

POLICY

LACEY TOWNSHIP BOARD OF EDUCATION

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BOARD COMMITTEES

0155 BOARD COMMITTEES

The Board of Education authorizes the creation of committees of Board members charged to conduct studies, make recommendations to the Board, and act in an advisory capacity. Committees are not authorized to take action on behalf of the Board.

The President shall appoint Board members to serve a one-year term on Board standing committees. The three standing committees shall be known as Finance & Operations Committee, Curriculum Committee and Policy Committee.

These committees shall meet monthly prior to the monthly full Board Business meetings. Minutes of all committee meetings shall be distributed to all Board Members in time for the next business meeting following the Committee meetings.

The Finance & Operations Committee responsibilities/topics include:

- Finance
- Facilities
- Food Service
- Technology (Hardware)
- Transportation
- Township Liaison

Curriculum Committee responsibilities/topics include:

- Curriculum, Programs, and Field Trips
- Special Education
- Health and Wellness
- LTEA Liaison
- Community Relations
- Technology (Software)

Policy Committee responsibilities/topics include:

- Policy
- Co-curricular
- LTASA Liaison



Facilities Committee responsibilities/topics include:

- Facilities
- Safety & Security

Membership

Committee members shall be appointed by the President of the Board at the annual Reorganization Meeting.

The President of the Board shall appoint all committees of the Board and serve as committee member ex-officio in accordance with Board Bylaw No. 0171.

At the discretion of the Superintendent or designee, the Superintendent may be appointed as a non-voting member of any committee and shall be appointed as a non-voting member when he/she requests such membership. The same provision shall be made for the Board Secretary.

Community advisors to any Board committee may be appointed by the President at the request of the chairman of the committee, but the committee may consult with district employees in reference to any matter within the general charge to the committee.

An ad hoc committee may be created and charged at any time by the President or a majority of the Board members present and voting. The President shall appoint members to any committee so created and charged; members shall serve until the committee is discharged.

Committees shall consist of no more than three Board members. A member may request or refuse appointment to a committee; a member's refusal to serve on any one committee shall not prejudice his/her appointment to another committee.

The Board reserves the right to meet and work as a Committee of the Whole in informational, discussion, and exploratory sessions. No official action shall be taken at these meetings unless so advertised.

Committee meetings may be called at any time by the committee chairperson or when a meeting is requested by a majority of the members of the committee.

Committee meetings shall not be open to the public, except that a majority of the committee or the chairperson may open the meeting to the public or invite persons whose knowledge or expertise may be useful to the committee.



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BOARD COMMITTEES

Adopted: November 21, 2005
Revised: March 18, 2019
Revised: February 18, 2020
Revised: November 16, 2020
Revised: March 18, 2021
Revised:



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Title I – District-Wide Parent and Family

Engagement

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2415.04 TITLE I – DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT

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 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, consistent with Section 1116 of the 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.



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- 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 reserve 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 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;



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- (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. 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. Annual BSI Meetings
 - b. Offer meetings at different times
 - c. Parent/Teacher Conferences
 - 2. The school district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
 - a. Conduct Parent Involvement Workshops to support families
 - b. To assist students
 - c. Provide communication and responses to all families



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3. The school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
 - a. Training and materials to help parents work with their children
 - b. Parent Academy
 - c. 1 to 1 Technology as needed
4. The school district will coordinate and integrate parent and family engagement strategies in Title I, Part A with parent and family engagement strategies under the following other programs (Such as: Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:
 - a. Basic Skills ELA & Math
 - b. Math Intervention
 - c. ELA Intervention Programs
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 parent and family engagement policy in improving the quality of its Title I, Part A 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



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more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

- a. Title I Parent Involvement Survey
- b. Parent Meetings/Building
- c. Listen & Learn/District

6. The school district 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 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 in this paragraph:

- (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



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- (5) How to work with educators:
 - (a) Family Literacy Night
 - (b) Family Math Game Night
 - (c) STEAM Night

- 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 parent and family engagement, by:
 - (1) Title Family Nights
 - (2) ESL/BPAC Family Nights
 - (3) Parent/Teacher Conferences

- c. The school district will, with the assistance of its 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 implement and coordinate parent programs and build ties between parents and schools, by:
 - (1) Professional Development on Effective Communication
 - (2) Newsletters
 - (3) Development of Parent Resource Centers



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- d. The school district 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, 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 more fully participating in the education of their children, by:
- (1) Parent/Student Transition Meetings
 - (2) Development of Parent Resource Centers
 - (3) Community Resource Partnerships
- e. 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) Newsletters
 - (2) Website, LTSD TV21
 - (3) Translated Materials



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Title I – District-Wide Parent and Family
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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:
 - 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 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;



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- g. Establishing 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. 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.

D. Adoption

This Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Superintendent of Schools or designee. 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 one year and will be updated as needed on an annual basis. The school district will distribute this Policy to all parents of participating Title I, Part A children on or before October 1 of each school year.

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

Adopted: November 21, 2005



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Lacey Township School District Title I – School Parent
and Family Engagement

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2415.50 LACEY TOWNSHIP SCHOOL DISTRICT TITLE I – SCHOOL, PARENT AND FAMILY ENGAGEMENT

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.



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- 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).
- 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



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(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.

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:

- a. Parent Survey
- b. Parent/District/BSI Meetings
- c. Parent/School Level BSI Meetings

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:

Parent – District Wide
Basic Skills Informational Fair

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:

Morning and evening sessions, childcare



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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:
 - a. 1 to 1 Devices
 - b. Handbook/Handouts
 - c. Digitally archived parent engagement resources

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.
 - (a) Parent/Teacher Conferences
 - (b) Parent Workshops
 - (c) Parent Information Sessions



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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.
 - 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:
 - (1) Family Literacy Night
 - (2) Math Game Night
 - (3) STEAM Night
 - 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:
 - (1) Professional Development
 - (2) PLCS
 - (3) Individual Student Improvement Plans (ISIPS)



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Lacey Township School District Title I – School Parent
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- 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:
 - (1) Community Resource Partnerships
 - (2) PTA Events
 - (3) SEPAG

- 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:
 - (1) School Email/Mail
 - (2) School Website
 - (3) Newsletters

- 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:
 - a. Community Resource Partnership
 - b. PTA Events
 - c. SEPAG



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Lacey Township School District Title I – School Parent
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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:
 - a. Parent Survey
 - b. Translated Parent Communication
 - c. Archived information on website

9. The school will take the following actions to involve parents in the process of school review and improvement:
 - a. Strategic Planning
 - b. Listen & Learn Forums
 - c. PTA Meetings

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:
 - a. Parent Meetings
 - b. Submit Email Responses
 - c. Submit Survey Responses



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Lacey Township School District Title I – School Parent
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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:
 - a. Parent Meetings
 - b. Student Action Plans
 - c. Collaborate Teacher Input

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.



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- 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:
 - (1) Digital Archives of Training
 - (2) Virtual Meetings
 - (3) Individual Virtual Conferences



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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:
 - a. Building Parent Resource Centers
 - b. Translated Materials
 - c. District Website and LTSD TV21

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:



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TEACHING STAFF MEMBERS

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PROFESSIONAL STAFF ATTENDANCE REVIEW & IMPROVEMENT PLAN

R 3212 PROFESSIONAL STAFF ATTENDANCE REVIEW & IMPROVEMENT PLAN

A. Review of Attendance Data

1. A record shall be kept of the attendance of each teaching staff member, including teachers, educational services personnel, and administrators. Any absence, for part or all of a school day, shall be recorded along with the reason for the absence. The record will distinguish sick leave, professional days, unpaid leaves of absence, personal leave, and other approved leaves. The employee's attendance record will include notation of verification of an absence where such verification is required by Policy No. 3432. The employee's rate of absence shall be calculated every pay period and entered on his/her attendance record. An employee's attendance record shall be part of the employee's personnel file.
2. At the end of each year, a cumulative attendance record shall be assembled for each school and for the district.
3. An attendance summary shall be prepared from the cumulative attendance record. The attendance summary shall show the rate of absence for each school and for the district. The attendance summary shall be posted in each school of the district.
4. A record shall be made of the appointment of substitutes for absent employees and the wages paid to substitutes.

B. Attendance Improvement Plan

1. Planning

The Superintendent will meet with Building Principals and appropriate administrators to discuss the attendance summary. The attendance summary shall be analyzed for patterns of absence, such as excessive absenteeism in a given school or work place, among certain groups of employees, for certain specific causes, or on certain days of the week, month, or year. Specific strategies for reducing the rate of absence shall be developed.

2. Staff Attendance Strategies



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TEACHING STAFF MEMBERS

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PROFESSIONAL STAFF ATTENDANCE REVIEW & IMPROVEMENT PLAN

- a. Principals will announce at the staff meeting in July/September that attendance is a criterion for contract renewal and that it will be reviewed regularly. The district is looking for a pattern of poor attendance.
- b. Physician's notes are required after three (3) or more consecutive sick days.
- c. Physicians' notes will be required for each occurrence after three (3) unexcused sick occurrences for ten-month employees and after three (3) unexcused sick occurrences for twelve-month employees and the employee will receive a notice of unsatisfactory attendance. An unexcused sick occurrence is a sick day taken without medical documentation provided upon return to work. A sick occurrence can be a single day, partial day, or a number of consecutive days that you are absent (i.e. two days, five days, twenty days is one occurrence.) When a Physician's note is required, it must be produced within 7 business days of the employee's return to work after a sick day(s) is taken. If an employee does not produce a doctor's note for the absence, he or she may use a personal day in lieu thereof. If the employee does not produce a doctor's note, and does not have a personal day to use, the Board may dock the employee's pay for the day.
- d. Staff with chronic absences will be counseled by their immediate supervisor concerning their absences.
- e. Staff members who have been absent a rate of 4.75% (sick and family illness) may get a supervisory memo in their personnel file concerning their attendance and it will be documented in their annual evaluation as it relates to their performance.
- f. Staff members who have exhausted all of their available leave days will receive a notice of unsatisfactory attendance and will be docked for every subsequent day out and will no longer have the option for direct deposit for the remainder of the school year.
- g. If an employee who has received notice of unsatisfactory attendance continues to maintain an unsatisfactory attendance record during the next succeeding school year, the staff member will be placed on a corrective action plan to improve attendance.
- h. If the employee's unsatisfactory attendance persists into a third year, after the above-described actions, the Board of Education will consider



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PROFESSIONAL STAFF ATTENDANCE REVIEW & IMPROVEMENT PLAN

withholding of increment and/or other action when considering the final evaluation of the employee.

3. Implementation

- a. The Building Principal shall be responsible for implementing the district's plan for the improvement of professional staff member attendance in his/her school building.
- b. The Principal shall encourage the regular attendance of the teaching staff members in his/her building. He/She shall maintain contact with absent employees and confer personally with each employee who returns from an absence of any duration, impressing upon employees the district's concern for their health and well-being. The Principal shall, by appropriate means, recognize teaching staff members whose attendance is exemplary.
- c. The Principal shall incorporate, and shall direct other supervisors to incorporate, a teaching staff member's attendance record in his/her evaluation.
- d. The Principal may require teachers to evaluate the work done by substitutes in their absence.
- e. The Principal shall report to the Superintendent any teaching staff member whom he/she suspects of misusing sick leave or falsifying the reasons for absence.

4. In-service Training

The Principal shall meet with the teaching staff members assigned to his/her building at the beginning of each school year to inform employees of Board policy and district regulations on attendance, to familiarize employees with the forms to be used in reporting and verifying absences, to review with employees the cost of absenteeism to the district and the value of accumulated sick leave to the employee, and to acquaint employees with the degree to which attendance will affect evaluation reports.

5. Counseling



REGULATION

LACEY TOWNSHIP
BOARD OF EDUCATION

TEACHING STAFF MEMBERS

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PROFESSIONAL STAFF ATTENDANCE REVIEW & IMPROVEMENT
PLAN

- a. The Building Principal may, in his/her discretion, call a conference with a teaching staff member where the number and/or pattern of the member's absences or the reasons offered for the member's absences indicate a misunderstanding of the teaching staff member's responsibility to the school district or the possible misuse of the privilege of paid leave.
- b. Prior to the giving of any admonition or reprimand or imposition of discipline of any kind, the Principal shall determine the nature of the absences and consider any extenuating circumstances.
- c. A written report of any attendance conference shall be prepared and retained with the teaching staff member's evaluations. The member shall, in accordance with Board policy on teaching staff member evaluation, be permitted to examine the report and affix his/her comments, if any, to the report.

Adopted: November 5, 2005

Revised: March 19, 2018

Revised: April 16, 2018

Revised:



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Professional Responsibilities

Jun 22

3270 PROFESSIONAL RESPONSIBILITIES

The Board of Education will establish and enforce rules for the assignment of specific duties to teaching staff members and for the conduct of teaching staff members during the work day.

Teaching staff members assigned specific instructional responsibilities and as designated by the Superintendent shall prepare regular lesson plans. Teachers shall also be responsible for providing adequate direction and guidance to substitutes. Lesson plans shall be subject to review by the teaching staff member's Principal or designee and/or immediate supervisor as assigned by the Superintendent.

During the work day, teaching staff members may be assigned extra or alternative duties by the Principal or designee in accordance with Policy 3134. Teaching staff members are to attend every faculty meeting unless expressly excused by the Principal or designee.

N.J.S.A. 18A:27-4

N.J.A.C. 6A:9-3.3

Adopted: November 21, 2005

Revised:



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Lesson Plans and Plan Books

Jun 22

R 3270 LESSON PLANS AND PLAN BOOKS

A. Lesson Plans

1. Teaching staff members assigned specific instructional responsibilities and as designated by the Superintendent shall prepare regular lesson plans.
2. Lesson plans must conform to the guidelines established by the Superintendent or designee. Plans may be reviewed and monitored by school district administrative staff as determined by the Superintendent.
3. The content of the lesson plan will be determined by the Superintendent or designee. The content of the lesson plan may include, but not be limited to:
 - a. Name of the unit or area of learning;
 - b. Goals and objectives;
 - c. Instructional planning that includes the applicable New Jersey Student Learning Standards (NJSLs);
 - d. Interdisciplinary connections;
 - e. Integration of technology;
 - f. Assessments, including, but not limited to formative, summative, benchmark, and alternative assessments;
 - g. List of core instructional and supplemental materials; and
 - h. Any other content as prescribed by the Superintendent, Principal, and/or immediate supervisor.
4. Lesson plans must be prepared in advance.



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Lesson Plans and Plan Books

5. Lesson plans will follow the format established by the Principal or designee.
 6. Lesson plans must be prepared with clarity and in sufficient detail to permit a substitute to conduct the lesson efficiently and effectively.
- B. Lesson Plan Books
1. Lesson plans shall be kept in an accessible electronic version or in a plan book.
 2. The plan book will permit administrators to monitor classroom instruction.
 3. Content of the lesson plan book shall be designated by the Superintendent and will be determined by the school district.
- C. Substitute Lesson Plans
1. Each teaching staff member shall submit a substitute folder to the Principal or designee that shall contain the following:
 - a. Lesson plans;
 - b. Emergency procedures; and
 - c. Any other content as prescribed by the Principal.
 2. To help a substitute and to provide meaningful work for the students in the event a teaching staff member is absent, subject related activities shall be provided.
 3. Every attempt shall be made to follow the lesson plans so that the student's education will not be interrupted during the teaching staff member's absence.

Adopted: November 21, 2005

Revised:



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TEACHING STAFF MEMBERS
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SICK LEAVE

R 3432 SICK LEAVE

A. Eligibility for Sick Leave

1. Each person steadily employed by this district will be paid in full, to the limit of his/her entitlement, for days on which the employee is absent from work because of:
 - a. Personal disability due to the employee's illness or injury,
 - b. The employee's exclusion from school by the school district's medical authorities on account of a contagious disease, or
 - c. The employee's having been quarantined for a contagious disease in his/her immediate household.
2. Whatever the claims of disability, no day of absence shall be considered to be a sick leave day on which the employee:
 - a. Has engaged in or prepared for gainful employment with an employer other than the Board,
 - b. Has participated in a concerted work stoppage, or
 - c. Has engaged in any activity, vocational or avocational, that clearly refutes the employee's claim of disability or quarantine.

B. Call in Procedures

The following procedures should be utilized when reporting absences from school.

1. If you know that you will be absent from school for health or emergency reasons, notify the substitute caller system.
2. The substitute caller system will receive your absence, secure a substitute, and transmit the information to the Principal's secretary and the Superintendent's office.
3. In making your notification, please give the following information:



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- a. Specific reason for absence (illness, professional day, field trip, personal day, death in family). If your absence is due to a death or when death is imminent in the immediate family, please give your relationship to the deceased or critically ill person.
 - b. Expected duration of absence.
 - c. Indicate whether a substitute is needed.
4. In the event you are able to return to duty sooner than the number of days of absence initially reported or are required to remain away from duty for a longer period of time, please notify the substitute caller system of this change in plans.
 5. The substitute caller system must be notified by each teacher in reporting any absence including those that have had prior administrative approval, e.g., field trips, professional day, personal business day, etc.

C. Tardiness to School

If you are running late, call the main office of your building.

1. Teachers who anticipate that they will be tardy to school should report this fact directly to the administration by calling the Vice Principal's/Supervisor's office as soon as possible. Do not notify the substitute caller system.
2. When notifying the office, please indicate the reason for the tardiness and the anticipated arrival time in order that coverage of classes can be arranged.

D. Early Dismissal

1. Teachers who anticipate that they must leave school prior to dismissal (e.g., a coach leaving for a game) must have the prior approval of the Principal.



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2. With approval, the teacher must notify the Vice Principal's/Supervisor's secretary prior to homeroom on the day of the early dismissal in order that coverage of classes can be arranged.

E. Sick Leave Charges

1. A sick leave absence commences when the absence is called in pursuant to paragraph B. An employee who leaves school early because of a disability will not be charged with a sick leave day provided the absence commences after one-half day.
2. A sick leave day once commenced may be reinstated as a working day only with the approval of the Principal/Superintendent.
3. An employee absent on sick leave on a day when the school is closed early for emergency reasons will be charged with a full sick leave day.
4. An employee scheduled for a sick leave absence on a day on which the schools do not open because of an emergency (such as a snow day) will not be charged with a sick leave day.

F. Verification of Sick Leave

1. An employee absent for reasons of disability more than three consecutive working days or more than ten cumulative working days in any one month shall submit the signed statement of his/her physician indicating:
 - a. The reason for the employee's absence, as personally known to the physician; and
 - b. If the employee is not immediately returning to work, the anticipated duration of the employee's disability.
2. The Board may, at its discretion, require the employee to submit to examination by the school medical inspector or a physician designated by the school medical inspector.
3. If the results of the examination conducted pursuant to paragraph D2 are inconsistent with the statement of the employee's physician, the two examining physicians shall agree in good faith on a third physician, who



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shall examine the employee and whose medical opinion shall be conclusive and binding as to the employee's disability on days claimed for sick leave.

G. Readmission After Disability

1. An employee who wishes to return to work after sick leave of more than three consecutive working days or more than ten cumulative working days in any one month shall submit the signed statement of his/her physician indicating the employee's fitness to perform his/her duties.
2. The Board may, at its discretion, require the employee to submit to examination by the school medical inspector or a physician designated by the school medical inspector.
3. If the results of the examination conducted pursuant to paragraph E2 are inconsistent with the statement of the employee's physician, the two examining physicians shall agree in good faith on a third physician, who shall examine the employee and whose medical opinion shall be conclusive and binding as to the employee's fitness to return to service.

H. Exhaustion of Sick Leave

1. The Principal/Supervisor will monitor each employee's sick leave bank and charge the employee's bank of accumulated sick leave with sick leave days in accordance with Policy No. 3432 and this regulation.
2. When it is apparent that an employee on extended sick leave will utilize the last sick leave day to which he/she is entitled within three working days, the Principal/Supervisor will so inform the employee by written notice. The notice will include a statement of the employee's right to request the Board for an extension of sick leave.
3. A request for the extension of sick leave should be submitted to the Principal/Supervisor at least ten working days in advance of the next Board meeting. The request must be accompanied by a physician's signed statement setting forth the nature and anticipated duration of the employee's disability.



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4. An employee who anticipates an extended period of disability may apply to the Board for a disability leave of absence pursuant to Policy No. 3431.
 5. Employees are reminded that sick leave extensions and disability leaves of absence are not entitlements and will be granted or denied by the Board on a case-by-case basis.
 6. Employees will receive no compensation or benefits during an unpaid leave of absence, except the continuation of health insurance coverage for which the employee must recompense the district.
- I. Accumulation of Sick Leave
1. Sick leave will be charged, first, to the sick leave newly available in the employee's current contract year and, when that sick leave entitlement is exhausted, to the employee's bank of accumulated sick leave.
 2. At the beginning of each contract year, up to ten days for ten month employees and twelve days for twelve month employees of sick leave will be newly available. Unused days in the prior contract year will be carried forward and credited to a full-time employee's bank of sick leave.
 3. The unused sick leave of part-time employees will be accumulated on the basis of hours of work rather than days of work.
 - a. At the close of each school year, the number of sick leave days not used by a part-time employee will be multiplied by the number of hours the employee worked in each day or, if the employee worked irregular hours, the average number of hours in each contract day.
 - b. At the beginning of the following school year, the total number of hours accumulated will be divided by the number of hours, or average number of hours, to be worked in each contract day. The result constitutes the number of accrued sick leave days the employee may claim when he/she has exhausted the sick leave days available in the current contract year.
 - c. When a part-time employee, continuously employed in the district, is employed full-time, his/her accumulated sick leave hours will be divided by the number of hours in a full working day, and the



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dividend will be multiplied by the number of days he/she worked each week as a part-time employee. The product will be divided by five, the number of days in a full-time week. The resulting number, rounded up to the next full day, represents the number of accrued sick leave days in the employee's sick leave bank.

J. Records

1. The personnel file of each person employed by this district will include an accurate record of the employee's attendance in accordance with Policy No. 3212.
2. Each employee's attendance record will record the reason for any absence.
3. The attendance record will include the number of accumulated unused sick leave days in the employee's sick leave bank.

Issued: November 21, 2005



POLICY

LACEY TOWNSHIP BOARD OF EDUCATION

Support Staff
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ATTENDANCE

4212 ATTENDANCE

The regular and prompt attendance of support staff members is an essential element in the efficient operation of the school district and the effective conduct of the educational program. Staff member absenteeism disrupts the educational program and the Board of Education considers attendance an important component of a staff member's job performance.

A support staff member who fails to give prompt notice of an absence, misuses sick leave, fails to verify an absence in accordance with Board policy, falsifies the reason for an absence, is absent without authorization, is repeatedly tardy, or accumulates an excessive number of absences may be subject to appropriate consequences, which may include the withholding of a salary increments, dismissal, and/or certification of tenure charges.

In accordance with N.J.S.A. 18A:30-1, sick leave is defined to mean the absence from work because of a personal disability due to injury or illness or because the staff member has been excluded from school by the school medical authorities on account of contagious disease or of being quarantined for such a disease in the staff member's immediate household. No support staff member will be discouraged from the prudent, necessary use of sick leave and any other leave provided for in the collective bargaining agreement negotiated with the member's majority representative, in an individual employment contract, or provided in the policies of the Board. In accordance with N.J.S.A. 18A:30-4, the Superintendent or Board of Education may require a physician's certificate to be filed with the Secretary of the Board in order to obtain sick leave.

The Superintendent, in consultation with administrative staff members, will review the rate of absence among the staff members. The review will include the collection and analysis of attendance data, the training of support staff members in their attendance responsibilities, and the counseling of support staff members for whom regular and prompt attendance is a problem.

N.J.S.A. 18A:27-4; 18A:28-5; 18A:30-1 et seq.

Adopted: August 18, 2015
Revised:



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R 4432 SICK LEAVE

A. Eligibility for Sick Leave

1. Each person steadily employed by this district will be paid in full, to the limit of his/her entitlement, for days on which the employee is absent from work because of:
 - a. Personal disability due to the employee's illness or injury;
 - b. The employee's exclusion from school by the school district's medical authorities on account of a contagious disease; or
 - c. The employee's having been quarantined for a contagious disease in his/her immediate household.
2. Whatever the claims of disability, no day of absence shall be considered to be a sick leave day on which the employee:
 - a. Has engaged in or prepared for gainful employment with an employer other than the Board;
 - b. Has participated in a concerted work stoppage; or
 - c. Has engaged in any activity, vocational or avocational, that clearly refutes the employee's claim of disability or quarantine.

B. Call in Procedures

1. An employee who anticipates a day of disability should make every reasonable effort to so notify his/her immediate supervisor no later than the day before the absence, to allow sufficient time for the securing of any substitute services that may be required.
2. Notice of the disability should include a reasonable estimate of the duration of the disability.
3. An employee who becomes aware of his/her disability on the morning of the absence must notify the school district substitute caller system.



4. An employee who becomes disabled during the school day must so inform the immediate supervisor as promptly as possible and request permission to leave the school premises.
 5. In all instances, the employee should call personally to report sick leave. An agent may be appointed to call in sick leave only when the employee is so incapacitated as to make a personal call inadvisable or impossible.
- C. Sick Leave Charges
1. A sick leave absence commences when the absence is called in pursuant to paragraph B.

A school bus driver who reports a disability after the morning bus runs are completed will be charged only one-half a sick leave day.
 2. A sick leave day once commenced may be reinstated as a working day only with the approval of the Immediate Supervisor and School Business Administrator/Superintendent.
 3. An employee absent on sick leave on a day when the school is closed early for emergency reasons will be charged with a full sick leave day.
 4. An employee scheduled for a sick leave absence on a day on which the schools do not open because of an emergency (such as a snow day) will not be charged with a sick leave day.
- D. Verification of Sick Leave
1. An employee absent for reasons of disability more than three consecutive working days or more than ten cumulative working days in any one month shall submit the signed statement of his/her physician indicating:
 - a. The reason for the employee's absence, as personally known to the physician, and
 - b. If the employee is not immediately returning to work, the anticipated duration of the employee's disability.



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2. The Board may, at its discretion, require the employee to submit to examination by the school medical inspector or a physician designated by the school medical inspector.
 3. If the results of the examination conducted pursuant to paragraph D2 are inconsistent with the statement of the employee's physician, the two examining physicians shall agree in good faith on a third physician, who shall examine the employee and whose medical opinion shall be conclusive and binding as to the employee's disability on days claimed for sick leave.
- E. Readmission After Disability
1. An employee who wishes to return to work after sick leave of more than three consecutive working days or more than ten cumulative working days in any one month shall submit a signed statement of his/her physician indicating the employee's fitness to perform his/her duties.
 2. The Board may, at its discretion, require the employee to submit to examination by the school medical inspector or a physician designated by the school medical inspector.
 3. If the results of the examination conducted pursuant to paragraph D2 is inconsistent with the statement of the employee's physician, the two examining physicians shall agree in good faith on a third physician, who shall examine the employee and whose medical opinion shall be conclusive and binding as to the employee's fitness to return to service.
- F. Exhaustion of Sick Leave
1. The Immediate Supervisor will monitor each employee's sick leave bank and charge the employee's bank of accumulated sick leave with sick leave days in accordance with Policy No. 4432 and this regulation.
 2. A request for the extension of sick leave should be submitted to the Immediate Supervisor/Board at least ten working days in advance of the next Board meeting. The request must be accompanied by a physician's signed statement setting forth the nature and anticipated duration of the employee's disability.



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3. An employee who anticipates an extended period of disability may apply to the Board for a disability leave of absence, during which the employee will receive no compensation or benefits, pursuant to Policy No. 4431.
4. Employees are reminded that sick leave extensions and disability leaves of absence are not entitlements and will be granted or denied by the Board on a case-by-case basis.

G. Accumulation of Sick Leave

1. Sick leave will be charged, first, to the sick leave newly available in the employee's current contract year and, when that sick leave entitlement is exhausted, to the employee's bank of accumulated sick leave.
2. At the beginning of each contract year, up to ten days for ten month employees and twelve days for twelve month employees days of sick leave will be newly available. Unused days in the prior contract year will be carried forward and credited to a full-time employee's bank of sick leave.
3. The unused sick leave of part-time employees will be accumulated on the basis of hours of work rather than days of work.
 - a. At the close of each contract year, the number of sick leave days not used by a part-time employee will be multiplied by the number of hours the employee worked in each day or, if the employee worked irregular hours, the average number of hours in each contract day.
 - b. At the beginning of the following contract year, the total number of hours accumulated will be divided by the number of hours, or average number of hours, to be worked in each contract day. The result constitutes the number of accrued sick leave days the employee may claim when he/she has exhausted the sick leave days available in the current contract year.
 - c. When a part-time employee, continuously employed in the district, is employed full-time, his/her accumulated sick leave hours will be divided by the number of hours in a full working day, and the dividend will be multiplied by the number of days he/she worked



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each week as a part-time employee. The product will be divided by five, the number of days in a full-time week. The resulting number, rounded up to the next full day, represents the number of accrued sick leave days in the employee's sick leave bank.

H. Records

1. The personnel file of each person employed by this district will include an accurate record of the employee's attendance in accordance with Policy No. 4211.
2. Each employee's attendance record will record the reason for any absence.
3. The attendance record will include the accumulated unused sick leave in the employee's sick leave bank.

Issued: November 21, 2005

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