointment of Geraldine Semenza to the Schedule B position of Unified Sports Coach, District-Wide currently at a stipend of \$2,353, effective immediately, with stipend for 2009-2010 school year to be dependent upon completion of negotiations with the HTEA. [T]

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-8a. Approval of Leave of Absence – Teacher – Village School

Resolved: That the Board approve a leave of absence for Jaime McHugh, Special Education Teacher at Village School, with benefits as follows:

- Effective March 8, 2010 through April 15, 2010 using 23 sick days and April 16, 2010 through April 20, 2010 using 3 personal days (utilized in conjunction with PFLA)
- Paid Family Leave Act (PFLA) from April 16, 2010 through May 27, 2010 (paid by State of New Jersey; subject to State approval)
- Federal Medical Leave Act (FMLA) from April 16, 2010 through June 23, 2010

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-8b. Approval of Leave of Absence – Teacher – Village School

Resolved: That the Board approve a leave of absence for Melissa Corriveau, 2<sup>nd</sup> Grade Teacher, Village School, with benefits as follows:

- Effective March 8, 2010 through May 10, 2010 using 40 sick days and May 11, 2010 through May 13, 2010 using 3 personal days (utilized in conjunction with PFLA)
- Paid Family Leave Act (PFLA) from May 11, 2010 through June 21, 2010 (paid by State of New Jersey; subject to State approval w/benefits)
- Family and Medical Leave (FMLA) from May 14, 2010 through June 23, 2010 (unpaid)

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-8c. Approval of Leave of Absence –Teacher – Holmdel High School

Resolved: That the Board approve an intermittent leave of absence for Philip Keller, Science Teacher, Holmdel High School, with benefits as follows:

- Effective January 14, 2010 using an intermittent FMLA/PFLA until further notice

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-9. Approval of Student Teacher/Field Experience/Observation – Village School

Resolved: That the Board approve Rachel Luciano for 60 hours of field experience, from January 14, 2010 through May 31, 2010, at Village School, in the area of Elementary Education. The cooperating teacher will be Melissa Shapter.

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-10. Acceptance of Retirement – Bus Driver – Mrs. Sweeney

WHEREAS: Mrs. Michele Sweeney has served the Holmdel Township Public Schools with distinction as a Bus Driver since October 15, 1990; and,

WHEREAS: Mrs. Sweeney established an exemplary standard of safety and concern for Holmdel students in her position as a bus driver; and,

WHEREAS: Mrs. Sweeney will be sadly missed by her students, staff and colleagues; and,

WHEREAS: Mrs. Sweeney has submitted a letter announcing her retirement from the Holmdel Township School District, effective July 1, 2010

NOW THEREFORE BE IT RESOLVED:

That the Holmdel Township Board of Education accepts Mrs. Sweeney’s retirement with regret and deep gratitude for her dedication, loyalty, and outstanding services performed and further extends to Mrs. Sweeney its best wishes for a happy and healthy retirement.

MOTION: Mr. Burke SECOND: Mr. Collins VOTE: 9-0

8b-11a. Appointment of Day-To-Day Substitute Personnel - Teachers

Resolved: That the Board approve the appointment of the following as day-to-day substitute teachers, effective January 14, 2010 through June 30, 2010: [B]

- Lucia Anzaldi
- Shirley Campuzano
- Jenna Carbone
- Tara Mitchell
- Kristen Rutledge
- Karin Swan

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-11b. Appointment of Day-To-Day Substitute Personnel - Teacher

Resolved: That the Board approve the appointment of Christina Ruzala-Felice as a day-to-day substitute teacher, retroactive to December 3, 2009 through December 9, 2009. [B]

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-11c. Appointment of Day-To-Day Substitute Personnel - Clerical

Resolved: That the Board approve the appointment of the following as a day-to-day substitute clerical, effective January 14, 2010 through June 30, 2010: [B]

- Barbara Shangle

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8b-11d. Appointment of Day-To-Day Substitute Personnel – Special Education Monitor

Resolved: That the Board approve the appointment of the following as a day-to-day substitute special education monitor, effective January 14, 2010 through June 30, 2010

- Christine Yuen

MOTION: Mr. Collins SECOND: Ms. Hartnett VOTE: 9-0

8c. Student Matters

8c-1. Approval of Student Placements

Resolved: That the Board approve the placements for the following students:

**In-District Placements**

Meeting Date	Student ID	Services	Classification	Cost
n/a	10300960	Home instruction	n/a	\$56.00 *
n/a	10301365	Home instruction	n/a	\$56.00 *
12/17/2009	8824005981	Home instruction	MD	\$56.00 *

\* Pending HTEA Negotiations

MOTION: Ms. Hartnett SECOND: Mr. Burke VOTE: 9-0

9. Business Administrator/Board Secretary’s Report and Recommendations

9a. Approval of Replacement of Exterior Doors and Hardware Project at Wm. R. Satz School

Resolved: That SSP Architectural Group is hereby authorized to submit plans and specifications to the New Jersey Department of Education (NJDOE) for consideration of schematic and final approval for the Replacement of Exterior Doors and Hardware Project at the Wm. R. Satz School. The Board is undertaking this project as an “other capital project” and is not seeking State contributions.

MOTION: Mr. Burke SECOND: Ms. Hartnett VOTE: 9-0

9b. Approval of Additional Chapter 192-193 Funding

Resolved: That the Board approve additional funding under the provision of Chapter 192-193 (2009/2010). As on file in the office of the Business Administrator/Board Secretary.

Chapter 192-193 Funding

Additional Chapter 192-193 Funding	\$ 14,445.00
Revised (2009/2010) Entitlement (12/18/09)	\$310,650.00

MOTION: Mr. Burke SECOND: Ms. Hartnett VOTE: 9-0

9c. Authorization to Cancel Stale Dated Checks Holmdel High School Athletic Account

Resolved: That the Board authorize cancellation of the following stale dated checks for the Holmdel High School Athletic Account:

<u>Date</u>	<u>Check #</u>	<u>Payee</u>	<u>Amount</u>
10/1/08	12918	Shore Track Coaches Assoc.	\$ 365.00
10/21/08	12986	NJSIAA	\$ 168.00
10/31/08	13023	Shore Track Coaches Assoc.	\$ 487.00
10/31/08	13035	Ellen Kelly	<u>\$ 70.00</u>
		Total	<u>\$1,090.00</u>

MOTION: Mr. Burke SECOND: Ms. Hartnett VOTE: 9-0

9d. Approval of Applications for Use of School Facilities – By Various Groups

Resolved: That the Board approve the applications to us School Facilities by the following User Groups:

St Benedict School 165 Bethany Road Holmdel NJ 07733	High School	Thursday Friday Saturday	3-25-10 3-26-10 3-27-10	Rehearsal Play Play	4:00PM-10:00PM 5:30PM -9:30PM 12:00PM-5:00PM	\$4,438.00
Bayshore Academy 7 Douglas Drive Holmdel, NJ	High School	Saturday Saturday	5-22-10 6-05-10	Rehearsal Recital	8:00AM-4:00PM 9:00AM -9:00PM	\$8,704.00
Happy Feet Dance 9 Vail Valley Drive Manalapan, NJ	High School	Sunday	6-06-10	Recital	10:00AM - 5:00PM	\$4,226.00
Dance with Melody 1371 Route 35 North Middletown, NJ 07748	High School	Wednesday Saturday	6-02-10 6-12-10	Rehearsal Recital	4:00PM-9:00PM 10:00AM- 9:00PM	\$10,056.00

Marlboro Dance 36 South Fox Croft Dr Manalapan, NJ 07726	High School	Monday Sunday	6-07-10 6-13-10	Rehearsal Recital	2:00PM - 5:00PM 2:00PM- 5:00PM	\$3,968.00
Colts Neck Dance 410 Route 34 Colts Neck, NJ 07722	High School	Wednesday Thursday Friday Saturday	6-16-10 6-17-10 6-18-10 6-19-10	Rehearsal Rehearsal Rehearsal Recital	3:30PM-9:00PM 3:30PM-9:00PM 3:30PM-9:00PM 10:00AM-10:00PM	\$14,556.00
The Dance House 8 Malvern Road Holmdel, NJ 07733	Village	Thursday Saturday	6-17-10 6-19-10	Rehearsal Recital	4:30PM- 6:00PM 10:30AM-12:00PM	\$660.00
A Touch of Dance PO Box 634 Matawan, NJ 07747	High School	Thursday Friday Saturday	6-24-10 6-25-10 6-26-10	Rehearsal Rehearsal Recital	2:00PM-10:00PM 2:00PM -10:00PM 10:00AM- 10:00PM	\$15,144.00
Sureka Reddy 1 Cedar Ridge Drive Manalapan, NJ 07726	High School	Friday Sunday	8-27-10 8-29-10	Rehearsal Recital	5:00PM-9:00PM 11:00AM -8:00PM	\$6,554.00
Camp Invention 51 Picklebrook Road Bernardsville , NJ 07924	Indian Hill	Monday Thru Friday	6-28-10 Thru 7-02-10	Camp	8:30AM -3:00PM	\$3,075.00
HYAA PO Box 49 Holmdel, NJ 07733	High School	Saturday Sunday Saturday Sunday	1-23-10 1-24-10 1-30-10 1-31-10	Tournament  Tournament	3:00PM-9:00PM 3:00PM-9:00PM 3:00PM-9:00PM 3:00PM-9:00PM	\$1,584.00

If applicable, additional facility fees and overtime costs will be charged in accordance with Policy/Regulation #1330 (Use of School Facilities) and fully reimbursed by the applicant.

MOTION: Mr. Burke SECOND: Ms. Hartnett VOTE: 9-0

- 9e. Receipt of Quotation for Transportation Route 29D Three Tier Route, Holmdel High School, Wm. R. Satz School and Indian Hill School

Resolved That the Board receive the following quotations for Route 29D, Three Tier Route to Holmdel High School, Wm. R. Satz School and Indian Hill School, effective January 4, 2010 through April 30, 2010. The following quotations were received:

Keyport Autos Keansburg NJ	\$201.00 per diem	\$1.25 Inc./Dec
Michael A. Loori Middletown, NJ	\$197.50 per diem	\$1.00 Inc./Dec

MOTION: Mr. Burke SECOND: Ms. Hartnett VOTE: 9-0

9f. Award of Quotation for Transportation Route 29D Three Tier Route, Holmdel High School, Wm. R. Satz School and Indian Hill School

Resolved: That the Board approve the transportation contract for Route 29D, Three Tier Route to Holmdel High School, Wm. R. Satz School and Indian Hill School at the low quote of \$197.50 per diem to Michael Loori, Middletown, NJ 07748, effective January 4, 2010 through April 30, 2010. The route is under the bid threshold.

MOTION: Mr. Burke SECOND: Ms. Hartnett VOTE: 9-0

9g. Receipt of Quotations for Transportation Route VSSP, Transportation of Special Education Students to Various Locations

Resolved: That the Board receive the following telephone quotations for Route VSSP, for transportation of three (3) special education students from Indian Hill School, Holmdel, NJ to various locations using a wheelchair van on Tuesdays and Thursdays from November 3, 2009 through June 2010. The following quotations were received:

R. Helfrich & Son, Inc. W. Keansburg, NJ	\$70.00 per diem	\$1.00 Inc./Dec.
Keyport Autos Keansburg, NJ	No Quote	
Michael A. Loori Bus Co., Inc. Middletown, NJ	No Quote	

MOTION: Mr. Burke SECOND: Ms. Hartnett VOTE: 9-0

9h. Award of Quotation for Transportation Route VSSP, Transportation of Special Education Students to Various Locations

Resolved: That the Board approve a transportation quote (Route VSSP) with R. Helfrich & Son, Inc., W. Keansburg, NJ at the low quote of \$70.00 per diem (\$3,850.00) transporting three (3) special education students in a wheelchair van on Tuesdays and Thursdays from Indian Hill School, Holmdel, NJ to various locations from November 3, 2009 thru June 2010.

MOTION: Mr. Burke SECOND: Ms. Hartnett VOTE: 9-0

9i. Approval of Budget Transfers – 2009/2010

Resolved: That the Board approve the 2009/2010 budget transfers as listed on attachment T-10-10.

MOTION: Mr. Burke SECOND: Ms. Hartnett VOTE: 9-0

9j. Approval of Monthly Certification – November 30, 2009

Resolved That pursuant to N.J.A.C. 6A:23-2.11(e), we certify that as of November 30, 2009 after review of the Secretary's Monthly Financial Report (appropriations section) and, upon consultation with the appropriate district officials, that, to the best of our knowledge, no major account or fund has been over expended in violation of N.J.A.C. 6A:23-2.11 (b); that no line item account has encumbrance and expenditures, which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23.11 (1), and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

MOTION: Mr. Burke SECOND: Ms. Hartnett VOTE: 9-0

9k. Approval of Business Administrator/Board Secretary's Financial Report – November 30, 2009

Resolved: That the Financial Report of the Business Administrator/Board Secretary for the month ending November 30, 2009, is hereby approved and the Business Administrator/Board Secretary is instructed to file same.

MOTION: Mr. Burke SECOND: Ms. Hartnett VOTE: 9-0

9l. Approval of Treasurer's Financial Report – November 30, 2009

Resolved: That the Financial Report of the Treasurer of School Funds for the month ending November 30, 2009, is hereby approved and the Business Administrator/Board Secretary is instructed to file same. The report is in agreement with the report of the Business Administrator/Board Secretary.

MOTION: Mr. Burke SECOND: Ms. Hartnett VOTE: 9-0

10. Old Business

Mrs. Duncan informed the Board that the 2010/2011 calendar will be on the next agenda for the Board's approval.

Dr. Tai stated that Board members should contact him with policies they would like addressed and the process to do so.

Dr. Tai also commented on the "Green" Agenda cover sheet and the positive enhancements made to the sheet.

11. New Business

Mrs. Duncan introduced the topic of a four day work week for the 2010 summer to the full Board. She also stated that this topic has been discussed at multiple committee meetings and reported out accordingly.

Dr. Shelton stated that he would like to see a date stamp method and source originator for documents sent to the Board.

Mr. Collins inquired if he should follow up with the discussion started at the Community Relations Committee regarding contacting the Holmdel Journal to see if they would allow the Board to post articles in their publication (similar to what the Township does).

12. Questions from the Public

Mr. Sockol commented on the revised Harassment, Intimidation, Bullying and Hazing Policy (#5145) and requested that the faculty, Administration and Board look at ways to add this awareness into the curriculum.

13. Executive Session (if required)

President Tai called for an Executive Session at 10:10 p.m., to discuss matters involving personnel and negotiations. Anticipating no further public action he stated that the board would adjourn from Executive Session.

14. Adjournment

By a unanimous voice vote the meeting adjourned at 10:11 p.m.

Respectfully submitted,

Michael R. Petrizzo, CPA  
Business Administrator/Board Secretary

**AGENDA  
REGULAR BUSINESS MEETING  
JANUARY 13, 2010**

**WHEREAS,** The New Jersey School Boards Association and the National School Boards Association have declared January 2010 to be School Board Recognition Month, a time that all residents might acknowledge the contributions made by our local school board members; and

**WHEREAS,** The Holmdel Board of Education is one of more than 600 local school boards in New Jersey that sets policies and oversees operations for public school districts; and

**WHEREAS,** The Holmdel Board of Education embraces the goal of high-quality education for all New Jersey public school students; and

**WHEREAS,** New Jersey's local school boards help determine community goals for the education of 1.4 million children in Pre-Kindergarten through 12<sup>th</sup> grade; and

**WHEREAS,** New Jersey's 4,800 local school board members, who receive no remuneration for their services, act as advocates for public school students as they work with administrators, teachers and parents for the betterment of public education; and

**WHEREAS,** School boards strive to provide the resources necessary to meet the needs of all students, including those with special needs; and

**WHEREAS,** Boards of education provide accountability to the public; they communicate the needs of the school district to the public; and they convey to school administrators the public's expectations for the schools; and

**WHEREAS,** New Jersey can take pride in its schools, which rank among the nation's best in indicators such as high school graduation rates, class size, college entrance exam participation, and Advanced Placement offerings and test scores. Now, therefore, be it

**RESOLVED,** That the Holmdel Board of Education, does hereby recognize the services of local school board members throughout New Jersey as we join communities statewide in observing January 2010 as SCHOOL BOARD RECOGNITION MONTH; and be it further

**RESOLVED,** That the Holmdel Board of Education urges all New Jersey citizens to work with their local boards of education and public school staffs toward the improvement of our children's education.

HOLMDEL TOWNSHIP BOARD OF EDUCATION Holmdel, New Jersey 07733  Policy	Attachment # 2 File Code: 1200
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**VOLUNTEERS AND STUDENT TEACHERS**

The Holmdel Township Board of Education encourages volunteers of the community who are especially qualified because of training, experience, or personal characteristics to take an active part in school affairs. ***The Holmdel Township Board of Education also encourages future educational professionals to participate in school activities. More specifically, the Board works with area universities and colleges by supporting student teacher participation within the school district.***

***Student teachers and volunteers*** may be invited to act as advisors both as groups and individually in:

- A. Clarifying the general ideas and attitudes held by residents regarding school;
- B. Determining the purposes of courses of study and special services to be provided for pupils; evaluating the extent to which these purposes are being achieved by present practices;
- C. Giving active assistance to the professional staff in the actual operation of classes and services where the Superintendent and staff deem such aid valuable;
- D. Offering suggestions on a specific situation or set of closely related situations about which the Board must make a decision; and/or
- E. Coordinating the delivery of social services to students.

Community volunteers ***and student teachers*** who will be in contact with pupils on a regular basis must meet all relevant state requirements. Volunteers for athletics activities and academic mentoring must be approved by the Board of Education. The Board requires ***a criminal history record check for all volunteers and student teachers who provide services that involve regular contact with pupils. In accordance with N.J.S.A. 18A:6-7.2, the Board shall reimburse volunteers only for the cost of the criminal history record check.***

The Superintendent shall supervise development of programs and procedures to enlist community participation in school events and in deliberations of the Board. He/she shall keep on file information ***for all volunteers and student teachers including, but not limited to, name, address, phone number, and***

documentation that requirements of law have been fulfilled.

The Board, Superintendent, and the staff shall give appropriate consideration to the advice which they receive from individuals and community groups interested in the school, especially those individuals and groups which have been invited or created to advise them regarding selected situations. The Board, Superintendent, and staff shall use their own best judgment in arriving at decisions.

The Superintendent shall report to the public on all aspects of community support of the educational program.

**Source:** Regular Board Meeting

**Date:** January 25, 1995

**Revised:** October 9, 2002

**Revised:**

**Legal References:**    N.J.S.A.    18A:11-1    General mandatory powers and duties  
                                 N.J.S.A.    18A:54-20    Powers of board (county vocational schools)  
                                 N.J.A.C.    6:8-4.3    Quality assurance  
                                 N.J.A.C.    6:29-2.3    Testing for tuberculosis infection

Manual for the Evaluation of Local School Districts (June 1993)

**Possible Cross References:**    \*1000/1010    Concepts and roles in community relations; goals and objectives  
   \*1120    Board of education meetings  
   1210    Community organizations  
   \*1220    Ad hoc advisory committees  
   \*5020    Role of parents/guardians  
   \*6162.4    Community resources

\*Indicates policy is included in the Critical Policy Reference Manual



**NJSBA POLICY SERVICES**

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HOLMDEL TOWNSHIP BOARD OF EDUCATION Holmdel, New Jersey 07733  Policy	Attachment # 2  File Code: 4116
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### **EVALUATION**

The Holmdel Township Board of Education believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this district. The purpose of this evaluation shall be to promote professional excellence and enhance the skills of teaching staff members; improve pupil learning and growth; and provide a basis for the review of staff performance.

The Superintendent shall develop, in consultation with teaching staff members, job descriptions for each teaching staff member position and evaluation criteria for said positions based directly upon the job description. All job descriptions shall be presented to the Board for approval.

The evaluation procedures shall provide continuous, constructive, cooperative interaction and communication between the teaching staff member and his/her supervisor/evaluator, thus ensuring a valid basis for performance review. All procedures for the evaluation of teaching staff members shall be in compliance with state law and regulation, as well as contractual agreement.

All teaching staff members shall be evaluated against criteria which evolve logically from the instructional priorities and program objectives of each staff member as specified in the job description for his/her position. Criteria for evaluation must include a synopsis of activities, as well as a review of the teacher's performance in areas of major responsibilities (as per job description), such as instruction, student management, instructional planning, professional development, and school/community relations.

Tenured teaching staff members shall be observed and evaluated by properly certified persons at least one **(1)** time per year. ***Each observation shall be followed by a conference between the tenured teaching staff member and his/her supervisor/evaluator.***

Non-tenured teaching staff members shall be observed and evaluated ***at least three (3) times each year by properly certified persons. Each of the three (3) observations required pursuant to N.J.S.A. 18A:27-3.1 shall be followed within a reasonable period of time, but in no instance more than ten (10) days, by a conference between the non-tenured teaching staff member and his/her supervisor/evaluator.***

In order to ensure the greatest benefit to the district from this program of evaluation, the Board shall provide leadership, adequate resources for supervision and professional development, in-service training to ensure that qualitative improvements occur as a consequence of staff evaluation and, additionally, properly certified staff to conduct observations and evaluations.

The Superintendent shall ensure that a copy of the evaluation form and a copy of the Board's policy on evaluation of teacher performance is given to each teacher at the beginning of his/her employment, at which time the purpose and process of evaluation shall be explained by a member of the administrative/supervisory staff.

The Superintendent shall ascertain that each continuing teaching staff member is provided with a copy of this policy statement, his/her job description, and his/her evaluation criteria annually by October 1, and provided with amendments to this policy within **ten** (10) working days of their adoption.

The Superintendent shall report to the Board **any concerns regarding** the effectiveness of the evaluation system and shall recommend means to improve it whenever necessary.

The Superintendent shall, in the implementation of this policy, develop procedures in consultation with teaching staff members for:

- A. The collection and reporting of data which are appropriate to the job description and minimally includes the observation of classroom instruction;
- B. The process for observation conferences between the teaching staff member and the supervisor and the preparation of a written evaluation for each of the observations;
- C. The preparation of individual professional **development** plans;
- D. The preparation of an annual written performance report which shall include the annual evaluation of the teacher, an individual professional **development** plan and a summary of the results of the formal and informal assessment of pupils;
- E. The conduct of the annual summary conference; and
- F. The signing of the annual written performance report by the properly certified supervisor/evaluator and the staff member **within five (5) school days of the annual summary conference or receipt of the annual written performance report.**

**G. The provision that performance data for tenured teaching staff, which have not been included in the report prepared by the administrator/supervisor, may be entered into the record by the tenured teaching staff member within ten (10) working days after the signing of the report.**

All such procedures shall conform to state law and contractual agreement.

Teaching staff may request to see their *personnel* file relative to present performance. They may not be allowed to see any part of the personnel file that concerns character references, recommendations or other confidential material not related to his/her present performance as determined by the administration.

This policy and related procedures shall be reviewed at least annually, and any necessary revisions shall be made before re-adoption by the Board.

Source: Regular Public Meeting

Date: August 20, 1986

Revised: September 28, 1994

Revised: February 22, 1995

Revised: October 29, 2003

**Revised:**

Legal References:

- N.J.S.A. 18A:4-15. General rule-making power
- N.J.S.A. 18A:6-10 through -17. Dismissal and reduction in compensation of persons under tenure in public school system . . .
- N.J.S.A. 18A:7A-5g. Major elements; guidelines
- N.J.S.A. 18A:27-3.1 through -3.3. Non-tenured teaching staff; observation and evaluation; conferences; purpose. . .
- N.J.S.A. 18A:28-5. Tenure of teaching staff members
- N.J.S.A. 18A:29-14. Withholding increments; causes; notice of appeals
- N.J.A.C. 6A:32-4.4 Evaluation of tenured teaching staff members
- N.J.A.C. 6A:32-4.5 Evaluation of non-tenured teaching staff members

Manual for the Evaluation of Local School Districts (June 1993)  
Lacey Township Board of Education v. Lacey Township Education Association, 130 N.J. 312 (1992)

Possible

Cross References:

2130	Administrative staff
*2131	Chief school administrator
4000	Concepts and roles in personnel
4010	Goals and objectives
*4112.6	Personnel records
*4117.41	Nonrenewal
*4131/4131.1	Staff development; in-service education/ visitations/conferences
*4215	Supervision
*4216	Evaluation
*6143.1	Lesson plans
*6200	Adult/community education

\*Indicates policy is included in the Critical Policy Reference Manual.



**NJSBA POLICY SERVICES**

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POLICY

**CODE OF CONDUCT**

The Holmdel Township Board of Education strives to ensure that the physical and mental health, safety and welfare of pupils in its schools will be protected, and an orderly environment conducive to learning, be maintained. Pupils shall conduct themselves in keeping with their level of maturity and act with due regard for the educational purposes underlying all school activities, for school property, and for the rights and welfare of other pupils. Any disruption to the educational environment necessitates that pupils will be subject to the consequences of their misbehavior in accordance with the established code of conduct.

Parents and guardians shall be expected to guide and direct their children toward standards of good conduct in the total school environment, as well as to cooperate with school officials in preventive and corrective disciplinary measures for their children.

**STUDENT BILL OF RIGHTS AND RESPONSIBILITIES**

The Holmdel Township Schools believe in the right of each child to receive a free and appropriate education. All students in this state between the ages of six (6) and the school year through which he or she becomes sixteen (16) are required by law to regularly attend school, either in the public schools, non-public schools that are approved for equivalency of instruction by the appropriate school authorities, or in the home in accordance with statute. The right to a free public school education extends to all students *without a disability or without a suspected disability founded solely under §504 of the Rehabilitation Act of 1973 Title II of the Americans with Disabilities Act, until the end of the school year in which the student reaches the age of nineteen (19), and those students with a disability or suspected disability founded solely under §504 of the Rehabilitation Act of 1973 Title II of the Americans with Disabilities Act until the end of the school year in which the student reaches the age of twenty-one (21)*. However, this right is not unconditional. As long as due process of law requirements are met, a student may be removed from the classroom, suspended temporarily or suspended permanently from school.

**RIGHTS OF STUDENTS**

Education in a free society demands that students be aware of their rights and learn to exercise them responsibly. To this end, students have a right:

- to be respected as a unique individual;
- to be provided with an education that is intellectually challenging and relevant to demands of the 21<sup>st</sup> century;
- to learn in an environment free from interruption, harassment, discrimination, intimidation and fear;
- to participate in district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, disability or sexual orientation.

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- to be informed of all school rules;
- be guided by a discipline policy which is fairly and consistently implemented.

In addition, students in this District are afforded the following rights:

1. **Student Expression** – Students shall be allowed the opportunity for the free expression of ideas consistent with rights established by the federal and state constitutions. However, a student’s freedom is subject to limitation in that the constitutional protections will not extend to libelous, slanderous, vulgar, lewd, indecent or obscene words or images or to words or images which by their very use incite others to damage property or physically injure persons. Furthermore, speech which materially and substantially disrupts the work and discipline of the school may be subject to limitation.
2. **Symbolic Expression** – Students, in light of constitutionally protected free speech rights, may wear political buttons, arm bands or badges of symbolic expression so long as the same conform to the limits set forth herein under a school newspaper and a dress code.
3. **Student Activities** – All pupils shall enjoy equal access to the extent of their capabilities for participation in the various extra-curricular and co-curricular activities sponsored by the School District. The privilege of participating in such activities shall be conditioned upon appropriate conduct as established by the student code of conduct and any rules promulgated specifically for participation in extra and/or co-curricular activities.
2. **Student Government** – Students are encouraged to participate in the various student governmental bodies which have been or may be established in our schools. It shall be the duty of the student governmental body to establish reasonable standards for qualification of candidates to serve in offices of the government. Elections for student government shall be conducted in accordance with the principles of our democracy and elected student representatives shall work with the faculty, administration and student body in identifying cooperatively those areas of appropriate student responsibility. All student governmental bodies shall have a faculty advisor and shall be organized pursuant to a specific written constitution which the students shall participate in formulating.
5. **Student Clubs and Other Student Organizations** – The District encourages students to participate in curriculum related extra-curricular activity clubs and/or organizations. To the extent that the District authorizes meetings of non-curriculum related clubs or organizations, the same shall be subject to the constitution of the student government and shall be conducted in accordance with any applicable federal or state law, as well as Board of Education policy or regulations.
6. **Privacy Rights [Search and Seizure]** - Students in attendance in our public schools are protected against illegal or unreasonable personal searches or seizures of their property by both the federal and state constitutions. Lockers and desks assigned to students may be subject to inspection at any time by school officials since such places are not the property of the student, but rather are owned by the School District and shared with the student.

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7. **Pregnant Students** - During pregnancy and the period of pregnancy related disability which follows childbirth, a student shall be entitled to home instruction, upon request. Pregnant students who desire to attend their regularly scheduled classes prior to the time of childbirth may do so to the extent that their physician approves of such attendance.
8. **Student Grievances and Complaints** - If a student or his or her parents have a grievance or a complaint about a school-related matter, a school employee or other school official, s/he shall first approach the teacher or administrator who is most closely related to the problem in an effort to resolve the matter. If resolution is not achieved at this step, s/he must submit the grievance or complaint in writing, to the Principal of the school who shall respond within ten (10) school days with a written answer or proposed resolution. Grievances or complaints may be appealed in writing to the Superintendent of Schools if the Principal's answer or proposed resolution is not deemed satisfactory by the student/parent. The Superintendent of Schools shall respond to all grievances and complaints within a reasonable period of time following receipt of the written appeal document.

## **RESPONSIBILITIES OF STUDENTS**

Students attend school so that they may develop to their fullest potential. With this in mind, each student is expected:

- to accept responsibility for his/her actions;
- to respect the rights of others, including his/her right to secure an education in an environment that is orderly and disciplined;
- to attend school on a regular and punctual basis;
- to complete class assignments and other school responsibilities by established deadlines;
- to show evidence of appropriate progress toward meeting course and/or diploma requirements;
- to respect school property, e.g. lockers, and help to keep it free from damage;
- to obey school regulations and rules made by school authorities and by the student governing body;
- to recognize that teachers assume the role of an acting, caring parent in matters of behavior and discipline when at school, as well as during any school-sponsored activities;
- to contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all;
- to become familiar with this code and seek interpretation of parts not understood from parents, teachers and school administrators;
- to discourage by appropriate comment, or lack of approval/participation inappropriate behavior or threats of inappropriate behavior of other students and report the incidents to the administration.

**THE ROLE OF PARENTS**

A cooperative relationship between home and school is essential to each student's successful development and achievement. To achieve this mutually supportive and productive relationship, parents are urged:

- to show an enthusiastic and supportive attitude toward school and education;
- to build a good working relationship between themselves and their child;
- to teach their child self-respect, respect for the law, respect for others and for public property;
- to insist on prompt and regular attendance;
- to listen to the views and observations of all parties concerned;
- to recognize that teachers merit the same consideration and respect that parents expect from their child;
- to encourage their child to take pride in his/her appearance;
- to insist that their child promptly bring home all communications from school;
- to cooperate with the school in jointly resolving any school related problem;
- to set realistic standards of behavior for their child and resolve to remain firm and consistent;
- to help their child learn to deal effectively with negative peer pressure;
- to provide a place conducive for study and completion of homework assignments;
- to demonstrate desirable standards of behavior through personal example;
- to foster a feeling of pride in their child for their school;
- to provide support and positive reinforcement to their child.

Parents should be aware that they are responsible for any financial obligations incurred by their child in school. This includes lost books, damage to property, etc.

**THE ROLE OF SCHOOL PERSONNEL**

School personnel play an important role in the education of students. In view of this responsibility, school personnel must:

- promote a climate of mutual respect and dignity which will strengthen each student's positive self-image;
- teach the common courtesies by precept and example;
- treat students in an ethical and responsible manner;
- help students to reach their maximum potential;

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- demonstrate desirable standards of behavior through personal example;
- report violations of the Code of Conduct to the Building Administrator;
- immediately report and refer violent students to the Principal.

## **THE ROLE OF TEACHERS AND EDUCATION SUPPORT STAFF**

Every professional educator knows that she/he is responsible for the social, emotional and academic development of future generations. In view of this responsibility, the professional must in the classroom and larger school environment:

- promote a climate of mutual respect and dignity which will strengthen each student's positive self-image;
- plan and conduct a product of instruction that will make learning challenging and stimulating;
- recognize that some disciplinary problems are caused by a student's personal and academic frustrations;
- utilize classroom routines which contribute to the total instructional program and to the student's development of civic responsibility;
- seek to develop close interactive relationships with parents for the educational benefit of the student;
- distinguish between minor student misconduct best handled by the teacher and major problems requiring the assistance of the administrator;
- teach the common courtesies by precept and example;
- handle individual infractions privately and avoid punishing the group for the misbehavior of one or two;
- help students cope with negative peer pressure;
- identify changing student behavior patterns and notify appropriate personnel;
- enable students to discuss their problems with them;
- send communications home promptly;
- report to the Principal any student who jeopardizes his/her own safety, the safety of others or of the teacher, or who seriously interferes with the instructional program of the classroom;
- treat students in an ethical and responsible manner;
- help students to reach their maximum potential;
- serve as a surrogate parent in matters of behavior and discipline in accordance with New Jersey State School Law;
- explain and interpret the discipline code to students;
- enforce the code in all areas of the school
- demonstrate desirable standards of behavior through personal example;

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- know the support services available to students and refer students who are in need of such services;
- comply with state educational law regarding corporal punishment and mandated reporting of suspected child abuse;
- in the event of removal from class, inform the student and the Principal of the reason for the removal;
- immediately report and refer violent students and those who threaten violence to the Principal or Superintendent of Schools.

## **THE ROLE OF BUILDING ADMINISTRATORS**

As the educational leaders of the school, our building administrators set the learning and disciplinary climate for the school, not only for students, but for staff as well. Therefore, they must:

- seek to develop a sound and healthful atmosphere of mutual respect;
- evaluate the program of instruction in their school to achieve a meaningful educational program;
- help their staff self-evaluate their procedures and attitudes in relation to the interaction within their classrooms;
- develop procedures and programs which reduce the likelihood of student misconduct;
- provide the opportunity for students and staff to approach the Principal directly for redress of grievances;
- work with students and staff to formulate school regulations;
- assist staff members to resolve problems which may occur;
- work closely with parents to establish a wholesome productive, cooperative relationship between home and school;
- utilize all appropriate support staff and community agencies to help parents and students identify problems and seek solutions;
- establish and maintain necessary building security;
- assume responsibility for the dissemination, explanation and enforcement of the Code of Conduct and Responsibilities and ensure that all discipline cases referred are resolved promptly;
- insure that students are provided with fair, reasonable, and consistent discipline;
- comply with pertinent state laws governing hearings, suspensions, and student rights;
- develop behavior guidelines and appeals procedures specific to each assigned school in harmony with this Code of Student Conduct and Responsibilities;
- demonstrate desirable standards of behavior through personal example.

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### **THE ROLE OF DISTRICT ADMINISTRATORS**

As the educational leaders of the school system, the Superintendent of Schools and central administrators must:

- reinforce and extend the indicated responsibilities of the Principals and make them applicable to the school system for grades K-12;
- recommend to the Board of Education appropriate policy, regulations and budgetary considerations to achieve optimum conditions for positive learning;
- develop and implement an effective Code of Conduct supportable by students, parents, staff and community;
- demonstrate desirable standards of behavior through personal example;
- provide each teacher with a copy of the Code of Conduct.

### **THE ROLE OF THE BOARD OF EDUCATION**

As the elected officials in charge of our schools, the Board of Education:

- adopts the policies governing the District, including this code of conduct;
- ensures that the code of conduct contains clear behavioral expectations and disciplinary consequences for students, staff and visitors;
- ensures that the code of conduct is clearly communicated to students, parents, staff and the school community;
- ensures that the code of conduct is implemented and enforced in a consistent, reasonable, fair and equitable manner;
- annually reviews the code of conduct and updates it as necessary

### **CONDUCT OF VISITORS**

In an effort to maintain a safe and healthy educational environment, all visitors to the District must sign-in at the Main Office of the building visited. Visitors are expected to comport themselves in a manner that does not disrupt the academic process and in accordance with the law, this Code of Conduct and other district policies.

### **REPORTING CODE VIOLATIONS**

#### **1. To School District Personnel**

Students, teachers and other District personnel are encouraged to report any violation of the Code of Conduct to a Building Administrator.

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Teachers and other District personnel shall immediately report violent students to the Building Principal or Superintendent of Schools.

### **2. To Local Law Enforcement Agencies**

The District will report any acts of violence against persons that constitute a crime and any other violations of the Code of Conduct which constitute a crime to the appropriate local law enforcement agency when the actor is over the age of sixteen (16). When necessary, the District will file a complaint in criminal court against the actor.

### **3. To Human Services Agencies**

The District will report any violations of the Code of Conduct which constitute a crime when the student is under the age of sixteen (16) to the appropriate human services agencies.

## **STUDENT SUSPENSION PROCESS**

A student may be suspended from school when it is determined that the student:

- Is insubordinate or disorderly, or exhibits conduct which endangers the safety *or* morals of himself/herself or of other students.

In addition to the statutory grounds for suspension from school for conduct or health condition, students shall also be subject to suspension based upon a violation of the specific disciplinary infractions listed in Section I (Infractions with Penalty Reference). Students who are suspended are entitled to have a reasonable amount of time to make up work missed during the period of suspension. No student shall be subject to academic consequences for behavioral matters.

### **A. Pre-suspension Process**

Prior to being suspended from school, the student shall be confronted by a school official empowered to suspend, at which time the evidence upon which the decision to suspend is based shall be stated to the student and the student shall be given the opportunity to explain his/her version of the facts. The student shall also be afforded the right to present other persons to the suspending authority in support of his/her version of the facts. If the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, such confrontation shall occur following suspension, as soon thereafter as is reasonably practicable. In all cases, there shall be no suspension until after the informal conference, unless waived.

### **B. Short Term Suspension Process**

Prior to a proposed suspension from school for between one (1) and ten (10) days by a building administrator, the students and his/her parent shall be notified, in writing, and by telephone, if possible, within twenty-four (24) hours of the decision to propose suspension. Such written notice shall

include a description of the incident(s) resulting in the suspension and shall inform the parent of their right to request an immediate informal conference with the administrator at which the student and/or his/her parent may present the student's version of the event and ask questions of complaining witnesses. Upon such request, an informal conference with the administrator and other parties involved shall be convened as soon as possible, [at which time the evidence, including the witness(es) relied upon by the Principal in making the suspension determination, may be questioned by the parent or guardian.] The right to an informal conference with the administrator shall also extend to a student if eighteen (18) years of age or older. The notice and informal conference shall be in the dominant language or mode of communication used by the parent. If the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

**C. The Long-term Suspension Process: Suspension for More than Ten Days**

Any suspension from school in excess of ten (10) school days shall be considered a long-term suspension.

**Notice of Hearing and Hearing**

When a student is subject to a long-term suspension, a hearing shall be conducted by the Building Principal. The notice of suspension for a student under eighteen (18) years of age will be mailed or delivered to the parent who will have adequate time to prepare for the hearing. The notice will set forth the nature of the infraction and the related facts so as to permit a proper defense. Further the notice will advise the parent or the student over age eighteen (18) of the right to be represented by an attorney or lay counsel, to confront witnesses, to present witnesses and testify in his/her own behalf.

**Alternative Instruction**

Students who are suspended from school are entitled to home instruction or instruction in an alternate setting.

**Appeals Process**

The determination of the Building Principal is subject to appeal in accordance with New Jersey Statute and New Jersey Administrative Code.

**D. Off-Campus Misconduct**

A student may be subject to discipline for conduct constituting a crime which is committed off of school premises or at non-school sponsored activities.

**E. Dress and Grooming**

Students are expected to dress and groom themselves in an appropriate manner. Student must be dressed in appropriate clothing and protective equipment as required for physical education classes, participation in athletics, science laboratories and home and careers skills classes.

The following are considered to be inappropriate dress, grooming and appearance and are prohibited in school or at school functions:

- any dress or appearance which constitutes a threat or danger to the health and safety of students (e.g., heavy jewelry or jewelry with spikes which can injure the student or others);
- any dress or appearance which is vulgar, lewd, obscene or indecent or profane or which exposes to sight the private parts of the body (e.g., t-shirts with a phallic symbol and messages consisting of sexual metaphors; see-through garments, extremely plunging necklines or waistlines);
- any dress or appearance which encourages or advocates the use of illegal drugs, alcohol and/or tobacco;
- any dress or appearance which advocates or encourages other illegal or violent activities;
- any dress or appearance which advocates discrimination or denigrates others based upon race, color, creed, religion, national origin, gender, sexual orientation or disability;
- the wearing of hats in the classroom as they are a sign of disrespect (unless worn for religious or medical reasons);
- any dress or appearance which constitutes a disruption to the educational process.

**F. Computer and Internet Use**

The following prohibited use of District-owned computer drives, network facilities and Internet links may give rise to disciplinary action against users of such equipment and/or facilities:

1. E-mail originating from the school premises or received at the school premises that a student user creates that:
  - is lewd, vulgar, obscene, indecent or inappropriate for student recipients of certain ages;
  - conveys an imminent threat of violence, including sexual violence, to a specific individual or individuals;
  - constitutes a state and/or federal crime;
  - is the cause of or a substantial contributing factor to a substantial interference with the orderly functioning of the school(s);

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- attributes the text of e-mail to school officials or that the text is school endorsed, unless there is such official endorsement or consent from school officials;
- 2. Internet use that circumvents access restrictions placed upon the District's computer systems by the Board of Education or its administrative designee(s).
- 3. Computer and/or Internet use that is not school related or is unauthorized.
- 4. Permitting the use of a student's computer access code by any other person. *The permitting student assumes* responsibility for occurrences in violation of this code of conduct that occurs under *his/her* access code.

### **G. Suspension from Transportation Service**

Students may be suspended from transportation services for an infraction or infractions listed herein upon the conducting of an informal hearing by a Building Administrator, at which time the student's parent/guardian or other representative shall be allowed to confront the witnesses relied upon by the District in determining the appropriateness of such suspension of service.

### **H. Suspension from Extra-Curricular and Co-Curricular Activities, and School Functions**

A student may be suspended from participating in extra-curricular or co-curricular activities (including a sports team) for an infraction of any of the provisions herein, for violating a code of conduct issued to participants in the activity by the activity supervisor or for fighting at games. Upon the request of the student's parent/guardian, the administrator shall allow the parent/guardian or other representative of the student the right to appear before him/her informally, to discuss the conduct which led to suspension from the activity.

If a student is suspended from school, she/he shall not be permitted to participate in any extra-curricular or co-curricular activities, as well as any other school events or activities which take place on the days of suspension (including intervening weekends).

## **SUSPENSION OF STUDENTS WITH DISABILITIES**

### **SECTION 504/TITLE II ADA DISABILITY**

Before discipline may be meted out for a student with a disability or suspected disability founded solely under §504 of the Rehabilitation Act of 1973 Title II of the Americans with Disabilities Act (hereinafter the ADA), the Intervention and Referral Services Committee (hereinafter the IRSC) must make a determination of whether the conduct underlying the charge(s) was a manifestation of the disability.

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1. If a nexus is found between the disability and the conduct underlying the charges, the proceeding must be discontinued and the matter placed under the jurisdiction of the IRSC for any further consideration. The IRSC must register a referral and bring about an evaluation of a student with a suspected disability or, if the student is already eligible under §504, it must consider possible program modification and disposition on a non-disciplinary basis.
2. If no nexus is found, yet a disability is indicated or has been identified, discipline may be imposed. Students whose sole disabilities are founded under §504 and for whom no nexus is found shall be disciplined in the same manner as their non-disabled peers.

Any penalty imposed may not be based on past behavior for which a nexus determination was not made.

The School District must continue to provide a free appropriate public education to students who have been suspended from school as required by the regulations implementing §504 until the end of the school year in which the student reaches the age of twenty-one (21).

## **IDEA DISABILITY**

Before discipline may be meted out for a student classified or deemed to be known as having a disability under the Individuals with Disabilities Education Act (hereinafter IDEA) [a student with an educational disability], the Child Study Team must make a determination of whether the conduct underlying the charges was a manifestation of the disability:

1. If a nexus is found between the disability and the conduct, the disciplinary proceeding must be discontinued (except for weapons, drugs and dangerous behavior) and the matter placed under the jurisdiction of the CST for any further consideration. The CST must register a referral and bring about an evaluation in the case of a student who may be deemed to be known as having a disability or, if the student is already classified under IDEA, it must consider possible program modification and disposition on a non-disciplinary basis.
2. If no nexus is found, yet nonetheless a disability is indicated or has been identified, discipline may be imposed. The relevant disciplinary procedures applicable to children without disabilities may be applied in the same manner in which they would be applied to children without disabilities, as long as the child continues to receive a free appropriate public education during any such term of suspension.

3. Where no nexus is found and no suspected disability is determined to exist, the matter shall be remanded to the building principal for a determination of penalty.

Any penalty imposed may not be based on past behavior for which a nexus determination was not made.

The School District must continue to provide a free appropriate public education to students who have been suspended from school.

### **Dangerous Students**

To continue the suspension of a student classified or deemed to be known as having an educational disability under IDEA for more than ten (10) school days.

### **Declassified Students**

In accordance with law, the CST must conduct a manifestation determination in the case of a student with an educational disability who has been declassified if the disciplinary matter involves behavioral problems.

### **I. Disciplinary Measures**

The following shall constitute appropriate disciplinary measures authorized by this Student Code of Conduct:

1. Warnings (oral or written).
2. Detention *or Lunch detention.*
3. In-school suspension.
4. *Confiscation*
5. *Suspension of driving privileges*
6. *Suspension of computer privileges*
7. Suspension from school for up to ten (10) school days.
8. Suspension from school in excess of ten (10) days.
9. Suspension from school for at least one (1) year for possession of a weapon pursuant to the Gun-Free Schools Act of 1994 or, in the case of a student with a disability whose possession of a weapon is determined not to be related to his/her disability, placement in an interim alternative educational setting for a period of up to forty-five (45) days.
10. Placement in an interim alternative educational setting for a period of up to forty-five (45) days, in the case of a student with a disability whose known possession or use of illegal drugs, or sale or solicitation of the sale of a controlled substance at a school or a school function is determined not to be related to his/her disability.
11. Permanent suspension (Expulsion).

**J. Infractions with Penalty References**

1. Disturbances which disrupt instruction. (1, 2, 3, 7)
2. Repeatedly disruptive and/or substantially interferes with the teacher's authority in class, giving rise to removal on four or more occasions per semester (7, 8)
3. Abusive language and/or indecent gestures directed at staff, students or visitors on school grounds or at school functions (1, 2, 3, 7)
4. Carelessness in failing to follow school rules and staff directions. (1, 2)
5. Dress or grooming which is inappropriate as described in this code (1, 2)
6. Possession or dissemination of obscene materials (1, 2, 3, 7)
7. Smoking or other tobacco use on campus or at school functions (1, 2, 7)
8. Cheating in any academic, extra-curricular or co-curricular activity. (1, 2, 3, 7, 8)
9. Abusive and/or indecent language and/or gestures directed at school employees or students on school grounds or at school functions, which provoke a fight (2, 3, 7)
10. Willful failure to obey the reasonable directives of school staff (insubordination), including directives not to engage in conduct otherwise referenced as an infraction in this code and for failing to notify a parent of assignment to detention (1, 2, 3, 7, 8)
11. Fighting between students where no dangerous instruments are involved and no person is injured in the altercation (2, 3, 7)
12. Fighting between students where harm is caused to one or more of the combatants (3, 7, 8, 11)
13. A fight involving the use or threatened use of a dangerous or deadly weapon (7, 8, 9, 11)
14. Any violent act against a teacher or other staff member, as described in this code (8, 11)

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15. Any violent act against another student or person in the schools or at a school function, as described in this code (8, 11)
16. Possession of dangerous or deadly weapons on school property (9, 11)
17. Possession of illegal drugs, dangerous drugs, counterfeit drugs or alcohol, or a substance which the individual believes or represents to be such drugs or alcohol, at school or at school functions (7, 8, 10, 11)
18. Use of illegal drugs, dangerous drugs, counterfeit drugs or alcohol, or a substance which the individual believes or represents to be such drugs or alcohol, at school or while attending school functions (7, 8, 10, 11)
19. Sale or other distribution of illegal drugs, alcohol or counterfeit drugs, or a substance which the individual believes or represents to be such drugs or alcohol, at school or while at school functions (8, 10, 11)
20. Possession of fireworks on school property or at school functions (7, 8)
21. Use of fireworks while on school property or at school functions (7, 8, 9, 11)
22. Commission of conduct which, constitutes a crime while on school property or at a school function (7, 8, 11)
23. Gambling (3, 7)
24. Hazing (7, 8)
25. Lewd behavior (3, 7, 8)
26. Extortion (7, 8, 11)
27. Plagiarism (3, 7)

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28. Arson (7, 8, 11)
29. Intentional destruction of school property (3, 7, 8, 11)
30. Theft of school property (7, 8, 11)
31. Mental or physical condition which endangers the health, safety and/or welfare of the student or others (3, 7, 8, 11)
32. Use or possession of beepers, cellular phones, lighters, light or laser pointers, use of text phones and/or picture phones to engage in cheating or violation of the privacy rights of others. (2, 3, 4)
33. Violation of computer use policy (1, 2, 3, 6, 7, 8)
34. Class, study hall, homeroom, teacher detention, administrative detention cuts. (2, 3)
35. Eating or drinking outside of lunch periods or where prohibited (1, 2)
36. Driving recklessly, speeding, failing to follow school crossing guard's directives on school grounds (3, 5, 7)
37. Activation of a false alarm, bomb threat or other disaster alarm (7, 8, 9, 10)
38. Forgery or fraud (3, 7, 8)
39. Harassment (sexual, racial, etc.) (2, 3, 7, 8, 9, 10)
40. Intimidation or coercion (3, 7, 8, 10)
41. Leaving campus without authorization (3, 7, 5)
42. Parking in unauthorized areas (1, 2, 3, 5)
43. Public displays of affection beyond hand holding (1, 2, 3)

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- 44. Tardiness to class/school (1, 2, Lunch detention)
- 45. Unauthorized absence from school (1, 2, 3)
- 46. Theft of personal property (2, 3, 7, 8)
- 47. Trespassing while suspended from school (7, 8)
- 48. *Driver's license violations arising from off campus conduct (5)*
- 49. *Hall Roaming (2, 3)*
- 50. *Unauthorized location (1, 2, 3)*
- 51. *Cafeteria behavior/throwing food (1, 2, 3, lunch detention)*
- 52. *Misuse of Cell Phones and Other Electronic Devices ( 2, 3, 4)*

**THE REPEATING OF AN INFRACTION MAY LEAD TO THE IMPOSITION OF THE NEXT MEASURE OF DISCIPLINE.**

**CHRONIC REPEATING OF INFRACTIONS MAY LEAD TO LONG-TERM SUSPENSION OR PERMANENT SUSPENSION (EXPULSION).**

Source: Regular Public Meeting

Date: July 21, 2004

*Revised:*



HOLMDEL TOWNSHIP BOARD OF EDUCATION Holmdel, New Jersey 07733  POLICY	Attachment # 2 File Code: 5145
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## HARASSMENT, INTIMIDATION, BULLYING AND HAZING

The Holmdel Township Board of Education prohibits acts of harassment, intimidation, bullying and hazing ***of a student.***

A safe and civil environment in school is necessary for students to learn and achieve high academic standards; harassment, intimidation, bullying or hazing, 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 environment; and 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, bullying or hazing.

### Definitions:

***“Electronic communication” means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager, that takes place on school property, at any school-sponsored function or on a school bus.***

“Harassment, intimidation, bullying or hazing” means any gesture or written, verbal or physical act, ***or any electronic communication,*** that takes place on school property, at any school sponsored function or on a school bus and that:

- a. a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his/***her*** person or damage to his/***her*** property; or
- b. has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school ***or the student's ability to participate in school activities;*** and
- c. is motivated by any actual or perceived characteristic ***including, but not limited to,*** race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity ***or*** expression, or a mental, physical or sensory disability; or;
- d. by any other distinguishing characteristic.

### Type of Student Behavior Expected

The Board of Education expects students to conduct themselves in keeping with their

levels of development, maturity and demonstrated capabilities with a proper regard to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority. Students should demonstrate capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment. ***In addition, each student is expected to adhere to the student responsibilities outlined in the Code of Conduct.***

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

The Board of Education believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to grow in self-discipline.

### **Reporting Procedure**

***Complaints alleging violations of this policy shall be reported to the Principal or his/her designee. All school employees as well as all other members of the school community including pupils, parent(s) or legal guardian(s), volunteers, and visitors are required to report alleged violations of this policy to the Principal or his/her designee. While submission of an Incident Report Form to the Principal or his/her designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Building Principal. Oral, written, or electronic reports will also be considered official reports.***

***Reports may be made anonymously by utilizing the We Tip School Safety Program by calling 1-800-78-CRIME twenty-four (24) hours a day, seven (7) days a week.***

***A school employee who promptly reports an incident of harassment, intimidation, or bullying in accordance with this policy, 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, as set forth in N.J.S.A. 18A:37-16.c.***

### **Investigation**

In determining the appropriate response to students who commit one or more acts of harassment, intimidation, bullying or hazing, school administrators should consider the following factors:

1. Developmental and maturity levels of the parties involved;
2. Levels of harm;
3. Surrounding circumstances;
4. Nature of the behaviors;
5. Past incidences or past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence should be determined, consistent with the case law, Federal and State statutes, regulations and policies, and district policies and procedures. Consequences and appropriate remedial action for students who commit acts of harassment, intimidation, bullying or hazing may range from positive behavioral interventions up to and including suspension or expulsion.

The Principal and/or the Principal's designee is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Principal and/or the Principal's designee shall conduct a prompt, thorough and complete investigation of the alleged incident.

Some acts of harassment, intimidation, bullying or hazing may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, bullying or hazing that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

### **Consequences and Appropriate Remedial Action**

Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying or hazing range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

***Appropriate remedial action for a student who commits an act of harassment, intimidation or bullying shall take into account the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and may include the following:***

- 1. A behavioral assessment or evaluation including, but not limited to, a referral to the child study team, as appropriate; and***
- 2. Supportive interventions and referral services, including those in N.J.A.C. 6A:16-8;***

***Consequences for a student who commits an act of harassment, intimidation or bullying shall be:***

- 1. Varied and determined according to the nature of the behavior, the***

**developmental age of the student and the student's history of problem behaviors and performance; and**

**2. Consistent with the provisions of N.J.A.C. 6A:16-7, as appropriate.**

**Classified pupils are subject to the same disciplinary procedures as nondisabled pupils and may be disciplined in accordance with their IEP. However, before disciplining a classified pupil, it must be determined that:**

- 1. The pupil's behavior is not primarily caused by his/her educational disability;**
- 2. The program that is being provided meets the pupil's needs.**

**Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, and protect the victim of the act. The consequences and remedial measures may include, but are not limited to, the examples set forth in the Code of Conduct.**

**N.J.A.C. 6A:16-7.9(a) 2.vi requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation, or bullying of a student. The consequences will be in accordance with state law and administrative code.**

**Formal disciplinary action may not be based solely on the basis of an anonymous report.**

### **Response to Incident**

In considering whether a response beyond the individual level is appropriate, the administrator should consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

Institutional (i.e., classroom, school building, school district) responses **including, but not limited to:** community surveys, mailings, focus groups, adoption of research based bullying prevention programs, training for certificated and non-certificated staff, participation of parents and other community members and organizations, group presentations addressing the actions and the school's response to the actions **regarding** acceptable student behavior and consequences of actions **violating this policy**, and involvement of law enforcement officers, including school resource officers.

**The Board of Education will annually review the extent and characteristics of harassment, intimidation, bullying and hazing behavior in the school district and implement responses as set forth in the paragraph above.**

### **Prohibition of Reprisal or Retaliation**

**A school employee, student or volunteer shall not engage in reprisal, retaliation or false accusation against a victim, witness or one with reliable information about an act of harassment, intimidation, bullying or hazing.** 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 and circumstances of the act, in accordance with case law, federal and state statutes and regulations and district policies and procedures.

### **Consequences and Appropriate Remedial Action for False Report**

Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, bullying or hazing range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:371, Discipline of Pupils. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation, bullying or hazing shall be disciplined in accordance with district policies, procedures and agreements. Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, intimidation, bullying or hazing shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

### **Public Input and Adequate Notice**

Based on broad community involvement (i.e., the use of a process that includes representation of parents/guardians and other community representatives, school employees, volunteers, students and administrators for the purpose of providing input regarding the development and content of the policy that is based on accepted core ethical values), the Board of Education shall develop general guidelines for student conduct and shall direct development of detailed regulations suited to the age levels of the students and the mission and physical facilities of the individual schools. Board policy requires all students in the district to adhere to the rules and regulations established by the school district and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules.

The Superintendent of Schools shall provide annually to students and their parents/guardians the rules of the district regarding student conduct, and the policy shall appear in all publications of the school district's comprehensive rules, procedures and standards of conduct for schools within the school district, including the student handbook. Provisions shall be made for informing parents/guardians whose primary language is other than English.

The policy shall be disseminated annually to all school staff, students and parents, along with a statement explaining that it applies to all acts of harassment, intimidation, bullying or hazing that occur on school property, at school sponsored functions or on a school bus. The Superintendent of Schools shall develop an annual process for discussion of the school district policy on harassment, intimidation, bullying or hazing with students.

***A copy of this policy will be transmitted to the County Superintendent of Schools.***

***Pursuant to N.J.S.A. 18A:37-17.c and N.J.A.C. 6A:16-7.9(d)1.i, information regarding the district's Harassment, Intimidation, and Bullying Policy shall be***

*incorporated into a school's employee training program.*

***Pursuant to N.J.S.A. 18A:37-19, the school district may apply to the Commissioner of Education for additional costs due to the implementation of the provisions of N.J.S.A. 18A:37-13 through N.J.S.A. 18A:37-18.***

Source: Regular Board Meeting

Date: June 17, 1998

Revised: November 20, 2002

Revised: October 29, 2003

**Revised:**

Legal References:

N.J.S.A. 18A:37-15 requires policy prohibiting harassment, intimidation, bullying or hazing on school property, at a school sponsored function or on a school bus

***N.J.S.A. 18A:37, et seq.***

N.J.S.A. 18A:40A10 requires policy statement providing for discipline of pupils who are substance abusers

N.J.S.A. 18A:40A11 requires policies and procedures for discipline of pupils involved in incidents of possession or abuse of substances on school property or at school functions

N.J.A.C. 6A:161.4(a) 13 requires policies that provide for the development and implementation of a code of student conduct. Required elements of the code are listed at N.J.A.C. 6A:165.1

N.J.A.C. 6A:161.4(a)15 through – 18 requires policies on the removal of students for weapons offenses and assaults, prohibition of remotely activated paging devices, cooperation with law enforcement and substance abuse prevention, intervention and treatment referral.

N.J.A.C. 6A:164.1 requires policies and procedures for the assessment, evaluation, intervention and referral to treatment and discipline of pupils who possess, consume or on reasonable grounds are suspected of being under the influence of substances defined by law; must include sanctions graded according to severity of offense. Other required components are listed at N.J.A.C. 6A:164.1(a)(b)(c).

N.J.A.C. 6A:166.1 requires adoption of policies and procedures to ensure cooperation between school staff and law enforcement authorities in all matters pertaining to unlawful possession, distribution and disposition of controlled substances, drug paraphernalia, alcohol, firearms and other deadly weapons. Required elements of these policies and procedures are included at N.J.A.C. 6A:166.2(a)(b).



**NJSBA POLICY SERVICES**

New Jersey School Boards Association, P.O. Box 909, Trenton, New Jersey 08605-0909  
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HOLMDEL TOWNSHIP BOARD OF EDUCATION  
Holmdel, NJ

TR: 7 10-10

TRANSFER REQUEST FORM

ORIGINATED BY Brian Schillaci

DATE 1/4/10

FROM

ACCOUNT NUMBER	ACCOUNT DESCRIPTION	AMOUNT
11-190-100-610-01-02	General	
	Printing Supplies	\$ 349.00
11-190-100-610-01-02	"	349.00
TOTAL		\$ 698.00

TO

ACCOUNT NUMBER	ACCOUNT DESCRIPTION	AMOUNT
11-401-100-100-00-02-03	Schedule B Band Evening Winter	\$ 349.00
11-401-100-100-00-02-04	Schedule B Chorus	\$ 349.00
TOTAL		\$ 698.00

REASON FOR TRANSFER:

District Music Show coming from IH School budget for these two teachers to attend with their students.

PRINCIPAL/ADMINISTRATOR: [Signature]

DATE: 1/4/10

SCHOOL: IH

APPROVED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

Board   
Interoffice



