

**WATERFORD TOWNSHIP BOARD OF EDUCATION  
REGULAR BOARD MEETING MINUTES – April 27, 2022  
WATERFORD ELEMENTARY SCHOOL**

**I. MEETING CALLED TO ORDER at 6:00p.m.**

This meeting was advertised in compliance with the Sunshine Law through the notice issued to the Courier-Post and filed with the clerk of the Township of Waterford and posted in the Board Office and on the district website, wtsd.org.

**A. ROLL CALL**

Members Present: Matthew DeNafo (arrived 6:06pm), Benjamin De Vuyst (arrived 6:21pm) Barbara Libak Fanz, Rosemarie Hunter, Michael McClintock, Ehren O'Donnell (arrived 6:21pm), Al Pangia, William Wilhelm

Members absent: Michael Vitarelli

Others present: Dr. Brenda Haring, Superintendent, Daniel J. Fox, Assistant Superintendent for Business /Board Secretary, Chris Long, Solicitor.

**B. MOTION TO APPROVE BUSINESS NOT ANTICIPATED AT THE TIME OF THE AGENDA PURSUANT TO BOARD POLICY**

A motion was made by Ms. Hunter, seconded by Ms. Libak-Fanz, and carried by unanimous voice consent to approve addendum, 1 and 2, to the agenda.

**C. MOTION TO APPROVE THE RESOLUTION AUTHORIZING CLOSED SESSION**

A motion was made by Mr. Pangia and seconded by McClintock and carried by unanimous voice consent to approve the Resolution Authorizing Closed Session.

**D. MOTION TO APPROVE THE RETURN TO OPEN SESSION**

A motion was made by Mr. Pangia, seconded by Mr. De Vuyst, and carried by unanimous voice consent to return to open session at 7:02 p.m.

**E. FLAG SALUTE**

Mr. Wilhelm led the Pledge of Allegiance.

**F. MISSION STATEMENT**

Mr. McClintock read the mission statement.

**G. STATEMENT TO THE PUBLIC**

Mr. Wilhelm read the statement to the public.

**II. COMMITTEE REPORTS**

**A. EDUCATION** – Ms. Hunter gave an oral report.

**B. PERSONNEL** - Mr. McClintock gave an oral report.

**C. BUSINESS** - no report

**III. PRESENTATIONS**

Budget Presentation

**IV. COMMENTS FROM THE PUBLIC ON AGENDA ITEMS ONLY**

**A.** A motion was made by Mr. Pangia, seconded by Mr. DeNafo, and carried by unanimous voice consent to open the meeting to the public.

**B.** A motion was made by Mr. McClintock, seconded by Mr. De Vuyst, and carried by unanimous voice consent to close the meeting to the public.

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**V. MINUTES**

A motion was made by Mr. DeNafo, seconded by Ms. Hunter, and carried by voice consent to approve the minutes for the following meetings as submitted by the Assistant Superintendent for Business/Board Secretary. Mr. Pangia abstained from item A; Mr. O'Donnell & Mr. McClintock abstained from items B & C:

- A. Board Meeting March 16, 2022
- B. Closed Session March 23, 2022
- C. Board Meeting March 23, 2022

**VI. SUPERINTENDENT'S REPORT**

A motion was made by Mr. DeNafo, seconded by Mr. McClintock, and carried by unanimous voice consent to approve the following:

- A. Monthly District Reports-
  - 1. Monthly Wellness Report
  - 2. Fire/Security Drill Log
- B. Curriculum Department Monthly Highlights
- C. Technology Report-N/A
- D. Waterford Township Home & School Association Monthly Highlights-N/A
- E. Enrollment:

Grade	2020/2021 # of Students	2021/2022 # of Students
PK (3 yr. old)	40	75
PK (4 yr. old)	61	86
PK (5 yr. old)	1	0
K	99	91
1 <sup>st</sup>	117	114
2 <sup>nd</sup>	94	111
3 <sup>rd</sup>	123	102
4 <sup>th</sup>	114	124
5 <sup>th</sup>	124	110
6 <sup>th</sup>	110	122
<b>TOTAL</b>	<b>883</b>	<b>935</b>

**F. Suspension Report:**

SID#	Date	Incident	School	Location	Reported by	Resolution

**VIII. SUPERINTENDENT'S RECOMMENDATIONS**

**A. EDUCATION**

Upon the recommendation of the Superintendent, a motion was made by Ms. Libak Fanz, seconded by Mr. DeNafo, and carried by unanimous roll call vote to approve items 1 through 4.

**1. Harassment, Intimidation and Bullying (HIB) Report:**

Acknowledge Receipt of HIB Investigations as follows:

Alleged Target(s)	Alleged Aggressor(s)	Location	Report Received Date	Investigation Completed Date	Investigation Outcome HIB-Yes/No	Action Taken
N/A						

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**2. Harassment, Intimidation and Bullying (HIB) Report:**

Affirm the Harassment, Intimidation & Bullying Report as follows:

Alleged Target(s)	Alleged Aggressor(s)	Location	Report Received Date	Investigation Completed Date	Investigation Outcome HIB-Yes/No	Action Taken
N/A						

**3. Title I School Parent Compact and District-Wide Parental Involvement Policy:**

Reapprove the Title I School Parent Compact and District-Wide Parental Involvement Policy for the purpose of submitting the FY2023 ESEA-ESSA Consolidated Grant Application. (See Attachment A-3).

**4. Orientation for the 2022/2023 School Year:**

Approve the Orientations for the 2022/2023 as follows:

Date	Grade	Location	# of Buses	Cost
6/1/22	Kindergarten	Atco	3	\$540.00
6/1/22	2nd Grade	WES	3	\$540.00
5/26/22	6 <sup>th</sup> Grade	Hammonton Middle School	3	\$273.83

**B. PERSONNEL**

A motion was made by Mr. De Vuyst, seconded by Mr. Pangia, and carried by unanimous roll call vote to approve items 1 through 12, addendum items 13 through 17, and addendum item 18. Ms. Libak-Fanz abstained from item 12 and Mr. Wilhelm abstained from items 6 and 7.

**1. Resignation of Support Staff Member**

Approve the resignation of the following support staff member(s):

Name	Location	Position	Effective Date
Turner, William	District	Permanent Custodian Substitute	04.01.22

**2. Transfer of Support Staff Member(s)**

Approve the transfer of the following Support Staff Members:

Name	Current Position	Curr Loc	Current UPC	New Position	New Loc	New UPC	Eff. Date
Wyld, M.	HQ Paraprofessional	WES	20-50-11 / AOG	HQ Paraprofessional	WES	20-50-EX / AQN	3.28.22

**3. Create / Abolish Certified and Non-Certified Staff Positions**

Approve the following created/abolished positions for the 2022-2023 school year:

Position	Location	Create/Abolish	UPC	FTE	Account Number
Principal	Atco	Create	40-40-A4	1.0	11-000-240-103-00-00-040

**4. Substitutes for the 2021-2022 School Year**

Approve the following substitutes pending receipt of required documents:

Name	Position	Rate
Ladik, Christine	Nurse	\$225.00 / per diem

**5. Renewal of Certified Staff Members for the 2022-2023 School Year:**

Approve Renewal Recommendations for the 2022-2023 school year of certified staff members (See Attachment B-5).

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6. **Title I Rtl Summer Tutoring Program 2022 – Curriculum Writing/Record Review:**  
 Approve the following teachers for curriculum writing/record review for the Title I Rtl Summer Tutoring Program 2022:

Name	Rate Per Hour	Total # of Hours	Total	Account #
Bromley, Casey	\$36.00	10	\$360.00	20-235-200-104-08-04-000
Campanella, Mary	\$36.00	10	\$360.00	20-235-200-104-08-04-000
Catania, Alana	\$36.00	10	\$360.00	20-235-200-104-08-04-000
DeMarco, Paige	\$36.00	10	\$360.00	20-235-200-104-08-04-000
Gallagher, Kellina	\$36.00	10	\$360.00	20-235-200-104-08-04-000
Hand, Allison	\$36.00	10	\$360.00	20-235-200-104-08-04-000
Handzus, Alexandra	\$36.00	10	\$360.00	20-235-200-104-08-04-000
Johnson, Maggie	\$36.00	10	\$360.00	20-235-200-104-08-04-000
Kalusa, Colleen	\$36.00	10	\$360.00	20-235-200-104-08-04-000
Low, Mary	\$36.00	10	\$360.00	20-235-200-104-08-04-000
Peterson, Samantha	\$36.00	10	\$360.00	20-235-200-104-08-04-000
Schaller, Sally	\$36.00	10	\$360.00	20-235-200-104-08-04-000
Smierczak, Brianna	\$36.00	10	\$360.00	20-235-200-104-08-04-000
Stephan, Jamie	\$36.00	10	\$360.00	20-235-200-104-08-04-000

7. **Title I Rtl Summer Tutoring Program 2022 - Teachers:**  
 Approve the following teachers for the Title I Rtl Summer Tutoring Program 2022:

Name	# of Days	Rate/Hour	Hours/day	Total	Account #
Bromley, Casey	4	\$50.00	3.25	\$650.00	11-422-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-484-100-101-88-04-000
Campanella, Mary	4	\$50.00	3.25	\$650.00	11-422-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-484-100-101-88-04-000
Catania, Alana	4	\$50.00	3.25	\$650.00	11-422-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-484-100-101-88-04-000
DeMarco, Paige	4	\$50.00	3.25	\$650.00	11-422-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-484-100-101-88-04-000
Gallagher, Kellina	4	\$50.00	3.25	\$650.00	11-422-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-484-100-101-88-04-000
Hand, Allison	4	\$50.00	3.25	\$650.00	11-422-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-484-100-101-88-04-000
Handzus, Alexandra	4	\$50.00	3.25	\$650.00	11-422-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-484-100-101-88-04-000
Johnson, Maggie	4	\$50.00	3.25	\$650.00	11-422-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-484-100-101-88-04-000
Kalusa, Colleen	4	\$50.00	3.25	\$650.00	11-422-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-484-100-101-88-04-000
Low, Mary	4	\$50.00	3.25	\$650.00	11-422-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-484-100-101-88-04-000
Peterson, Samantha	4	\$50.00	3.25	\$650.00	11-422-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-484-100-101-88-04-000
Schaller, Sally	4	\$50.00	3.25	\$650.00	11-422-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-484-100-101-88-04-000
Smierczak, Brianna	4	\$50.00	3.25	\$650.00	20-235-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-237-100-101-88-04-000
Stephan, Jamie	4	\$50.00	3.25	\$650.00	11-422-100-101-88-04-000
	15	\$50.00	3.25	\$2,437.50	20-484-100-101-88-04-000

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**8. Title I Rtl Summer Tutoring Program 2022 - Paraprofessional:**

Approve the following paraprofessional for the Title I Summer Tutoring Program 2022:

Name	# of Days	Rate Per Hour	Hours per day	Total	Account #
Foster, Lorean	4	\$18.42	3.25	\$239.46	20-235-101-106-88-04-000
	15	\$18.89	3.25	\$920.89	20-237-101-106-88-04-000

**9. Extended School Year 2022 Records Review & Instructional Planning**

Approve the following teachers for records review and instructional planning for the 2022 Extended School Year and Compensatory Education Summer Programs:

Name	Rate Per Hour	Total # of Hours	Total	Account
Bowman, Andrea	\$36.00	Up to 3 hours total	108.00	20-489-200-104-08-03-000
Sindoni, Rachel	\$36.00	Up to 3 hours total	108.00	20-489-200-104-08-03-000
Romsteadt, Sandra	\$36.00	Up to 3 hours total	108.00	20-489-200-104-08-03-000
Vitarelli, Al	\$36.00	Up to 3 hours total	108.00	20-489-200-104-08-03-000
Walsh, Kelly	\$36.00	Up to 3 hours total	108.00	20-489-200-104-08-03-000
King, Dana	\$36.00	Up to 3 hours total	108.00	20-489-200-104-08-03-000
Michelini, Candice	\$36.00	Up to 5 hours total	180.00	20-489-200-104-08-03-000
Manna, Christine	\$36.00	Up to 5 hours total	180.00	20-489-200-104-08-03-000

**10. ESY Summer Learning Program 2022- Staff**

Approve the following staff members to provide Extended School Year and/or Compensatory Education Services to students June 27- July 28th (19 days), Monday through Thursday (No sessions on July 4th in observance of Independence Day):

Name	Position	# of Days	Rate/ Hour	Hours per day	Total	Account
Bowman, Andrea	PK	19	\$50.00	3.75	\$3562.50	11-422-100-101-01-03-000
Sindoni, Rachel	K-1	19	\$50.00	3.75	\$3562.50	11-422-100-101-01-03-000
Romsteadt, Sandra	2	19	\$50.00	3.75	\$3562.50	11-422-100-101-01-03-000
Vitarelli, Al	3	19	\$50.00	3.75	\$3562.50	11-422-100-101-01-03-000
Walsh, Kelly	4-6 (A)	4	\$50.00	3.75	\$750.00	11-422-100-101-01-03-000
		15	\$50.00		\$2,812.50	20-489-100-101-88-03-000
King, Dana	4-6 (B)	4	\$50.00	3.75	\$750.00	11-422-100-101-01-03-000
		15	\$50.00		\$2812.50	20-489-100-101-88-03-000

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Michellini, Candice	ELA Comp Ed	Up to 4 Up to 15	\$50.00 \$50.00	3.25	\$650.00 \$2,437.50	11-422-100-101-01-03-000 20-489-100-101-88-03-000
Manna, Christine	Math Comp ED	Up to 4 Up to 15	\$50.00 \$50.00	3.25	\$650.00 \$2,437.50	11-422-100-101-01-03-000 20-489-100-101-88-03-000
Holwell, Gabriele	Counseling & SEL	Up to 4 Up to 15	\$50.00 \$50.00	3.25	\$650.00 \$2,437.50	11-422-200-104-01-03-000 20-489-200-104-88-03-000
Whitfield, Lori	Speech/Language - ESY	Up to 4 Up to 15	\$50.00 \$50.00	3.25	\$650.00 \$2,437.50	11-422-200-104-01-03-000 20-489-200-104-88-03-000
Gallagher, Carly	Speech/Language - Comp Ed	Up to 4 Up to 15	\$50.00 \$50.00	3.25	\$650.00 \$2,437.50	11-422-200-104-01-03-000 20-489-200-104-88-03-000
Ravenkamp, Erica	Nurse	4 15	\$50.00 \$50.00	3	\$600.00 \$2,250.00	11-422-200-104-01-03-000 20-489-200-104-88-03-000
DeMato, Bobbie	Paraprofessional	4 15	\$16.00 \$16.00	3.25	\$208.00 \$780.00	11-422-100-106-01-03-000 20-489-100-106-88-03-000
Curtis, Michelle	Paraprofessional	4 15	\$16.00 \$16.00	3.25	\$208.00 \$780.00	11-422-100-106-01-03-000 20-489-100-106-88-03-000
Seth, Elizabeth	Paraprofessional	19	\$17.00	3.25	\$1049.75	11-422-100-106-01-03-000
Smith, Carole	Paraprofessional	19	\$17.00	3.25	\$1049.75	11-422-100-106-01-03-000
LuVert, Wendy	Paraprofessional	19	\$17.00	3.25	\$1049.75	11-422-100-106-01-03-000
Dottoli, Rita	Paraprofessional	19	\$17.00	3.25	\$1049.75	11-422-100-106-01-03-000
Saunders, Belinda	Paraprofessional	19	\$16.00	3.25	\$988.00	11-422-100-106-01-03-000
Conner, Pat	Paraprofessional	19	\$17.00	3.25	\$1049.75	11-422-100-106-01-03-000
Gaston, Kari	Paraprofessional	19	\$17.00	3.25	\$1049.75	11-422-100-106-01-03-000
Stetser, Theresa	Paraprofessional	19	\$16.00	3.25	\$988.00	11-422-100-106-01-03-000
Papeika, Erin	Paraprofessional	19	\$17.00	3.25	\$1049.75	11-422-100-106-01-03-000
Cohen, Barry	Paraprofessional	19	\$17.00	3.25	\$1049.75	11-422-100-106-01-03-000
Harrold, Jenna	Paraprofessional	19	\$16.32	3.25	\$1007.76	11-422-100-106-01-03-000
Oehler, Brittany	Paraprofessional	19	\$17.00	3.25	\$1049.75	11-422-100-106-01-03-000

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11. **Special Education Summer Evaluations**

Approve the following Child Study Team Members to complete evaluations as follows:

Name	Position	Rate	Hours	Total	Account
Elizabeth Friedman	LDT-C	\$50.00	Up to 70 Hours	\$3500.00	11-000-219-104-01-03-000
Amelia Suriano	Social Worker	\$50.00	Up to 70 Hours	\$3500.00	11-000-211-104-01-13-000

12. Approve the contract with the Waterford Township Principals and Supervisors Association for 2020-2021, 2021-2022 and 2022-2023.

13. **Rescind Offer of Employment:**

Approve to rescind the offer of employment for Jacquelyn Evangelista, non-instructional aide, effective April 14, 2022.

14. **Leave of Absence Extension:**

Approve the extension of the Leave of Absence for the following staff member:

Employee	Dates	Reason
4605	4.12.22 – 6.30.22	Extended Leave

15. **Substitutes for the 2021-2022 School Year:**

Approve the following substitutes pending receipt of required documents:

Name	Position	Rate
Bober, E.	Teacher	\$114.75 / per diem
	Paraprofessional	96.00 / per diem

16. **Title I Rtl Summer Tutoring Program 2022 – Paraprofessional Add/Remove:**

Approve the following paraprofessional for the Title I Summer Tutoring Program

2022:

Name	Add/Remove	# of Days	Rate / Hrly	Hrs / Day	Total	Account
Curtiss, M.	Remove	19	\$16.00	3.25	\$ 988.00	11-422-100-106-01-03-000
Sieben, L.	Add	19	\$17.00	3.25	1049.75	11-422-100-106-01-03-000

17. **Renewal of Principals and Supervisors 2022-2023 School Year:**

Approve Renewal Recommendations for the 2022-2023 school year Principals and Supervisors (See Attachment B-17).

18. **Substitutes for the 2021-2022 School Year:**

Approve the following substitutes pending receipt of required documents:

Name	Position	Rate
Scola, Katherine	Teacher	\$121.50 / per diem
	Paraprofessional	96.00 / per diem

**C. POLICY**

A motion was made by Mr. DeNafo, seconded by Mr. Pangia, and carried by unanimous roll call vote to approve the following items.

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1. **Approve the following policy for the first reading:**
  - a. Policy #7540- Joint Use of Facilities
  - b. Policy #9560- Administration of School Surveys
  - c. Policy #8465- Bias Crimes and Bias-Related Acts
  - d. Policy #3233- Political Activities
  - e. Policy #2622- Student Assessment
  - f. Policy #2431.4- Prevention and Treatment of Sports-Related Concussion and Head Injuries
  - g. Policy #2415.05- Student Surveys, Analysis, Evaluations, Examinations, Testing, or Treatment
  
2. **Approve the following policy for the second reading:**
  - a. Policy #3340- Grievance-Teaching Staff Members
  - b. Policy #4340- Grievance-Support Staff
  
3. **Acknowledge receipt of the following regulations:**
  - a. Regulation #8465- Bias Crimes and Bias-Related Acts
  - b. Regulation #2460.30- Additional/Compensatory Special Education and Related Services
  - c. Regulation #2622- Student Assessment
  - d. Regulation #2431.4- Prevention and Treatment of Sports-Related Concussions and Head Injuries

**D. BUSINESS**

A motion was made by Mr. Pangia, seconded by Mr. DeNafo, and carried by unanimous roll call vote to approve items 1 through 8, and addendum items 4d through f.

1. **Board of Education Monthly Financial Certification:**

Pursuant to N.J.A.C. 6A:23A-16.10(c) 4, the Waterford Township Board of Education certifies that as of February 28, 2022, and after review of the Secretary's Monthly Financial Report and upon consultation with the appropriate district officials, to the best of the Board's knowledge, no major account or fund has been over-expended in violation of N.J.A.C. 6A:23A-16.10(a)1 and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.
  
2. **Financial Reports for the month of February 2022 (to be distributed):**
  - a. Investment report.
  - b. Cash Receipts and Disbursements Report in accordance with 18A:17-36 and 18A:17-9. The Cash Receipts and Disbursements Report and the Board Secretary's Report are in agreement.
  - c. Report of the Board Secretary in accordance with 18A:17-36 and 17A:17-9
  - d. Student Activity Fund General Ledger.
  - e. Nutri-Serve Food Management/Waterford Township School District Financial Statement.
  
3. **Approval of Expenditures (as per attached):**

Approve the payment of bills and claims:

  - Bills List #1- \$ 1,451,395.57
  - Bills List #2- \$ 56,801.67
  - Bills List #3- \$ 3,513.32
  - Nutri-Serve- \$ 49,129.49



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**4. Contracts:**

- a. To purchase services to replace a walk-in freezer the Thomas Richards School at an estimated cost of \$111,002. This will be purchased through the Educational Data Services contract #9185. The cost will be paid from excess funds in the School Nutrition program.
- b. To purchase services to replace a walk-in freezer the Waterford Elementary School at an estimated cost of \$109,422. This will be purchased through the Educational Data Services contract #9185. The cost will be paid from excess funds in the School Nutrition program.
- c. Approve Resolution appointing Nurti-Serve as the district's Food Service Management company for the 2022/2023 school year.
- d. To purchase furniture and supplies for the Thomas Richards Early Childhood Center Library from DEMCO for \$17, 982.74. The pricing is based on a cooperative purchasing agreement with Educational Data Services/EDS 11025 - Demco Contract #C80901.
- e. To purchase a Modular Classroom Building for Thomas Richards Early Childhood Center from Mobilease Modular Space, Inc. at a cost of \$410,500 which will be paid through the American Rescue Plan grant. For NJ Procurements purposes, the pricing is based on a cooperative purchasing agreement with the Educational Services Commission of New Jersey. For Federal Procurement purposes, the purchase is a sole source because there are no other mobile unit vendors available with Cooperative Purchasing contracts.
- f. To approve a Special Education Tuition Contract agreement with Hammonton School District to send a student from 2/14/22 through 3/28/22 in the amount of \$4,120.32 and a Special Education Tuition Contract agreement with Monroe School District to receive a student from 2/14/22 through 3/28/22 in the amount of \$4,120.32.

**5. Grants:**

- a. Approve the submission and acceptance of a grant from Waterford Township Home & School Association to Atco Elementary School for the purpose of a Kona Ice Truck for Field Day in June 2022 in the amount of \$575.
- b. The Waterford Township School District hereby authorizes the submission of the American Rescue Plan (ARP) Homeless Children and Youth (HCY) II application for Fiscal Year 2022 and accepts the grant award of these funds upon the subsequent approval of the FY 2022 ARP-HCY II Application.
- c. To submit a grant application for \$9,879 to New Jersey School Insurance Group to support safety measures.
- d. To submit a grant application for \$7,500 to Southern Coastal Insurance Fund to support staff wellness initiatives.

**6. Budget 2022-2023**

- a. Resolution Authorizing Withdrawal from Capital Reserve(See Attachment D-6-a).
- b. Resolution to Amend the Tentative 2022-2023 School District Budget (See Attachment D-6-b).
- c. Approve the Resolution to Approve the 2022-2023 School District Budget (See Attachment D-6-c).

**7. Facilities**

- a. A contract with Jefferis Engineering for Professional Conceptual Site Planning Services for Proposed Temporary Modular Classrooms at Thomas Richards School for an estimated cost of \$26,450.

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**8. Out of District Professional Development:**

Approve the Out of District Professional Development for the 2021-2022 School Year:

Name	Date Submitted	Date of Workshop	Location	Topic	Cost	Account #
Lyons, J.	04/04/2022	10/13 & 10/14/2022	Atlantic City, NJ	NJPSA/FEA/ASCD Fall 2022 Conference	\$320.00	11-000-221-580-58-05-000
Weaver, J.	04/13/2022	05/19/2022	Mt. Laurel, NJ	BioShine Educational Seminar – NJ State Approved (4) CEU Credits	No Fee	N/A

**VIII. REPORTS**

- A. **Legislation-** Ms. Hunter gave an oral report.
- B. **Camden County School Boards Association-** Ms. Libak Fanz stated meeting May 17.
- C. **New Jersey School Boards Association-** Mr. De Vuyst stated meeting May 17.
- D. **Camden County Educational Services Commission-** No report.
- E. **Hammonton-** Mr. Pangia gave an oral report.
- F. **Board President's Report-** Mr. Wilhelm gave an oral report.

**IX. BOARD OF EDUCATION BUSINESS**

- A. **OLD BUSINESS**  
None
- B. **NEW BUSINESS**  
None.

**X. COMMENTS FROM MEMBERS OF THE PUBLIC ON GENERAL TOPICS**

- A. A motion was made by Ms. Hunter, seconded by Mr. De Vuyst, and carried by unanimous voice consent to open the meeting to the public.
- B. A motion was made by Mr. Pangia, seconded by Mr. DeNafo, and carried by unanimous voice consent to close the meeting to the public.

**XI. MEETING ADJOURNMENT at 8:00 p.m.**

A motion was made by Ms. Hunter, seconded by Mr. DeNafo, and carried by unanimous voice consent to adjourn the meeting.

Respectfully Submitted,



**Daniel J. Fox**  
Assistant Superintendent for Business/Board Secretary

APRIL MONTHLY WELLNESS REPORT

Date	Description	School	Class(es) Involved	Menu	Celebration/Curricular	CCS
4/13	Spring Party	Atco	Hand/Sindoni	popcorn, doritos, cheese puffs, individual pretzels, juice boxes, clementines	Spring Party	
4/13	Spring Party	Atco	Raso	snack size ice cream cups, sugar free whipped cream, cherries, bottled water	Spring Party	
4/13	Spring Party	Atco	Brown	soft pretzels, mini cupcakes, applesauce pouches	Spring Party	
4/13	Spring Party	Atco	Massaro	juice, Cutie oranges, mini cupcakes, pizza	Spring Party	
4/13	Spring Party	Atco	Forte	pretzels, juice, goldfish	Spring Party	
4/13	Spring Party	Atco	Griffin	soft pretzels, fruit, goldfish, cheese sticks, juice, cupcakes	Spring Party	
4/13	Spring Party	Atco	Ercol	pretzel nuggets, water, popcorn, rice krispie treats, fruit	Spring Party	
4/13	Spring Party	Atco	Kelley	water, juice boxes, pirate booty, apple slices, Oreos	Spring Party	
4/13	Spring Party	Atco	Peterson	cheese puffs, rice krispies, string cheese	Spring Party	
4/13	Spring Party	Atco	Crone	soft pretzels, veggie straws, pirate booty, water, juice boxes	Spring Party	
4/14	spring party	TR	K - Allen	Strawberries Cupcakes Chips Juice	spring party	
4/14	Spring party	TR	K - DiPasquale/Fieger	Pizza, Juice, soft pretzel rods, cupcakes	Spring party	
4/14	Spring Party	TR	K - Handzus	Cheex cereal, juice boxes, bunny crackers and cookies, cereal bars, cheese puffs,	Spring party	
4/14	Spring party	TR	PK - Biggs	Sugar cookies, oreo cookies for allergy accommodation, juiceboxes, pringles chips	Spring party	
4/14	Spring Party	TR	PK - Meeler	Pirate's Booty Popcorn Honest Co. Cherry & Apple Juice; Mixed fruit, nut free cookies,	Spring Party	
4/14	Spring Party	TR	PK - Oleson	Juice, mini cupcakes, pirate's booty, apple slices	Spring party	
4/14	Spring Party	TR	PK - Ingram	Juice, water, cookies, chips and fruit	Spring Party	
4/14	Spring Party	TR	PK - Iocono	Munchkins and pretzel tray.	Spring Party	
4/14/22	Spring Party	TR	PK - Litchko	Pretzel tray, cookie, juice boxes, fruit salad	Spring Party	
4/14/22	Spring party	TR	PK - McGowan	Juice, marshmallow pop with sprinkles, fruit salad, pretzels	Spring party	
4/14	Spring Party	TR	PK - Pagano	Juice, cake pops, pirates booty, applesauce pouch	Spring Party	
4/14/22	Spring Party	TR	PK - Smierciak	Juice, cake pops, pretzels, fruit	Spring Party	
4/14	Spring Party	TR	PK - Harter	Cupcakes, apple juice, goldfish	Spring Party	
4/14	Spring Party	TR	PSD - Farrell	Chocolate milk, mini pancakes, apple slices, yogurt, mini muffins	Spring Party	

School Name	Drill Date	Drill Time	Weather Conditions	Type of Drill	# of Students Involved	# of Staff Involved	Brief Summary of Drill:
Thomas Richards	4/4/22	9:50 AM	48 degrees sunny	Fire	217	57	Duration of drill: 1 minute 46 seconds. No issues.
Waterford Elem	4/8/22	8:50	61 degrees sunny	Security Drill Shelter in Place	426	91	Duration of drill 10 minutes. At 8:50 am WTPD called "Police Activity in the Area" School went into "Shelter in Place". Students and Staff were confined to their classrooms. No one permitted to enter or leave the Building or in the Hallways. The threat was removed by WTPD (dispatcher #394) and the all clear was called by the principal at 9:00 am. No issues reported.
Waterford Elem	4/11/22	8:30 AM	49 degrees sunny	Bus evacuations	350	7	Duration of drill: 15 minutes
Thomas Richards	4/12/22	9:20 AM	52 degrees drizzle	Bus Evacuation	173	7	Duration of drill: 15 minutes. Available staff and WTSD transportation dept. assisted. Conducted upon arrival. No issues reported. Included Thomas Richards
Alco	4/13/22	9:20 AM	70 degrees sunny	bus Evacuation	approx 200	10	Route #s: 1TR3, 2TR3, 3TR3, 7TR3, 9TR3, 18T3, ATR3, DPX3, IQ Van
Alco	4/26/2022	1:34 PM	69 degrees sunny	Fire Drill	212	52	Duration of Drill: 15 minutes. No issues reported
Thomas Richards	4/26/2022	2:10 PM	NA	Shelter in Place	238	53	Duration of Drill: 2 minutes 28 seconds. NO issues reported
ATco	4/27/22	10:15 AM	NA	Shelter in Place	216	51	Duration of drill: 6 minutes. No issues. Blackboard notification sent to TR parents.
Waterford Elem	4/29/22	9:30 AM	55 degrees sunny	Fire Drill	419	90	Duration of Drill: 2 minutes (tornado)
							Duration of drill: 1 minute, 32 seconds. No issues.

**WATERFORD TOWNSHIP SCHOOL DISTRICT  
CURRICULUM DEPARTMENT**

**MONTHLY HIGHLIGHTS  
APRIL 2022**

**Data & Technology**

- LinkIt Form C testing for grades K-2 test starting May 2nd.
- NJSLA testing starts May 2nd.
- NJSLA Infrastructure Trial is set for Grade 3 on April 14th. We have found extremely long loading times in Test Nav.
- Benchmark data is being entered and reviewed for completeness.
- Title 1 School Wide data is being entered monthly in NJ DOE Homeroom.
- SGOs are being finalized as Linkit Testing completes.

**Curriculum News**

- The Transforming P-3 leaders group met with Marilyn Bellis on April 14th.
- 22-23 PD plans continue to be developed and coordinated.
- Julie Lyons and Lisa Koob attended the NJPROP meeting regarding the NJCCIS requirements on April 1st.
- Domain 4 observations were completed by admin this month.
- Spring curriculum writing is underway, to revise the curriculum for the 2022-23 school year. In April, Kindergarten and Grade 2 began their revisions. The other grade levels will meet in May and June.
- Julie Lyons met with the new preschool teachers on April 5th.
- The administrative team met with George Scott on April 6 to follow up on the work from this past year, as well as plan next year's professional needs.
- Julie Lyons has continued math routine demonstrations in grades 3, 4 and 6.
- The technology and media curriculum continues to be revised to align with the newest NJ Standards.
- Julie Lyons and Betty Scola finalized the Title I needs assessment in preparation for the Title I Stakeholder meeting on April 26th.
- The ARP grant was amended to include additional purchases.
- Julie Lyons attended an NJDOE ECE webinar about planning professional development that aligns with the GrowNJ Kids requirements.
- The P-3 Transition Committee met on April 27th. During the meeting, they continued to read and discuss the NJ DOE's First to Third Grade Implementation Guidelines.
- OLSAT administration began in grades 1, 3, and 6 during the week of April 25th.
- The Title I and ESY summer program staff met on April 28th to discuss organizational and logistical items for this year's program.

### **School Choice**

- Ongoing – Respond to parents via email, phone call regarding Choice program and procedures

### **NJ SMART**

- Ongoing - Resolve SID claiming/owning issues, update students transferring in and out of district
- Work with Realtime to resolve in-district transfer issues between SIS and NJ SMART, still unresolved
- Begin staff and student Course Roster submission uploads to work on data

### **ESEA-ESSA Grant**

- Added, removed, and changed tier status for RtI students per coaches and reading recovery teachers
- Nonpublic Schools – researched DRTRS to identify students attending nonpublic schools; sent letters for meeting on 4/12 to discuss Title I funding for the 2023 school year; followed up with all nonpublic schools and received Nonpublic Participation Refusal Forms from all schools for upload in NJ Homeroom and the FY2023 ESEA-ESSA Consolidated Grant Application
- Summer Learning Program meetings: 3/16, 3/23 – Julie, Ashley, Lisa; 4/27, 4/28 – Julie, Ashley, Lisa, and summer staff
- Summer mailing to K-6 parents of Title I students and recommended PK-4 students sent 4/4
- Title I Schoolwide Stakeholder Meeting 4/26
- Register students and provided parents with information regarding Title I Summer Program
- Revised Parent-School Compact for submission of FY2023 ESEA-ESSA Consolidated Grant Application

### **ARP-ESSER III Grant**

- Correspondence and telephone calls with Andrea Sunderville of NJDOE regarding allowable uses for ARP-ESSER III funds to purchase temporary classroom units
- Meeting 4/13 with Dan and Lisa to review and revise budget
- Revised Needs Assessment, budgets and submitted amendment to ARP-ESSER III Grant on 4/28

### **ALL ESSER GRANTS (CARES, CRRSA, ARP) AND SUBGRANTS**

- Meetings re: Performance Reports on 3/7 with Julie, Brenda, Dan, Ashley & Lisa; 3/8, 3/9 and 3/10 with Julie & Lisa; submitted ESSER Performance Reports for FY2021 on 3/10
- Ongoing - review accounts with business office to resolve discrepancies, revise budgets

### **Curriculum/Other**

- Revised evaluation schedule and Realtime as needed, added/deleted employees, collected and logged third round (D4) evaluations
- Attended PLC's with Sabrina Nicholson, Grow NJ Kids Technical Assistance Specialist, 3/21 & 4/1 regarding NJCCIS PROP Rating
- Meeting regarding NJCCIS 4/12 with Patrick, Julie & Lisa
- ECAC Stakeholder meeting 4/26
- CDS – confirmed and revised information as necessary for upload to NJDOE Homeroom for 2022-2023 school year
- Ongoing – Manage/Track Out of District Professional Development

## Board Report - Technology – May 2022

1. 2 Factor Authentication for Google is in effect for Administrators and Secretaries and will be enabled starting May 23<sup>rd</sup> for the remaining staff.
2. We continue to work on the new Tridium HVAC system. We are working with Northeast to finalize the project.
3. The order was placed for the replacement Avigilon security camera system. Supply shortages have pushed the project back further than expected. We are looking at summer 2022 completion.
4. I am finalizing a Disaster Recovery Plan and Business Continuity Plan as part of our overall Cyber Security Plan.
5. NJSLA Testing is almost complete; makeup testing should be completed end of May.
6. Resolving tickets as received.

“Resolution Awarding a Contract for Board of Education  
Architect of Record”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a (10) may by resolution and without advertising for bids, purchase the services of a Board of Education Architect of Record; and

Whereas, the Waterford Board of Education has the need to purchase these services for the 2022-2023 school year; and

Whereas, the Waterford Board of Education intends to enter into a contract with Garrison Architects; and

Whereas, the cost of said contract is percentage based and depends on the type of project; and

Whereas, the Waterford Board of Education believes that procuring services of a Board of Education Architect of Record is in the best interest of the district; now, therefore be it

Resolved, the Waterford Board of Education authorizes the Business Administrator to execute a contract for a Board of Education Architect of Record; and, be it further resolved, that the duration of the contract be from July 1, 2022 through June 30, 2023.



“Resolution Approving a Professional Services Contract with Dr. Julian Maressa as School Physician”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a (10) may by resolution and without advertising for bids, purchase the services of a School Physician; and

Whereas, the Waterford Board of Education has the need to purchase school physician services for the 2022-2023 school year; and

Whereas, the Waterford Board of Education believes that procuring services of a school physician is required; and

Whereas, the Waterford Board of Education desires to enter into a contract with Dr. Julian Maressa; and

Whereas, the amount of said contract is \$8,400 per annum; now

Therefore, Be It Resolved, the Waterford Board of Education authorizes the Business Administrator to execute a Professional Services Contract with Dr. Julian Maressa for school physician services; and, be it further resolved, that the duration of the contract be from July 1, 2022 through June 30, 2023.

“Resolution Awarding a Contract to Wade, Long, Wood & Long  
for Negotiator/Labor Consultant”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a (10) may by resolution and without advertising for bids, purchase the services of a Negotiator/Labor Consultant; and

Whereas, the Waterford Board of Education has the need to purchase negotiation services for the 2022-2023 school year; and

Whereas, proposals have been received for the purchase of services of a Negotiator/Labor Consultant and are attached; and

Whereas, the proposals have been evaluated by a committee of the board who has selected, Wade, Long, Wood & Long, LLC; and

Whereas, the Waterford Board of Education believes that procuring services of a Negotiator/Labor Consultant is in the best interest of the district; and

Whereas, the Waterford Board of Education intends to enter into a contract with Wade, Long, Wood and Long; and

Whereas, the amount of said contract is as follows:

Partners	\$140 per hour
Associates	\$125 per hour
Paralegals/Assistants/Clerks	\$70 per hour

Therefore, Be It Resolved, the Waterford Board of Education authorizes the Business Administrator to execute a contract with Wade, Long, Wood & Long for Negotiator Services; and, be it further resolved, that the duration of the contract be from July 1, 2022 through June 30, 2023.

“Resolution Awarding a Contract for Board of Education  
Solicitor”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a (10) may by resolution and without advertising for bids, purchase the services of a Board of Education Solicitor; and

Whereas, the Waterford Board of Education has the need to purchase these services for the 2022-2023 school year; and

Whereas, proposals have been received for the purchase of services of a Board of Education Solicitor and the board has evaluated the proposals; and

Whereas, a committee of the board has selected Wade, Long, Wood & Long, LLC, and

Whereas, the Waterford Board of Education intends to enter into a contract with Wade, Long, Wood & Long, LLC; and

Whereas, the amount of said contract is a \$5,000 retainer for meeting attendance and \$140 per hour; and

Whereas, the Waterford Board of Education believes that procuring services of a Board of Education Solicitor is in the best interest of the district; and

Resolved, the Waterford Board of Education authorizes the Business Administrator to procure services of a Board of Education Solicitor from Wade, Long, Wood & Long, LLC; and, be it further resolved, that the duration of the contract be from July 1, 2022 through June 30, 2023.

**RESOLUTION OF THE BOARD OF EDUCATION OF THE TOWNSHIP OF WATERFORD IN THE COUNTY OF CAMDEN, NEW JERSEY AUTHORIZING AN AGREEMENT FOR CERTAIN LEGAL (BOND COUNSEL) SERVICES**

**WHEREAS**, there exists a need for specialized legal services in connection with the capital program and the authorization and issuance of obligations of The Board of Education of the Township of Waterford in the County of Camden (the "Board"), a body corporate of the State of New Jersey, including the preparation and review of procedures in connection with such obligations and the rendering of approving legal opinions acceptable to the financial community in connection therewith; and

**WHEREAS**, such special legal services can be provided only by a recognized law firm, and the law firm of Wilentz, Goldman & Spitzer, P.A., Woodbridge, New Jersey is so recognized by the financial community; and

**WHEREAS**, funds are or will be available for this purpose.

**BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE TOWNSHIP OF WATERFORD IN THE COUNTY OF CAMDEN, NEW JERSEY AS FOLLOWS:**

1. The law firm of Wilentz, Goldman & Spitzer, P.A., Woodbridge, New Jersey is hereby retained to provide specialized bond counsel legal services necessary in connection with the capital program and the authorization and the issuance of obligations by the Board.

2. The Board President and the Board Secretary are hereby authorized to execute a Bond Services Contract (the "Contract").

3. The Contract is awarded without competitive bidding and as a "Professional Service" in accordance with the Public School Contracts Law, N.J.S.A. 18A:18A-5(a)(1), because it is for services performed by persons authorized by law to practice a recognized profession.

4. A copy of this resolution as well as the Contract shall be placed on file with the Secretary of the Board. The publication required pursuant to Section 5(a)(1) of the School Public Contracts Law, N.J.S.A. 18A:-1 et seq. is hereby authorized.

“Resolution Awarding a Contract for Physical Therapist”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a(1) may by resolution and without advertising for bids, purchase the services of a Physical Therapist; and

Whereas, the Waterford Board of Education has the need to purchase these services for the 2022-2023 school year; and

Whereas, the Waterford Board of Education intends to enter into a contract with Camden County Educational Services Commission; and

Whereas, the cost for these services are \$59,920 per annul; and

Whereas, the Waterford Board of Education believes that procuring services of Physical Therapist is in the best interest of the district; and

Resolved, the Waterford Board of Education authorizes the Business Administrator to procure services of a Physical Therapist from Camden County Educational Services Commission; and, be it further resolved, that the duration of the contract be from July 1, 2022 through June 30, 2023.

“Resolution Awarding a Contract for Occupational Therapist”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a(1) may by resolution and without advertising for bids, purchase the services of an Occupational Therapist; and

Whereas, the Waterford Board of Education has the need to purchase these services for the 2022-2023 school year; and

Whereas, the Waterford Board of Education intends to enter into a contract with Camden County Educational Services Commission; and

Whereas, the cost for these services are \$52,920 per annum; and

Whereas, the Waterford Board of Education believes that procuring services of Occupational Therapist is in the best interest of the district; and

Resolved, the Waterford Board of Education authorizes the Business Administrator to procure services of a Occupational Therapist from Camden County Educational Services Commission; and, be it further resolved, that the duration of the contract be from July 1, 2022 through June 30, 2023.

“Resolution Awarding a Contract for a Speech Pathologist”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a(1) may by resolution and without advertising for bids, purchase the services of a Speech Pathologist; and

Whereas, the Waterford Board of Education has the need to purchase these services for the 2022-2023 school year; and

Whereas, the Waterford Board of Education intends to enter into a contract with Camden County Educational Services Commission; and

Whereas, the cost for these services are \$26,460 per annum; and

Whereas, the Waterford Board of Education believes that procuring services of Speech Pathologist is in the best interest of the district; and

Resolved, the Waterford Board of Education authorizes the Business Administrator to procure services of a Speech Pathologist from Camden County Educational Services Commission; and, be it further resolved, that the duration of the contract be from July 1, 2022 through June 30, 2023.

“Resolution Awarding a Contract for a Board Certified Behavioral Analyst (BCBA)”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a(1) may by resolution and without advertising for bids, purchase the services of a BCBA; and

Whereas, the Waterford Board of Education has the need to purchase these services for the 2022-2023 school year; and

Whereas, proposals have been received for the purchase of services of a Behavioral Analyst; and

Whereas, the Waterford Board of Education believes that procuring services of Behavioral Analyst is in the best interest of the district; and

Whereas, the fee for these services is as follows:

Board Certified Behavioral Analyst     \$130 per hour,

Now, therefore, be it resolved, the Waterford Board of Education authorizes the Business Administrator to execute a contract of a Behavioral Analyst from Interactive Kids; and, be it further resolved, that the duration of the contract be from July 1, 2022 through June 30, 2023.



“Resolution Awarding a Contract for a Occupational Therapist, a Physical Therapist and a Speech Pathologist”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a(1) may by resolution and without advertising for bids, purchase the services of an Occupational Therapist, a Physical Therapist and a Speech Pathologist; and

Whereas, the Waterford Board of Education has the need to purchase these services for the 2022-2023 school year on an as needed basis; and

Whereas, proposals have been received for the purchase of services of an Occupational Therapist, a Physical Therapist and a Speech Pathologist; and

Whereas, the Waterford Board of Education believes that procuring services of Occupational Therapist, a Physical Therapist and a Speech Pathologist is in the best interest of the district; and

Whereas, the fee for these services is as follows:

OT, PT or Speech      \$636 per diem,

Now, therefore, be it resolved, the Waterford Board of Education authorizes the Business Administrator to execute a contract of a Occupational Therapist, a Physical Therapist and a Speech Pathologist from Gloucester County Special Services School District; and, be it further resolved, that the duration of the contract be from July 1, 2022 through June 30, 2023.

“Resolution Awarding a Contract for School District Auditor”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a(10) may by resolution and without advertising for bids, purchase the services of a School District Auditor; and

Whereas, the Waterford Board of Education has the need to purchase auditing services for the fiscal year ending June 30, 2022; and

Whereas, proposals have been requested for the purchase of services of a School District Auditor on a tri-annual basis; and

Whereas, procuring the services of a School District Auditor is required; and

Whereas, the Waterford Board of Education intends to enter into a contract with Bowman & Company, LLP; and

Whereas, the Waterford Board of Education has reviewed the Quality Review Report for Bowman & Company, LLP; and

Whereas, the amount of said contract is \$29,500 plus \$4,875 for the Federal Single Audit; and

Whereas, the Business Administrator has issued a certificate of the availability of funds; now, therefore, be it

Resolved, the Waterford Board of Education authorizes the Business Administrator to procure services of a School District Auditor from Bowman & Company, LLP;

“Resolution Awarding a Contract to Hardenberg Insurance Group  
for a Liability/Property Insurance Consultant”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a(10) may by resolution and without advertising for bids, purchase liability/property insurance consulting services; and

Whereas, the Waterford Board of Education has the need to purchase liability/property insurance consulting services for the 2022-2023 school year; and

Whereas, the Waterford Board of Education has solicited proposals for Liability/Property Consultant on a tri-annual basis, and

Whereas, Hardenberg Insurance Group was the sole respondent;  
and

Whereas, the Waterford Board of Education intends to enter into a contract with Hardenberg Insurance Group; and now therefore be it

Resolved, the Waterford Board of Education authorizes the Business Administrator to procure liability/property insurance consulting services from Hardenberg Insurance Group, and, be it further resolved, that the duration of the contract be from July 1, 2022 through June 30, 2023.

“Resolution Awarding a Contract to Cornerstone Insurance for  
Health Insurance Consultant”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a(10) may by resolution and without advertising for bids, purchase insurance consulting services; and

Whereas, the Waterford Board of Education has the need to purchase liability/property insurance consulting services for the 2022-2023 school year; and

Whereas, the Waterford Board of Education has solicited proposals for Health Insurance Consultant in a prior year, and

Whereas, the Waterford Board of Education has determined that the Cornerstone Insurance Group is the most advantageous to the district; and

Whereas, the Waterford Board of Education intends to enter into a contract with Cornerstone Insurance Group; and now therefore be it

Resolved, the Waterford Board of Education authorizes the Business Administrator to procure health insurance consulting services from Cornerstone Insurance Group, and be it further resolved, that the duration of the contract be from July 1, 2022 through June 30, 2023.

“Resolution Awarding a Contract to Environmental Resources,  
Inc. Sewer Pump Operator Services”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a(10) may by resolution and without advertising for bids, purchase Sewer Pump Operator services; and

Whereas, the Waterford Board of Education is required to have a licensed Sewer Pump Operator for the 2021-2022 school year; and

Whereas, the Waterford Board of Education has solicited proposals for Sewer Pump Operator, and

Whereas, Environmental Resources, Inc. was the only respondent; and now therefore be it

Resolved, the Waterford Board of Education authorizes the Business Administrator to procure Sewer Pump Operator services from Environmental Resources at a cost of \$5,100 per annum, and, be it further resolved, that the duration of the contract be from July 1, 2022 through June 30, 2023.

“Resolution Awarding a Contract to Environmental Resources,  
Inc. Licensed Water Operator Services” |

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-5a (10) may by resolution and without advertising for bids, purchase Licensed Water Operator Services; and

Whereas, the Waterford Board of Education is required to have a Licensed Water Operator for the 2022-2023 school year; and

Whereas, the Waterford Board of Education has solicited proposals for Licensed Water Operator Services, and

Whereas, the Waterford Board of Education believes that it is most advantageous to select Environmental Resources, Inc.; and now therefore be it

Resolved, the Waterford Board of Education authorizes the Business Administrator to procure Licensed Water Operator Services from Environmental Resources, Inc. at a cost of \$4,800 per annum and, be it further resolved, that the duration of the contract be from July 1, 2022 through June 30, 2023.

“Resolution Establishing the Bid and Quote Threshold”

Whereas, the Waterford Board of Education, pursuant to N.J.S.A. 18A:18A-3 and 18A:18A-4.3 may by resolution take advantage of the supplemental authority authorize the amount of a higher bid threshold for the contracting unit if it has a Qualified Purchasing Agent, and

Whereas, the Purchasing Agent, Daniel J. Fox, is a Qualified Purchasing Agent; now, therefore, be it

Resolved, the Waterford Board of Education authorizes the increase of the bid threshold to \$44,000, be it further

Resolved, that the quote threshold be increased to \$6,600, and, be it further

Resolved, that the Qualifying Purchasing Agent, be authorized to make purchases without board approval for amounts less than \$17,500.

WATERFORD TOWNSHIP SCHOOL DISTRICT  
TAX REQUISITION  
FOR THE 2022/2023 SCHOOL YEAR

<u>Due Date</u>		<u>General Fund</u>
7/10/2021	\$	1,219,047.12
8/10/2021		1,219,047.08
9/10/2021		1,219,047.08
10/10/2021		1,219,047.08
11/10/2021		1,219,047.08
12/10/2021		1,219,047.08
1/10/2022		1,219,047.08
2/10/2022		1,219,047.08
3/10/2022		1,219,047.08
4/10/2022		1,219,047.08
5/10/2022		1,219,047.08
6/10/2022		1,219,047.08
	\$	<u>14,628,565.00</u>



WATERFORD TOWNSHIP SCHOOL DISTRICT  
 SUMMARY OF CONTRACTS AWARDED

Commission for the blind	Services	Renew
Garrison Architects	Architects	Award
Bowman & Company	Auditors	Award
Cornerstone Insurance	Health Benefits	Award
Hardenbergh Insurance	Property & Casualty	Award
Wade, Long, Wood & Long	Solicitor	Award
Wade, Long, Wood & Long	Negotiator	Award
Julian Maressa, DO	School Physician	Award
Delta Dental	Dental Insurance	Renewal
Southern Coastal	Health Insurance	Renewal
Camden County Educational Services Commission	Various	Renewal
NJ Schools Insurance Group	Insurance	renewal
Interactive Kids	Behavioral Consultant	Award

	A	B	C	D	E	F	G	H
	Last Name	First Name	Assignment	Days/ Year	Step	Hours/ Day	Hourly Rate	Notes
1								
2	BAKER	DOUGLAS	Cust. Class I - Night	260	23	8	29.06	Night differential : \$.38/hr.
3	BOEHM	JEFFREY	Cust. Class I	260	5	8	16.54	
4	BOEHM	LINDA	Cust. Class I	260	5	8	16.54	
5	DRAHOS	WALTER	Cust. Class I - Night	260	5	5	16.54	Night differential : \$.38/hr.
6	GANT	MICHAEL	Cust. Class I	260	5	8	16.54	
7	PIERCE	PAUL	Cust. Class I - Night	260	5	8	16.54	Night differential : \$.38/hr.
8	CUNNINGHAM	GAIL	Secretary A	240	22	7	27.56	Longevity: \$372. / yr.
9	DIGIANIVITTORIC	MARIELENA	Secretary A	240	12	7	23.77	
10	STAFFORD	DAWN	Secretary A	240	11	7	23.39	Fiscal Specialist: \$5./hr
11	WALKER	EMILY	Secretary A	240	4	7	20.74	
12	EMMONS	JILL	Secretary B	240	12	7	21.20	
13	HABINOWSKI	PATRICIA	Secretary B	240	13	7	21.53	Longevity: \$372. / yr.
14	STEVENSON	KELLY	Secretary B	240	16	7	22.53	
15	WALCZAK	ELIZABETH	Secretary B	240	22	7	24.55	Longevity: \$372. / yr.

**WATERFORD TOWNSHIP BOARD OF EDUCATION**

**Job Description**

**TITLE:** |                    **DEAN OF STUDENTS**                    |

**QUALIFICATIONS:**

1. Possess a valid New Jersey Department of Education Instructional Certificate (required)
2. Possess a valid New Jersey Department of Education Principal Certificate (preferred)
- ~~3. Must have experience in Upper Elementary Education~~
3. Experience in Upper Elementary Education preferred
4. Strong interpersonal and communication skills
5. Ability to work independently and make effective decisions

**REPORTS TO:**        **Principal**

**JOB GOAL:**

Assumes professional responsibility for providing experiences and supervision of students in a supportive and positive climate while following the directives of the school and supporting the Principal in student disciplinary matters.

**PERFORMANCE RESPONSIBILITIES:**

1. Collaborate with Principal to maintain school discipline plan.
2. Provide a nurturing, supportive, and positive climate that encourages student responsibility. Disciplines students in a fair and consistent manner, using school approved procedures. Seeks assistance of parents and principal when needed.
3. Contact parents to discuss student issues and maintain accurate records regarding such communication.
4. Establish a professional rapport with students that earns their respect.
5. Act as a resource for teachers and staff who express concerns for student attendance, student development and/or discipline.
6. Resolve student behavior problems in timely manner.
7. Assist administration and the Anti-Bullying Specialist with all Harassment, Intimidation and Bullying issues.
8. Complete all records and reports as required by law and regulation in a timely fashion.
9. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
10. Attend required staff meetings and serve, as appropriate, on staff committees.
11. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Complete the required State-approved continuing professional

development in accordance with State and district procedures.

-2-

12. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
13. Performs such tasks and responsibilities a may be assigned by the Principal.

**PHYSICAL REQUIREMENTS:**

Position holder must be able to see documents clearly, communicate effectively, sit for long periods of time and occasionally be able to lift up to 10 lbs.

**TERMS OF EMPLOYMENT:**

Ten-month position. Salary in accordance with the Guide of the WTEA Certified Staff Contract.

**ANNUAL EVALUATION:**

Performance of this job will be evaluated in accordance with NJ Achieve and the provisions of the Board of Education's policy on evaluations.

I acknowledge that I have read and understand the requirements of my job as noted above.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

/ \_\_\_\_\_  
Date

**SIDEBAR AGREEMENT  
TO THE COLLECTIVE NEGOTIATIONS AGREEMENT  
BETWEEN THE  
WATERFORD BOARD OF EDUCATION  
AND THE  
WATERFORD EDUCATION ASSOCIATION**

**WHEREAS**, the Waterford Board of Education (hereinafter referred to as the “Board”) and the Waterford Township Education Association (hereinafter referred to as the “WTEA”) are Parties to a Collective Negotiations Agreement (hereinafter referred to as the “Agreement”); and

**WHEREAS**, the Board and WTEA desire to amend the Agreement to adjust the schedule for certified and support ten (10) month employees during the final week of the 2021-22 school year; and

**NOW, THEREFORE**, based upon the foregoing premises and mutual promises and covenants contained herein, the parties hereby agree as follows:

1. Effective upon signature of this agreement by both parties, all ten (10) month staff, both certified and support staff, shall be required to work their full contracted day on Monday, June 13, 2022, through Wednesday, June 15, 2022. All ten (10) month employees shall be permitted to leave at the conclusion of the student day on Thursday, June 16, 2022, and Friday, June 17, 2022. All ten (10) month employees are provided with an extra one (1) day off and shall not be required to report to work on Monday, June 20, 2022.
2. The additional day may not be used on any other date except for June 20, 2022.

3. This Sidebar Agreement shall be implemented only for the 2021-2022 school year and shall not be incorporated into any future Collective Negotiations Agreements.
4. This Sidebar Agreement shall in no way be considered as forming a past practice and shall not be deemed precedent setting in any way.
5. All of the remaining terms and conditions in the Collective Negotiations Agreement not specifically addressed herein shall remain in full force and effect.

**IN WITNESS WHEREOF**, the Parties hereto have caused this Sidebar Agreement to be executed by the Board and the WTEA, said Sidebar Agreement is to become effective and operative upon the fixing of last signature hereto.

**ATTEST:**

**WATERFORD BOARD OF  
EDUCATION**

\_\_\_\_\_

\_\_\_\_\_

**Date:** \_\_\_\_\_

**ATTEST:**

**WATERFORD TOWNSHIP  
EDUCATION ASSOCIATION**

\_\_\_\_\_

\_\_\_\_\_

**Date:** \_\_\_\_\_

# POLICY

## WATERFORD TOWNSHIP BOARD OF EDUCATION

Property  
7410/Page 1 of 1

MAINTENANCE AND REPAIR (M)

### 7410 MAINTENANCE AND REPAIR (M)

The Board of Education recognizes that the fixed assets of this district represent a significant investment of this community; their maintenance is, therefore, of prime concern to the Board.

The Superintendent or designee will develop, approve, and implement a comprehensive maintenance plan in accordance with the requirements of N.J.A.C. ~~6A:26A-3.1 and 6A:26A-3.2~~ **6A:26-20.5**. A "comprehensive maintenance plan" means a **school district's** multi-year maintenance plan ~~developed by a school district~~ covering required maintenance activities for each school facility in the school district **adopted** pursuant to N.J.A.C. 6A:26 A-1.1 et seq.

~~Required maintenance activities, in accordance with N.J.A.C. 6A:26 A 2.1-20.3, are those specific activities necessary for the purpose of keeping a school facility open and safe for the use or in its original condition, and for keeping its constituent building systems fully and efficiently functional and for keeping their warranties valid. The activities address interior and exterior conditions; include preventative and corrective measures; and prevent premature breakdown or failure of the school facility and its building systems.~~

~~Expenditures for required maintenance activities set forth in N.J.A.C. 6A:26A 2.1 shall be accounted for in accordance with the requirements of N.J.A.C. 6A:26A 2.2.~~

**Required maintenance activities include those activities outlined in N.J.A.C. 6A:26-20.3. The Superintendent or designee shall determine the required maintenance activities to reasonably maintain each school facility in the school district and shall report the activities in its annual comprehensive maintenance plan pursuant to N.J.A.C. 6A:26-20.5.**

**In accordance with N.J.A.C. 6A:26-20.4(a), expenditures for required maintenance activities set forth in N.J.A.C. 6A:26-20.3 shall qualify as investments in maintenance for purposes of calculating the required maintenance expenditure in N.J.A.C. 6A:26-20.4(d) and (e), the annual required maintenance budget amount pursuant to N.J.A.C. 6A:26-20.8, and the maintenance factor (M) in N.J.S.A. 18A:7G-9. Expenditures that qualify as required maintenance shall be in accordance with the provisions of N.J.A.C. 6A:26-20.4.**

**The school district's comprehensive maintenance plan shall be submitted to the Executive County Superintendent by a Board of Education resolution every school year, pursuant N.J.A.C. 6A:26-20.5(a)1.**



# POLICY

## WATERFORD TOWNSHIP BOARD OF EDUCATION

Property  
7410/Page 1 of 1  
MAINTENANCE AND REPAIR (M)

The required annual maintenance budget amount **as reported** in the comprehensive maintenance plan shall be included in the district's annual budget certified for taxes in accordance with the provisions of N.J.A.C. ~~6A:26A-4.1(a)~~ **6A:26-20.8(a)**. The required annual maintenance budget amount shall be calculated and adjusted in accordance with the provisions of N.J.A.C. ~~6A:26A-4.1(b)~~ **6A:26-20.8(b)**. The Executive County Superintendent, ~~in accordance with the provisions of N.J.A.C. 6A:26A-4.1(c)~~, **may shall** not approve the school district's budget ~~if the required annual maintenance budget is not included in the budget certified for taxes that does not comply with the provisions of N.J.A.C. 6A:26-20.1 et seq.~~

**No person shall be employed by the Board of Education as a buildings and grounds supervisor, as defined in N.J.S.A. 18A:17-49, unless the person is a certified educational facilities manager pursuant to N.J.S.A. 18A:17-49 and 18A:17-50.**

Facilities maintenance, repair scheduling and accounting shall be in accordance with the provisions of N.J.A.C. 6A:23A-6.9 and Regulation 7410.01.

N.J.S.A. ~~18A:18A-43; 18A:21-1~~ **18A:7G-9; 18A:17-49; 18A:17-50;**  
**18A:18A-43; 18A:21-1**

N.J.A.C. ~~6A:26A-1.1 et seq.; 6A:23A-6.9~~ **6A:23A-6.9; 6A:26-1.1 et seq.; 6A:26-20.3;**  
**6A:26-20.4; 6A:26-20.5; 6A:26-20.6; 6A:26-20.8**

Adopted: 25 June 2014  
Revised: 18 March 2015  
Revised: 22 June 2022





# POLICY

## WATERFORD TOWNSHIP BOARD OF EDUCATION

Administration  
1571/Page 1 of 1

### USE OF ELECTRONIC SIGNATURES

#### 1571 USE OF SIGNATURE MECHANISMS

Signatures are used to document an individual's knowledge and approval. However, an individual's signature does not need to be inked and handwritten to be legally binding. The Board of Education believes that the use of signature mechanisms may contribute the efficient operations of the district. However, the unauthorized use of signature mechanisms can lead to theft and misuse of public monies.

The Board of Education authorizes the use of non-handwritten signatures like signature stamps and electronic signatures. The Superintendent or designee shall ensure there is adequate control of all signature mechanisms to ensure that each signature represents the individual's knowledge and approval.

Adopted: 22 June 2022



# DISTRICT POLICY

## WATERFORD TOWNSHIP BOARD OF EDUCATION

PROGRAM

2415.50/Page 1 of 10

[Insert School Name] Title I-School Parent and Family Engagement

### 2415.50 [Insert School Name] TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT (M)

[See POLICY ALERT No. 227]

M

## A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
  - e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).



# DISTRICT POLICY

## WATERFORD TOWNSHIP BOARD OF EDUCATION

PROGRAM

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[Insert School Name] Title I-School Parent and Family Engagement

- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) "Parent and family engagement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child's learning;
    - (b) That parents are encouraged to be actively involved in their child's education at school;
    - (c) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
    - (d) The carrying out of other activities, such as those described in section 1116 of the ESEA.
- h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.



[Insert School Name] Title I-School Parent and Family Engagement

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:  
*(List actions)*
  - a. **Involve parents/families in joint development of the plan**
  - b. **Open forums for parents/families**
  - c. **Families serve on communities as needed**
2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:
  - a. **Meetings held in October (annually) at Waterford Elementary School (evening)**
3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:  
*(Describe how flexibility is provided.)*
  - a. **Meeting will be recorded for anytime access for those who cannot attend in the evening.**
4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:  
*(List activities)*
  - a. **Annual planning meetings**



[Insert School Name] Title I-School Parent and Family Engagement

5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;
    - (4) How to monitor their child's progress; and
    - (5) How to work with educators to improve the achievement of their children.

*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*

      - (a) **Workshops**
      - (b) **Curriculum Articulations**
      - (c) **PLC's**
      - (d) **State-endorsed conferences**
      - (e) **Parent/Family in-district programs**
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.



**[Insert School Name]** Title I-School Parent and Family Engagement

- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:  
*(List activities)*
  - (1) **Title I Parent/Family Interaction meetings**
  - (2) **District family nights**
  - (3) **Stakeholder meetings**
  
- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:  
*(List activities)*
  - (1) **Stakeholder meetings**
  - (2) **Support attendance at local, state, and national conferences/workshops**
  
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
*(List activities)*



[Insert School Name] Title I-School Parent and Family Engagement

- (1) **Publicizing talks, workshops, and opportunities for educating parents/families about the importance of literacy and math**
  - (2) **Preschool program**
- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:  
*(List actions)*
- (1) **Provide relevant information on district website**
  - (2) **Sending hard copies of communications home with families**
  - (3) **Mass communications via Blackboard.**
7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:  
*(List activities)*
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_



[Insert School Name] Title I-School Parent and Family Engagement

8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:  
*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

9. The school will take the following actions to involve parents in the process of school review and improvement:  
*(List activities)*

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:  
*(List actions)*





[Insert School Name] Title I-School Parent and Family Engagement

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

C. Shared Responsibilities for High Student Academic Achievement

- 1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:

*(List actions)*

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

D. Discretionary School Parent and Family Engagement Policy Components

- 1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:

- a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.



[Insert School Name] Title I-School Parent and Family Engagement

- c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I. Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:  
*(List actions)*

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_



# DISTRICT POLICY

# WATERFORD TOWNSHIP BOARD OF EDUCATION

PROGRAM  
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[Insert School Name] Title I-School Parent and Family Engagement

## E. Accessibility

1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:

*(List actions)*

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:  
10 June 2022



# POLICY GUIDE

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PROGRAM  
2415.50/page 11 of 11  
[Insert School Name] Title I – School Parent  
and Family Engagement

2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



# POLICY

## WATERFORD TOWNSHIP BOARD OF EDUCATION

Program  
2415.04/Page 1 of 9

### TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT ENGAGEMENT (M)

[See POLICY ALERT Nos. 191 and 227]

#### 2415.04 TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT ENGAGEMENT (M)

In support of strengthening student academic achievement, each school district that receives Title I, Part A funds must develop jointly with, agree on, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA). This Policy establishes the school district's expectations for parent and family engagement, describes how the school district will implement a number of specific parent and family engagement activities, and is incorporated into the school district's Annual School Plan (ASP).

#### A. General Expectations

1. The school district agrees to implement the follow statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with Section 1116 of ESEA. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. Consistent with Section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
  - c. The school district will incorporate this district-wide parent and family engagement policy into its school district's plan developed under Section 1112 of the ESEA.



TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT  
ENGAGEMENT (M)

- d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- e. If the school district's plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan if requested by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools.
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with its definition:
  - (1) "Parent and family engagement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:



TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT  
ENGAGEMENT (M)

- (a) That parents play an integral role in assisting their child's learning;
  - (b) That parents are encouraged to be actively involved in their child's education at school;
  - (c) That parents are fully partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
  - (d) The carrying out of other activities, such as those described in Section 1116 of the ESEA.
- h. For states where a Parental Information and Resource Center is established, the school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.
- B. Description of How District Will Implement Required District-Wide Parent and Family Engagement Policy Components
1. The school district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under Section 1112 of the ESEA:
    - a. Open forums for parents/community members will be conducted by surveys, principal(s), and/or the Title I Director (ongoing).
    - b. Parents/community members serve on committees as needed (ongoing).
  2. The district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:



**TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT  
ENGAGEMENT (M)**

- a. The district website will provide information related to staff, Title I, and which New Jersey Student Learning Standards are targeted at each grade level in the curriculum.
  - b. Presentations to update parents are made at Board of Education meetings, parent interaction meetings, family nights, on the district website, and/or newsblasts.
3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- a. Annual planning meetings
4. The school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:
- a. Home and School Council meetings
  - b. The WTSD Preschool Program
5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its Parental Involvement Policy and activities to design strategies for more effective





## TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT ENGAGEMENT (M)

parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play):

- a. District Title I stakeholder meetings
  - b. Feedback forms and surveys, as needed
    - (1) Title I Stakeholder meetings (Person responsible: Title I director coordinates stakeholder meetings; parent representatives are invited to attend and provide feedback).
    - (2) Feedback from surveys (Administrative team develops and sends out surveys via Blackboard to elicit feedback from all families.
6. The school district will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:
    - (1) The challenging State academic standards;
    - (2) The New Jersey and local academic assessments including alternate assessments;



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- (3) The requirements of Title I Part A;
  - (4) How to monitor their child's progress; and
  - (5) How to work with educators:
    - (a) Workshops
    - (b) Curriculum Articulation,
    - (c) PLC
    - (d) **Parent/family in-district programs**
    - (e) **State endorsed conferences**
- b. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- (1) Parent Interaction Meetings
  - (2) Stakeholder Committee
  - (3) Family Nights/Workshops
- c. The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, Principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- (1) Stakeholder meetings



**TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT  
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(2) **Supporting attendance at local, state, and national conferences/workshops.**

d. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in fully participating in the education of their children, by:

(1) **Publicizing talks, workshops and opportunities for educating parents about the importance of literacy and math.**

c. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

(1) **Providing relevant information on the district website.**

(2) **Sending hard copies of communications home to families.**

(3) **Mass communications via Blackboard.**

**C. Discretionary District-Wide Parent and Family Engagement Policy Components**

1. The District-Wide Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA:



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- a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- b. Providing necessary literacy training for the parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- c. Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- d. Training parents to enhance the involvement of other parents;
- e. In order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- f. Adopting and implementing model approaches to improving parent and family engagement;
- g. Establishing a district-wide parent advisory council to provide advice to all matters related to parent and family engagement in Title I, Part A programs;
- h. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities; and
- i. Providing other reasonable support for parent and family engagement activities under Section 1116 as parents may request.



**TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT  
ENGAGEMENT (M)**

**ADOPTION**

This District-Wide Parental Involvement Policy has been developed jointly, and agreed on with parents of children participating in Title I, Part A programs. This Policy will be distributed to all parents of participating Title I, Part A children in an understandable and uniform format and, to the extent practicable, in a language the parents understand, at the beginning of each school year or when the child is determined eligible and begins participating in Title I, Part A programs.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2).

Adopted: 25 June 2014

Revised: 29 April 2020

Revised: 10 June 2022





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Postnatal Accommodations for Students

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[See **POLICY ALERT No. 227**]

## 2416.01 POSTNATAL ACCOMMODATIONS FOR STUDENTS

The Board of Education recognizes students may be returning to school shortly after their child's birth and may need to breastfeed their child or to express breast milk during the school day. The school district will accommodate a student who wants to breastfeed or express breast milk while attending school in the district.

A student shall be permitted to breastfeed their child or to express breast milk while attending school in accordance with a schedule provided by the student to the school nurse, who shall consult with the Principal or designee. The district encourages the student develop a schedule that does not impact a student's instructional time and encourages a student to schedule such time to breastfeed or to express breast milk during study hall time, lunch time, or other non-instructional times of the school day. The student may bring to school a breast pump and any other equipment necessary to express breast milk on school grounds. The student shall not incur an academic penalty for using any reasonable accommodations offered to the student and shall be provided the opportunity to make up any work missed due to such use.

The Principal or designee, in consultation with the school nurse, will designate a lactation/breastfeeding room that is shielded from view and free from intrusion by other students, staff members, and the public. The location must be functional as a space for breastfeeding or expressing breast milk and shall include an electrical outlet, a chair, and nearby access to running water. Expressed breast milk may be stored in a refrigerator in the school building or in the student's personal cooler. If the space is not a dedicated lactation/breastfeeding room, it must be available when needed. A space temporarily converted into a lactation/breastfeeding room or made available when needed by the student is sufficient; however, a bathroom, even if private, is not a permissible location. A student opting to breastfeed their child in the lactation/breastfeeding room will be responsible to make arrangements for their child to be brought to the school in accordance with a time schedule agreed to by the Principal or designee.

All staff members will assist in providing a positive atmosphere of support for students who are returning to school after the birth of their child. Conduct by a staff member or student that reasonably interferes with a student's performance in school; creates an intimidating, hostile, or offensive environment for a student



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Postnatal Accommodations for Students

that is complying with the provisions of this Policy; or that inhibits a student's ability to breastfeed their child or express breast milk while in school will not be tolerated.

The Principal shall ensure Policy 2416.01 is distributed to pregnant students and students who are returning to school after the birth of their child.

N.J.S.A. 26:4C-1; 26:4C-2; 26:4C-3

Adopted:





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COMMUNITY

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Cooperation with Law Enforcement Agencies

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[See POLICY ALERT No. 227]

## 9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

The Board of Education recognizes that keeping students and staff safe and helping children understand and respect the law is best served by a close and cooperative relationship with local law enforcement.

The Board adopts this Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school staff and law enforcement authorities in all matters relating to the unlawful possession, distribution and disposition of controlled dangerous substances, including anabolic steroids, as defined in N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, drug paraphernalia as defined in N.J.S.A. 2C:36-1, alcoholic beverages; firearms, as defined in N.J.S.A. 2C:39-1.f.; and other deadly weapons as defined in N.J.S.A. 2C:39-1.r.

The Board adopts Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school district staff and law enforcement authorities in all matters relating to the planning and conduct of law enforcement activities and operations occurring on school grounds, including arrest procedures, undercover school operations, and mandatory reporting the offenses listed in the Memorandum of Agreement between Education and Law Enforcement Officials (MOA).

The Superintendent or designee shall institute a program of such communication and cooperation with law enforcement in accordance with N.J.A.C. 6A:16-6.1.

This Policy and Regulation 9320 shall be submitted for review and approval to the Executive County Superintendent in accordance with N.J.A.C. 6A:16-6.2(a)2.

The Superintendent or designee shall annually review the MOA as adopted by the Board to ensure this Policy and Regulation 9320 are in accordance with the requirements outlined therein.

N.J.A.C. 6A:16-6.1.; 6A:16-6.2; 6A:16-6.4.

Adopted:



# POLICY GUIDE

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Emergency and Crisis Situations

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[See **POLICY ALERT** Nos. 189, 191, 221, 224, and 227]

## 8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district will develop and implement comprehensive written plans, procedures, and mechanisms to provide for the protection of health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and support services for staff, students, and their families.

“School security drill” means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The Superintendent of Schools or designee shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and community resources, as appropriate, in the development of the school district’s plans, procedures, and mechanisms for school safety and security. The plans, procedures, and mechanisms shall be consistent with the provisions of N.J.A.C. 6A:16-5.1 and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education and shall be reviewed annually, and updated as appropriate.

A copy of the school district’s school safety and security plan shall be disseminated to all school district employees. New employees shall receive a copy of the school district’s safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan.

The school district shall develop and provide an in-service training program for all school district employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the school district’s plans, procedures, and mechanisms for school safety and security and the provisions of N.J.A.C. 6A:16-5.1. New employees



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Emergency and Crisis Situations

shall receive this in-service training, as appropriate, within sixty days of the effective date of their employment. This in-service training program shall be reviewed annually and updated, as appropriate.

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district's practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.

Every Principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual fire or school security emergency that occurs at a school during the month and that includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year. **Notwithstanding any other provision of law to the contrary, the school district shall ensure that a school security drill that occurs when students are present:**

- 1. Includes clear, developmentally and age-appropriate messaging to students and staff at the conclusion of the drill that the event is a drill and that no current danger exists;**
- 2. Does not expose students to content or imaging that is not developmentally or age-appropriate;**
- 3. Is paired with trauma-informed approaches to address any student inquiries or concerns which may arise as a result of a school security drill;**



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4. **Does not include the use of fake blood, real or prop firearms, or the simulations of gun shots, explosions, or other sounds or visuals that may induce panic or traumatic response from a student or school district employee;**
5. **Does not require a student to role play as a victim, but may include first aid training in which students participate; and**
6. **Is accessible to students with disabilities and mental health conditions, and provides all necessary accommodations for these students.**

**The Principal or designee shall provide written notification to the parent of a student enrolled in the school following completion of a school security drill, which notice shall be provided to the parent by no later than the end of the school day on which the school security drill is conducted.**

The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1. The school district may permit emergency personnel access to the buildings and grounds of its schools for school security drills that are scheduled outside of school hours and during such times as students are not present.

The school district shall review and update its school security drill procedures using a process that coincides with the review of the school safety and security plan developed pursuant to N.J.A.C. 6A:16-5.1 and collects input from emergency personnel; parents of students enrolled in the school district; teachers and staff employed in the district; mental health professionals; and student government representatives from multiple grade levels.

The school district shall annually track data on such measures and information as required by the Commissioner of Education, and shall report the data to the Commissioner.



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Emergency and Crisis Situations

Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds in accordance with N.J.A.C. 6A:16-5.1.

The school district will be required to annually submit a security drill statement of assurance to the New Jersey Department of Education by June 30 of each school year. Each school in the district will be required to complete a security drill record form as required by the New Jersey Department of Education.

N.J.S.A. 2C:33-3

N.J.S.A. 18A:41-1; 18A:41-2; 18A:41-6; 18A:41-7; **18A:41-7a.**

N.J.A.C. 6A:16-5.1; ~~6A:27-11.2~~

Adopted:



# POLICY GUIDE

TEACHING STAFF MEMBERS

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Examination for Cause

Apr 22

[See POLICY ALERT No. 227]

## 3161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any teaching staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a teaching staff member whenever, in the judgment of the Superintendent, a teaching staff member shows evidence of deviation from normal physical or mental health, to determine the teaching staff member's physical and mental fitness to perform with reasonable accommodation the position the teaching staff member currently holds, or to detect any health risks to students and other employees.

A teaching staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the teaching staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the teaching staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the teaching staff member in writing within five working days of the teaching staff member's receipt of the written statement of reasons. A teaching staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the teaching staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the teaching staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the teaching staff member's own choosing, approved by the Board, and at the teaching staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.



# POLICY GUIDE

## TEACHING STAFF MEMBERS 3161/page 2 of 2 Examination for Cause

If the teaching staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the teaching staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the teaching staff member to authorize the release of the examination results to the Superintendent.

If the results of any such examination indicate mental abnormality or communicable disease, the teaching staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the teaching staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the teaching staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and teaching staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the teaching staff member's choice, the cost shall be borne by the teaching staff member.

A teaching staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101

N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;  
18A:28-5; 18A:30-1 et seq.

N.J.A.C. 6A:32-6.2; 6A:32-6.3

Adopted:



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SUPPORT STAFF MEMBERS

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Examination for Cause

Apr 22

[See POLICY ALERT No. 227]

## 4161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any support staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a support staff member whenever, in the judgment of the Superintendent, a support staff member shows evidence of deviation from normal physical or mental health, to determine the support staff member's physical and mental fitness to perform with reasonable accommodation the position the support staff member currently holds, or to detect any health risks to students and other employees.

A support staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the support staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the support staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the support staff member in writing within five working days of the support staff member's receipt of the written statement of reasons. A support staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the support staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the support staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the support staff member's own choosing, approved by the Board, and at the support staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.





# POLICY GUIDE

## SUPPORT STAFF MEMBERS

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Examination for Cause

If the support staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the support staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the support staff member to authorize the release of the examination results to the Superintendent.

If the results of any such examination indicate mental abnormality or communicable disease, the support staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the support staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the support staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and support staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the support staff member's choice, the cost shall be borne by the support staff member.

A support staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101

N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;  
18A:28-5; 18A:30-1 et seq.

N.J.A.C. 6A:32-6.2 ; 6A:32-6.3

Adopted:



# POLICY GUIDE

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Student Intervention and Referral Services

Apr 22

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[See POLICY ALERT Nos. 177, 203, and 227]

## 2417 STUDENT INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board of Education shall choose the ~~adopts this~~ appropriate multidisciplinary team approach, such as the **Response to Intervention (RTI) or a Multi-Tiered System of Support (MTSS) model** for planning and delivering the services required under N.J.A.C. 6A:16-8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team.

The intervention and referral services shall be provided to **support** ~~aid~~ students in the general education program and may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individualized Education Program Team, as appropriate. **Child Study Team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6.**

The functions of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16-8.2(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.



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Student Intervention and Referral Services

The I&RS Team **in each school building** shall review and assess the effectiveness of ~~the provisions of~~ each intervention and referral services action plan in achieving the **identified** outcomes, ~~identified in each action plan~~ and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.

At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2

Adopted:



# POLICY GUIDE

ADMINISTRATION

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Recordkeeping for Healthcare Settings  
in School Buildings – COVID-19

Apr 22

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[See POLICY ALERT No. 227]

## 1648.15 RECORDKEEPING FOR HEALTHCARE SETTINGS IN SCHOOL BUILDINGS – COVID-19

The Board of Education is committed to providing a safe and healthy workplace for all employees. The school district shall maintain its records in accordance with Occupational Safety and Health Act of 1970 (OSHA) COVID-19 Emergency Temporary Standard (ETS) published on June 21, 2021 as adopted by the Public Employees Occupational Safety and Health (PEOSH), the agency with jurisdiction over public employers in New Jersey. The provisions of the ETS have expired and are no longer in effect for school districts except for the provisions addressing recordkeeping, outlined in 29 CFR §1910.502(q). The ETS and this Policy are only applicable for employees working in the school nurse's office and any adjoining clinical areas in the school building.

For the purpose of this Policy, "employee" means any district employee or contracted service provider working in a healthcare setting where people with suspected or confirmed COVID-19 are reasonably expected to be present. Therefore, the provisions of the ETS and this Policy only apply to employees or contracted service providers working in a nurse's office or any adjoining clinical areas.

For the purpose of this Policy, "healthcare setting" means all settings in the school district where any employee or contracted service provider provides healthcare services or healthcare support services. Where a healthcare setting is embedded within a non-healthcare setting (i.e. school nurse's office and any adjoining clinical areas in a school building), the ETS and this Policy only apply to the embedded healthcare setting and not to the remainder of a school building.

The school district will retain all versions of Policy 1648.14 – Safety Plan for Healthcare Settings in School Buildings, to comply with the ETS while the ETS remains in effect, even after Policy 1648.14 has been abolished.



# POLICY GUIDE

ADMINISTRATION

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Recordkeeping for Healthcare Settings  
in School Buildings – COVID-19

The school district will establish and maintain a COVID-19 log to record each instance in which an employee is COVID-19 positive, regardless of whether the instance is connected to exposure to COVID-19 at work. The COVID-19 log will contain, for each instance, the employee's name, one form of contact information, occupation, location where the employee worked, the date of the employee's last day in the healthcare setting, the date of the positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced.

The school district will record the information in the COVID-19 log within twenty-four hours of learning the employee is COVID-19 positive. The school district will maintain the COVID-19 log as a confidential medical record and will not disclose it except as required by the ETS or other Federal law. The school district will maintain and preserve the COVID-19 log while the ETS remains in effect.

By the end of the next business day after a request, the school district will provide for examination and copying: all versions of Policy 1648.14; the individual COVID-19 log entry for a particular employee to that employee and to anyone having written authorized consent of that employee; and a version of the COVID-19 log that removes the names of employees, contact information, and occupation, and only includes, for each employee in the COVID-19 log, the location where the employee worked, the last day that the employee was in the healthcare setting before removal, the date of that employee's positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced, to all employees.

29 CFR §1910.502(q)

Adopted:



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ADMINISTRATION

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Safety Plan For Healthcare Settings In

School Buildings COVID 19

Apr 22

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[See POLICY ALERT Nos. 226 and 227]

## 1648.14 SAFETY PLAN FOR HEALTHCARE SETTINGS IN SCHOOL BUILDINGS COVID 19

### A. Purpose and Scope

The Board of Education is committed to providing a safe and healthy workplace for all employees and has adopted this Policy that shall be the school district's COVID 19 Plan (Plan) that includes procedures to minimize the risk of transmission of COVID 19, in accordance with Occupational Safety and Health Act of 1970 (OSHA) COVID 19 Emergency Temporary Standard (ETS) published on June 21, 2021. The ETS, 29 CFR §1910 Subpart U, applies to all settings where any school district employee or contracted service provider provides healthcare services or health care support services. Public Employees' Occupational Safety and Health (PEOSH), the agency with jurisdiction over public employers in New Jersey, has adopted the ETS in full. However, its applicability for school districts is primarily restricted to the nurse's office and any adjoining clinical areas and not the entire school building.

The Board, administration, and the COVID 19 Safety Coordinator(s) will work collaboratively with all employees in the development, implementation, monitoring, and updating of this Plan.

### 1. Definitions

a. "Employee" means any district employee or contracted service provider working in a healthcare setting where people with suspected or confirmed COVID 19 are reasonably expected to be present.

(1) Therefore, the provisions of the ETS and this Policy only apply to employees or contracted service providers working in a nurse's office or any adjoining clinical areas.



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[See POLICY ALERT Nos. 179, 180, 181, 182, 183, 188, 193, 194, 200,  
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## 5512 HARASSMENT, INTIMIDATION, AND BULLYING

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- A. Policy Statement

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

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





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## Harassment, Intimidation, and Bullying

### B. Harassment, Intimidation, and Bullying Definition

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

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

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



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

## C. Student Expectations

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

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

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

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

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



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3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

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

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

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

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



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## D. Consequences and Appropriate Remedial Actions

### ~~Consequences and Appropriate Remedial Actions—Students~~

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

### Consequences – Students

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

### Factors for Determining Consequences – Student Considerations

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



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## Factors for Determining Consequences – School Considerations

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

## Examples of Consequences

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

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

## Appropriate Remedial Actions – Students

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of



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problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

### ~~Factors for Determining Consequences—Student Considerations~~

- ~~1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;~~
- ~~2. Degrees of harm;~~
- ~~3. Surrounding circumstances;~~
- ~~4. Nature and severity of the behavior(s);~~
- ~~5. Incidences of past or continuing patterns of behavior;~~
- ~~6. Relationships between the parties involved; and~~
- ~~7. Context in which the alleged incidents occurred.~~

### ~~Factors for Determining Consequences—School Considerations~~

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

### Factors for Determining Remedial Measures

#### Personal

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



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## Environmental

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

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

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

## Examples of Consequences

1. ~~Admonishment;~~
2. ~~Temporary removal from the classroom;~~
3. ~~Deprivation of privileges;~~
4. ~~Classroom or administrative detention;~~



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5. ~~Referral to disciplinarian;~~
6. ~~In-school suspension;~~
7. ~~Out of school suspension (short term or long term);~~
8. ~~Reports to law enforcement or other legal action; or~~
9. ~~Expulsion.~~

## Examples of Remedial Measures

### Personal – Student Exhibiting Bullying Behavior

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





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## Personal – Target/Victim

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

## Parents, Family, and Community

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

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

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;



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12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
31. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.



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## Consequences and Appropriate Remedial Actions – Adults

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

## Target/Victim Support

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

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

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

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



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## E. Harassment, Intimidation, and Bullying Reporting Procedure

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

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

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

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



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

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

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

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

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

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

The district Anti-Bullying Coordinator shall:

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



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

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
  - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
  - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address



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issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

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



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- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

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

## G. Harassment, Intimidation, and Bullying Investigation

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

### [Option – Principal’s Preliminary Determination

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

**The Principal shall report to the Superintendent if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying. The Superintendent may require the Principal to conduct an investigation of the incident if the Superintendent determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, and bullying. The Superintendent shall notify the Principal of this determination in writing. An investigation required by the Superintendent must be**





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completed as soon as possible, but not later than ten school days, from the date of the written notification from the Superintendent to the Principal.

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

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

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

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



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

~~An investigation concerning a staff member shall not be conducted by a staff member who is supervised by the staff member being investigated or who is an administrator in the district. The Principal or designee, in consultation with the Superintendent or designee, will appoint a staff member to complete these investigations.~~

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

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



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

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

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination. **A redacted copy of the completed written report form developed by the New Jersey Department of Education that removes all student identification information shall be confidentially shared with the Board of Education after the conclusion of the investigation if a hearing with the Board of Education is requested by the parents pursuant to N.J.S.A. 18A:37-15.b.(6)(d).**



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

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

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

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

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



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1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

## I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying



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or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

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

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

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

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

## J. Consequences and Appropriate Remedial Action for False Accusation

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

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation



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may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.4~~5~~, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

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



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

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

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

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

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

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





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

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

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

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

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

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

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of



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character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

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

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

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

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

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

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public



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hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

### O. School and District Grading Requirements

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

### P. Reports to Law Enforcement

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

Some acts of harassment, intimidation, and bullying may be bias-related acts ~~and potentially bias crimes~~ and school officials must report to law enforcement officials **any bias related acts, in accordance with N.J.A.C. 6A:16-6.3(e), either serious acts or those which may be part of a larger pattern in accordance with** and pursuant to the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

### Q. Collective Bargaining Agreements and Individual Contracts

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



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

### R. Students with Disabilities

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

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

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

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

N.J.S.A. 18A:37-13 through 18A:37-32~~37~~

N.J.A.C. 6A:16-7.1 et seq.; ~~6A:16-7.9 et seq.~~

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

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

Adopted:



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[See POLICY ALERT Nos. 192, 213, and 227]

[Required for Approved Private Schools for Students with Disabilities, Educational Services Commissions, Jointure Commissions, Regional Day Schools, and County Special Services School Districts]

## 2461 SPECIAL EDUCATION/RECEIVING SCHOOLS

To demonstrate compliance with N.J.A.C. 6A:14-1.1 et seq. and Part B of the Individuals with Disabilities Education Act, the Board adopts this Policy and corresponding Regulations/Procedures. This Policy and corresponding Regulations/Procedures will be submitted with a Special Education Assurance Statement for Receiving Schools to the County Office of Education no later than July 30, 2017 for approval.

1. All students with disabilities who are placed in a receiving school by a district Board of Education must have an Individualized Education Program (IEP) in effect prior to the delivery of services.
2. The receiving school will collaborate with the district Board of Education to ensure that a free, appropriate public education is available for all students with disabilities between the ages of three and twenty-one enrolled in the receiving school including students with disabilities who are suspended from school.
3. The compilation, maintenance, access to, and confidentiality of, student records will be in accordance with N.J.A.C. 6A:32-7.
4. Students with disabilities who are placed in receiving schools by a district Board of Education will be provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.
5. The programs and services provided by the receiving school will be in accordance with the requirements of N.J.A.C. 6A:14-1.1 et seq.



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6. All personnel serving students with disabilities will be appropriately certified and licensed, where a license is required, in accordance with State and Federal law. **Additionally, all personnel serving students with disabilities are assigned to teach only the classes for which they hold appropriate certification.**
7. The receiving school will only terminate the placement of a student with disabilities according to the procedures in N.J.A.C. 6A:14-7.7(a) and (b).
8. The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services will be identified and appropriate in-service training will be provided. The receiving school shall maintain information to demonstrate its efforts to:
  - a. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
  - b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
  - c. Acquire and disseminate to teachers, administrators, and related services personnel, significant knowledge derived from educational research and other sources and how the receiving school will, if appropriate, adopt promising practices, materials and technology;
  - d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
  - e. Provide for joint training activities of parents and special education, related services, and general education personnel.



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9. The receiving school will work with all sending school districts and ensure that students with disabilities are included in Statewide and district-wide assessment programs with appropriate accommodations, where necessary, according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in Statewide assessments or the applicable alternate assessment, in grades three, four, five, six, seven, eight, and high school in the applicable grade levels and courses. **The receiving school must ensure that Statewide assessments and alternate assessments are provided to students with disabilities onsite at the receiving school and that assessments are administered by receiving school staff members.**
10. Full educational opportunity to all students with disabilities is provided-, **including courses and classes that will enable students with disabilities to meet requirements needed to receive a State-endorsed diploma, as appropriate. The receiving school shall maintain documentation of the curriculum and materials utilized, including a description of how the New Jersey State Learning Standards will be implemented.**
11. The receiving school will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP.
12. The receiving school will ensure that the length of the school day and academic year shall be as long as that established for nondisabled students in accordance with N.J.A.C. 6A:14-4.1(c) and must include at least four hours of actual school work instruction in accordance with N.J.A.C. 6A:14-7.6(i).
13. The receiving school will ensure that educational programs are open to observation at all times to the representatives of the sending districts and of the Department of Education in accordance with N.J.A.C. 6A:14-7.6(g).
14. The receiving school shall follow all requirements set forth in N.J.A.C. 6A:14-7.3 for amending the policies, procedures, the services provided, or the location of facilities.



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15. The receiving school shall follow the requirements set forth in N.J.A.C. 6A:14-7.6(h) to operate an extended academic year program.
16. The receiving school shall employ a full-time non-teaching Principal who shall be responsible for administration and supervision of the school as required by N.J.A.C. 6A:14-7.6(d).
17. The receiving school shall follow the requirements set forth in N.J.A.C. 6A:14-7.4 for submission of fiscal information and obtaining valid certificates of fire inspection and if applicable, health, HVAC inspections, and, if applicable, sewerage plant.
18. The receiving school shall follow the requirements set forth in N.J.A.C. 6A:14-7.6(j) to notify the Department of Education a minimum of ninety days prior to ceasing operation or if there is a change in ownership.
19. The receiving school shall follow the requirements set forth in N.J.A.C. 6A:23A-18.22 regarding behavior modification programs and shall adopt a Policy that defines the procedures, evidence-based strategies, techniques, and approaches used in the behavior modification program.

**Behavior modification shall not include:**

- a. **Cash or checks;**
- b. **The replacement of meals or components of meals on a regular basis; or**
- c. **High-dollar value items such as personal electronics.**

Adopted:

