

August 2024 Attachments

Item #	Description	Status
I-C	Resolution Authorizing Closed Session	TO BE DISTRIBUTED
V-A	July 17, 2024 Board Meeting Minutes	Complete
V-B	July 31, 2024 Board Meeting Minutes	Complete
V-C	July 17, 2024 Closed Session Minutes	Complete
VI-A-2	Fire/Security Drill Log	Complete
A-4	Student Code of Conduct for the 2024-2025 School Year	Complete
A-5	School Safety and Security Plan for the 2024-2025 School Year	TO BE DISTRIBUTED
A-6	Waterford Township School District Mentoring Plan for the 2024-2025 School Year	Complete
A-7	Waterford Township School District Professional Development Plan (PDP) for the 2024-2025 School Year	Complete
A-9	Independent Educational Evaluation Rates for the 2024-2025 School Year	Complete
A-10	Parent/Student Handbook for the 2024-2025 School Year	Complete
A-13	Home and School Fundraisers for the 2024-2025 School Year	Complete
A-15-a	P 5112- Entrance Age	Complete
A16-a	P 9323- Notification of Juvenile Offender Case Disposition	Complete
A-16-b	P 5337- Service Animals	Complete
A-16-c	P 2200- Curriculum Content	Complete
A-16-d	P 5350- Student Suicide Prevention	Complete
A-16-e	P 2423- Bilingual and ESL Education	Complete
B-9	Transfer/Assignment Change of Certified Staff Members for the 2024-2025 School Year	Complete
B-10	Transfer/Assignment Change of Support Staff Members for the 2024-2025 School Year	Complete
B-11	Create/Abolish Support Staff Positions	Complete
B-12	Employment Contract for Daniel J. Fox, Assistant Superintendent for Business for the 2024-2025 School Year	Complete
B-15-a	P 1140- Affirmative Action Program	Complete
B-15-b	P 1530- Equal Employment Opportunities	Complete
B-15-c	P 1550- Equal Employment Anti-Discrimination	Complete
B-15-d	P 1523- Comprehensive Equity Plan	Complete
C-1	Board Secretary's Certifications for June 2024	TO BE DISTRIBUTED
C-3	Financial Reports for June 2024	Complete

C-4	Bills Lists	Complete
C-6-a-1	CCESC Contract	Complete
C-6-a-2	W.J. Gross Contract	Complete
C-9-a	Indoor Air Quality Plan for the 2024-2025 School Year	Complete
C-9-b	Hazard Communication Written Plan for the 2024-2025 School Year	Complete
C-11-b-1	P 6660- Student Activity Fund	Complete
C-11-b-2	P 6620-Petty Cash	Complete
C-11-b-3	P 8467- Weapons	Complete
C-11-b-4	P 8420- Emergency Crisis Situations	Complete

**WATERFORD TOWNSHIP BOARD OF EDUCATION
REGULAR BOARD MEETING MINUTES – July 17, 2024
WATERFORD ELEMENTARY SCHOOL**

DRAFT

V-A

I. MEETING CALLED TO ORDER 6:32 P.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 on the district website, wtsd.org.

A. ROLL CALL OF ATTENDANCE

Members Present: Matthew DeNafo, Rosemarie Hunter, Thomas Leach, Barbara Libak Fanz, Ehren O'Donnell

Members absent: Benjamin De Vuyst, Jason Galante, Daniel Hoover, Michael McClintock

Others present: Dr. Michael A. Nolan, 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. Libak Fanz, seconded by Ms. Hunter and carried by unanimous voice consent to approve the amendment to the agenda.

C. MOTION TO APPROVE THE RESOLUTION AUTHORIZING CLOSED SESSION

A motion was made by Mr. Leach, seconded by Mr. O'Donnell, and carried by unanimous voice consent to approve the amendment to the agenda.

D. MOTION TO APPROVE THE RETURN TO OPEN SESSION

A motion was made by, Mr. O'Donnell, seconded by Ms. Libak-Fanz, and carried by unanimous voice consent to return to open session at 6:56 p.m.

E. FLAG SALUTE

Mr. DeNafo led the Pledge of Allegiance.

F. MISSION STATEMENT

Mr. O'Donnell read the Mission Statement.

G. STATEMENT TO THE PUBLIC

Mr. DeNafo read the statement to the public.

II. COMMITTEE REPORTS

A. EDUCATION - No report.

B. PERSONNEL - No report.

C. BUSINESS - No report.

III. PRESENTATIONS

A. ACCESS for ELLs Spring 2024 Results- Dr. Michael Nolan

B. Students of the 3rd Trimester:

1. Kindergarten- Penelope McNeill-Beck – Ms. Allen
Carter Silvestro- Ms. Weidmann
2. Grade 1- Emmanuel Kenner- Ms. Fieger
3. Grade 2- Scarlett Goldberg- Ms. Gallagher/Ms. Wallen
4. Grade 3- Carter Wakeley- Ms. O'Donnell
5. Grade 4- Patrick Dougherty- Ms. Agoston
6. Grade 5- Olivia Umosella- Ms. Stephan
7. Grade 6- Jason DuVilla- Ms. Gray/Ms. Catania

**WATERFORD TOWNSHIP BOARD OF EDUCATION
REGULAR BOARD MEETING MINUTES July 17, 2024**

IV. COMMENTS FROM THE PUBLIC ON AGENDA ITEMS ONLY

- A. A motion was made by Ms. Hunter, seconded by Ms. Libak-Fanz, and carried by unanimous voice consent to open the meeting to the public.
none
- B. A motion was made by Mr. O'Donnell, seconded by Mr. Leach, and carried by unanimous voice consent to close the meeting to the public.

V. MINUTES

A motion was made by Mr. Leach, seconded by Mr. O'Donnell, and carried by unanimous voice consent to approve the minutes for the following meeting as submitted by the Assistant Superintendent for Business/Board Secretary:

- A. Board Meeting June 19, 2024
B. Closed Session (Revised) June 19, 2024

VI. SUPERINTENDENT'S REPORT

A motion was made by Ms. Libak-Fanz, seconded by Ms. Hunter, and carried by a unanimous roll call vote to approve the following items.

A. Monthly District Reports-

1. Monthly Wellness Report
2. Fire/Security Drill Log

B. Enrollment:

Grade	2022/2023 Title I/ESY	2023/2024 Title I/ESY
PK	14	18
K	5	17
1 st	10	27
2 nd	9	18
3 rd	12	12
4 th	9	15
5 th	6	22
6 th	12	0
Total:	77	129

C. Suspension Report:

SID#	Date	Incident	School	Location	Reported by	Resolution
N/A						

VIII. SUPERINTENDENT'S RECOMMENDATIONS

A. EDUCATION

Upon the recommendation of the Superintendent, a motion was made by Ms. Libak-Fanz, seconded by Ms. Hunter, and carried by a roll call vote to approve the items 1 through 7.

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
6572068237	9116925998	Bus	6/14/24	6/18/24	No	• Seat Change/Communication w/Driver

**WATERFORD TOWNSHIP BOARD OF EDUCATION
REGULAR BOARD MEETING MINUTES July 17, 2024**

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. Comprehensive Equity Plan State of Assurance for 2024-2025:

Approve the submission of the Comprehensive Equity Plan Statement of Assurance for the 2024-2025 school year.

4. Waterford Township School District Remote Learning Plan 2024-2025 School Year:

Approve the submission of the Waterford Township School District Remote Learning Plan for the 2024-2025 school year. (See Attachment A-4).

5. Approve the following policy for the first reading:

- a. Policy #9323- Notification of Juvenile Offender Case Disposition
- b. Policy #5337- Service Animals
- c. Policy #2200- Curriculum Content
- d. Policy #5350- Student Suicide Prevention
- e. Policy #2423- Bilingual and ESL Education

6. Approve the following policy for the second reading:

n/a

7. Acknowledge receipt of the following regulations:

- a. Regulation #2624- Grading System
- b. Regulation #5200- Attendance

B. PERSONNEL

A motion was made by Ms. Libak Fanz, seconded by Mr. O'Donnell, and carried by a roll call vote to ratify the Resolution on invoking the Doctrine of Necessity for item 1 through 12.

Upon the recommendation of the Superintendent, a motion was made by Mr. Leach, seconded by Mr. O'Donnell and carried by a roll call vote to approve items 1 through 10 and addendum items 11&12.

1. Transfer / Assignment Change of Certified Staff Members for the 2024-2025 School Year:

Approve the transfer of Certified Staff Members for the 2024-2025 school year.
(See Attachment B-1).

2. Appointment of Support Staff for the 2024-2025 School Year:

Approve the following staff members for the positions below, pending receipt of required documentation:

Name	Assignment	UPC	Loc	Step	Rate / Hour	Hours / Day	Days / Year	FTE
Acevedo-Stinger, Angelique	Paraprofessional	TBD	Atco	1	\$16.85	6	185	1.0
Garvin, Taylin	Paraprofessional (Highly Qualified)	TBD	Atco	2	18.25	6	185	1.0

**WATERFORD TOWNSHIP BOARD OF EDUCATION
REGULAR BOARD MEETING MINUTES July 17, 2024**

Michelini, JoAnn	Non-Instructional Paraprofessional	20-50-NA / AZQ	WES	2	16.12	4	185	.67
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3. Resignation of Certified Staff Member(s):

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

Name	Location	Position	UPC	Effective Date
Ginzberg, Kate	WES	Teacher -- SPED	30-50-S2 / AQO	8.26.24

4. Resignation of Non-Certified Staff Member(s):

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

Name	Location	Position	UPC	Effective Date
Kelly, Sarah	WES	Non-Instructional Paraprofessional	20-50-NA / APD	6.30.24
Major, Lauren	WES	Non-Instructional Paraprofessional	20-50-NA / AZQ	6.30.24
Wade, Trisha	WES	Non-Instructional Paraprofessional	20-50-NA / ATA	6.30.24

5. Create / Abolish Staff Positions:

Approve the created and abolished positions for the 2024-2025 school year. (See Attachment B-5).

6. Job Description:

Approve the revised/new of the following job descriptions (to be distributed):

-- Supervisor of Preschool (new)

7. Perfect Attendance Award – May 2024:

Acknowledge and congratulate the recipient of May's Perfect Attendance Award, Holly Lucas. Holly is a Highly-Qualified Paraprofessional at our Atco Elementary School and will receive a \$50.00 Amazon gift card.

8. Approve the following policy for the first reading:

- a. Policy #1140- Affirmative Action Program
- b. Policy #1530- Equal Employment Opportunities
- c. Policy #1550- Equal Employment Anti-Discrimination
- d. Policy #1523- Comprehensive Equity Plan

9. Approve the following policy for the second reading:

n/a

10. Acknowledge receipt of the following regulations:

n/a

11. Resignation of Certified Staff Member(s): Approve the resignation of the following staff member(s):

Name	Location	Position	UPC	Effective Date
Selby, Jessica	TR	Teacher -- Kindergarten	30-45-K1 / ABU	7.16.24

12. Contract Agreements for 2024-2027 School Years:

Please approve the following contracts for the 2024-2027 school years:

- The Board of Education of Waterford Township and the Waterford Township Education Association Certified Staff Contract
- The Board of Education of Waterford Township and the Waterford Township Education Association Support Staff Contract

**WATERFORD TOWNSHIP BOARD OF EDUCATION
REGULAR BOARD MEETING MINUTES July 17, 2024**

- The Board of Education of Waterford Township and the Waterford Township Principals and Supervisors Association

C. BUSINESS

Upon the recommendation of the Superintendent, a motion was made by Mr. O'Donnell, seconded by Mr. Hunter, and carried by a roll call vote to approve items 1 through 11.

1. Board Secretary's Certifications for the month April 2024 (See Attachment C-1):

In accordance with 18A:17-9 for the month of May 2024, the Cash Reconciliation Report and the Board Secretary's report are in agreement. In accordance with 18A:17-9 for the month of May 2024, the Board Secretary certifies that no line item has been over-expended in violation of N.J.A.C. 23A-16.10(c)3 and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year. The Board Secretary, in accordance with N.J.A.C. 6A:23A-16.10(c)2, certifies that the following changes in anticipated revenue amounts and revenue sources.

2. 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 May 2024 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.

3. Financial Reports for the month May 2024 (as per attached):

- a. Investment report.
- b. Report of the Board Secretary in accordance with 18A:17-36 and 17A:17-9
- c. Student Activity Fund General Ledger.
- d. Nutri-Serve Food Management/Waterford Township School District Financial Statement. N/A
- e. Transfer by transfer number

4. Approval of Expenditures (as per attached):

Approve the payment of bills and claims:

- Bills List #1- \$ 377,525.88
- Bills List #2- \$ 47,175.50

5. Grants:

Grantor	School	Amount	Purpose	Attachment
WTH&SA	WES	\$2,310	Pay 6 th grade teachers extra time for 6 th grade class trip	No
IDEA Basic	District	255,917	Out of District Tuition	No
IDEA Preschool	TR	17,097	Salaries & Benefits	No

6. Contracts:

a.

Vendor	Purpose	From	To	Amount	Attachment
Comcast	Internet	7/1/2024	6/30/2025	\$43,800	No

- b. To approve a contract with First Student for Summer Transportation in the amount of \$33,231.

**WATERFORD TOWNSHIP BOARD OF EDUCATION
REGULAR BOARD MEETING MINUTES July 17, 2024**

7. **Tuition Contracts for the 2024-2025 School Year:**
Approve the tuition contracts for the 2024-2025 school year:

SID #	School	From	To	Amount	Send/Receive	Attachment
3435952984	Archway	7/8/24	6/30/25	\$99,176.70	Send	No
4951490958	Archway	7/8/24	6/30/25	99,176.70	Send	No
9697520564	Kingsway	7/8/24	6/30/25	115,865.40	Send	No
2546985197	Kingsway	7/8/24	6/30/25	115,865.40	Send	No
4796827764	Kingsway	7/8/24	6/30/25	78,065.40	Send	No
8255330387	Kingsway	7/8/24	6/30/25	115,865.40	Send	No
4232157242	Kingsway	7/8/24	6/30/25	115,865.40	Send	No
2297423588	Kingsway	7/8/24	6/30/25	115,865.40	Send	No
9814852611	Kingsway	7/8/24	6/30/25	78,065.40	Send	No

8. **Out of District Professional Development for the 2024-2025 School Year:**
Approve the Out of District Professional Development for the 2024-2025 school year:

Name	Date Submitted	Date of Workshop	Location	Topic	Cost	Account #
Nolan, M.	07/09/2024	08/15/2024	NJ	2024 Annual Administrator Workshop	250.00	20-277-200-580-58-04-000
Fox, D.	07/09/2024	08/15/2024	NJ	2024 Annual Administrator Workshop	250.00	20-277-200-580-58-04-000
Magenta, A.	07/09/2024	08/15/2024	NJ	2024 Annual Administrator Workshop	250.00	20-277-200-580-58-04-000
Davidson, P.	07/09/2024	08/15/2024	NJ	2024 Annual Administrator Workshop	250.00	20-277-200-580-58-04-000
Kondas, H.	07/09/2024	08/15/2024	NJ	2024 Annual Administrator Workshop	250.00	20-277-200-580-58-04-000
Manna, C.	07/09/2024	08/15/2024	NJ	2024 Annual Administrator Workshop	250.00	20-277-200-580-58-04-000
Richardson, C.	07/09/2024	08/15/2024	NJ	2024 Annual Administrator Workshop	250.00	20-277-200-580-58-04-000

9. **Facilities:**
10. **Transportation:**
11. **Business-Related Policies:**
- a. **Approve the following policies for the first reading:**
1. Policy #6660- Student Activity Fund
 2. Policy #6620- Petty Cash
 3. Policy #8467- Weapons
 4. Policy #8420- Emergency and Crisis Situations
- b. **Approve the following policies for the second reading:**
n/a
- c. **Acknowledge receipt of the following regulations:**
1. Regulation #7650- School Vehicle Assignment, Use, Tracking, Maintenance, and Accounting
 2. Regulation #6620- Petty Cash

D. BYLAWS—Barbara Libak Fanz

1. **Approve the following policy for the first reading:**

**WATERFORD TOWNSHIP BOARD OF EDUCATION
REGULAR BOARD MEETING MINUTES July 17, 2024**

n/a

2. Approve the following policy for the second reading :

n/a

3. Acknowledge receipt of the following regulations:

n/a

VIII. REPORTS

- A. Legislation- no report.
- B. Camden County School Boards Association- no report.
- C. New Jersey School Boards Association- no report.
- D. Camden County Educational Services Commission- no report.
- E. Hammonton- Ms. Hunter gave an oral report.
- F. Board President's Report- Mr. DeNafo 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. Leach, and carried by unanimous voice consent to open the meeting to the public.

none

- B. A motion was made by Mr. Leach, seconded by Mr. Libak-Fanz, and carried by unanimous voice consent to close the meeting to the public.

XI. MEETING ADJOURNMENT at 7:36 p.m.

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

Respectfully Submitted,



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

**WATERFORD TOWNSHIP BOARD OF EDUCATION
REGULAR BOARD MEETING MINUTES – July 31, 2024
WATERFORD ELEMENTARY SCHOOL**

V-B

I. MEETING CALLED TO ORDER 4:00 P.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 on the district website, wtsd.org.

A. ROLL CALL OF ATTENDANCE

Members Present: Matthew DeNafo, Benjamin De Vuyst (arrived 4:04), Barbara Libak Fanz, Jason Galante (arrived 4:04), Daniel Hoover, Rosemarie Hunter, Thomas Leach, Michael McClintock

Members absent: Ehren O'Donnell

Others present: Dr. Michael A. Nolan, Superintendent, Daniel J. Fox, Assistant Superintendent for Business /Board Secretary, Chris Long, Solicitor.

B. FLAG SALUTE

Mr. DeNafo led the Pledge of Allegiance.

II. COMMENTS FROM THE PUBLIC ON AGENDA ITEMS ONLY

A. A motion was made by Ms. Libak-Fanz, seconded by Ms. Hunter, and carried by unanimous voice consent to open the meeting to the public.

none

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

III. EDUCATION

IV. PERSONNEL

A motion was made by Mr. McClintock, seconded by Ms. Libak Fanz, and carried by a unanimous roll call vote to approve item A and addendum item B.

A. Appointment of Certified Staff for the 2024-2025 School Year:

Approve the following staff members for the positions below, pending receipt of required documentation:

Name	Assignment	UPC	Certificate	Loc	From	To	Step	Salary	FTE
Clark, Jaime	Long-Term Sub Preschool	30-45-LS / BBI	PreK-Gr 3 (1013)	TR	8/27/24	6/30/25	1 BA	\$59,450	1.0
Huesken, Ashley	Teacher (BD-Gr. 3-6)	30-50-S3 / AZN	K-6 and TOSD (1001 & 2475)	WES	8/27/24	6/30/25	4 MA	64,577	1.0
Paulson, Katherine	Preschool	30-45-P2 / AAJ	PreK-Gr 3	TR	8/27/24	6/30/25	3 MA	63,677	1.0

**WATERFORD TOWNSHIP BOARD OF EDUCATION
REGULAR BOARD MEETING MINUTES July 17, 2024**

B. Appointment of Support Staff for the 2024-2025 School Year:

Approve the following staff members for the positions below, pending receipt of required documentation:

Name	Assignment	UPC	Loc	Step	Rate / Hour	Hours / Day	Days / Year	FTE
Cureton, Hailey	Paraprofessional	20-45-EX / AOD	TR	4	16.95	6	185	1.0
Evans, Chrae	Paraprofessional (HQ)	20-45-P2 / ARI	TR	5	18.25	6	185	1.0
Fitzpatrick, Maria	Permanent Paraprofessional Substitute (HQ)	23-80-PP / BAP	District	1	18.15	6	185	1.0
Martucci, Marie	Permanent Paraprofessional Substitute (HQ)	23-80-PP / BAQ	District	1	18.15	6	185	1.0
Rouse, Payton	Paraprofessional	TBD	Atco	1	16.85	6	185	1.0
Rowan, Amanda	Paraprofessional (HQ)	20-40-EX / BBF	Atco	1	18.15	4	185	.67
Small, Stephanie	Permanent Paraprofessional Substitute (HQ)	23-80-PP / BAO	District	1	16.85	6	185	1.0

V. BUSINESS

VI. COMMENTS FROM MEMBERS OF THE PUBLIC ON GENERAL TOPICS

- A.** A motion was made by Ms. Libak Fanz, seconded by Ms. Hunter, and carried by unanimous voice consent to open the meeting to the public.

none

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

VII. MEETING ADJOURNMENT at 4:05 p.m.

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

Respectfully Submitted,



Daniel J. Fox
Assistant Superintendent for Business/Board Secretary

School Name	Drill Date	Drill Time	Weather Conditions	Type of Drill	# of Students Involved	# of Staff Involved	Brief Summary of Drill:
WES	7/2/24	10:30 AM	Sunny 79 degrees	Fire	96	34	Completed in 1 minute 25 seconds. No issues.
WES	7/2/24	11:18 AM	N/A	Shelter in place	96	34	Completed in 3 minutes 15 seconds. No issues.
TR	7/10/24	10:36 AM	Sunny 85 degrees	Fire	53	31	Completed in 1 minutes 29 seconds. No issues.
TR	7/17/24	9:47 AM	N/A	Lockdown	44	31	Completed in 2 minutes 10 seconds. No issues.

School Name	Drill Date	Drill Time	Weather Conditions	Type of Drill	# of Students Involved	# of Staff Involved	Brief Summary of Drill:
TR	8/1/24	9:35 AM	81 degrees, Sunny	Fire	37	35	Drill completed in 1 minute 24 seconds. No issues reported.
TR	8/1/24	9:46 AM	NA	Lockdown	38	35	Drill completed in 1 minutes 37 seconds. No issues reported.
WES	8/1/24	9:03 AM	82 degrees, Sunny	Fire	102	48	Drill completed in 2 minutes 47 seconds. No issues.
WES	8/1/24	10:30 AM	N/A	Active Shooter	102	48	Drill completed in 4 minutes 7 seconds. No issues.

Waterford Township School District



Student Code of Conduct September 2024

INTRODUCTION

The Waterford Township School District recognizes the importance of establishing clear and consistent disciplinary consequences for violations of district rules. Students are expected to demonstrate maturity, responsibility, consideration, as well as treat each other with dignity and respect.

Pursuant to School Board Policy #5600- PUPIL DISCIPLINE/CODE OF CONDUCT, the Board finds that student conduct is closely related to learning, and an effective educational program requires a safe and orderly school environment. The Board adopted a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, gender, color, religion, sexual orientation, national origin, or handicap/disability.

The Code of Conduct 2024-25 is based on five principles that articulate our expectations for student behavior while at school or school-related activities:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I demonstrate pride in myself, my future, and my school by arriving on time, dressed appropriately, and prepared to focus on my studies.
3. I always seek the most peaceful means of resolving conflict, and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own.
4. I take pride in promoting a safe and clean learning environment at my school.
5. I seek positive relationships with all members of the school community and I help restore relationships with school community members that are affected by my conduct.

If students abide by these principles, the learning environment in all schools will be strengthened. The elementary student Code of Conduct is designed with enough flexibility so that teachers can exercise judgment that is within the scope of the Code, their classroom behavior management system, the student's personal behavior monitoring system, or any behaviors in relation to off-campus activities.

Student Wholeness:

In 2018, Waterford Township School District implemented two programs that focus on Social-Emotional Learning and Wellness: Harmony and Healthy U. With these programs and resources, our schools are able to provide engaging, safe, and supportive environments that foster well-being and meet students' academic, social, emotional, and physical needs. Motivation increases, and achievement improves when students feel safe/supported, and learning is interesting, engaging, and purposeful. Successful schools provide opportunities for students to explore their interests with enriching activities both in and out of the classroom. They also create positive cultures where students have the confidence to explore those opportunities. Schools with positive cultures also have the following characteristics:

- Effective leadership that creates and communicates clear expectations, communicates openly and honestly, is accessible and supportive of school staff and professional learning, and supports students in developing self-awareness, responsible decision-making, relationship building, social awareness skills, and self-management skills
- Positive relationships with all stakeholders — students, parents, teachers/staff, school police, and community partners
- Training and resources that provide social, emotional, and academic support, and positive interventions designed to help students problem solve, develop appropriate school and

classroom behaviors, and reduce the need for classroom removal or school police intervention

- Professional supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes or communities
- Engaging academic and extracurricular activities for students that meet behavioral, developmental, and academic needs
- Effective and responsive communication among schools, parents, and communities. Clean, well-maintained, and welcoming environments that clearly demonstrate school pride and a love of learning
- A learning environment where students and staff feel physically and emotionally safe

One key focus in Waterford Township School District is the cultivation of social and emotional learning (SEL). Schools will support students in developing the core SEL competencies of self-awareness, responsible decision-making, relationship-building, social awareness, and self-management. The cultivation of student wholeness also includes the adoption of trauma-sensitive and restorative practices, which build positive communities based on the premise that open, respectful communication helps to reduce conflict. When conflict does occur, restorative practices encourage students to focus not on punishment but on the harm caused and the need to repair relationships. An integration of social/emotional learning and restorative practice will help to cultivate a safe and positive educational environment that fosters student learning and well-being while reducing the incidence of negative behaviors.

Application of the Code of Conduct:

The Code of Conduct applies to students at all times while they are on school property, at any school-sponsored activity, including field trips, and while traveling to and from school or any school-sponsored activity. Other incidents that occur off school grounds are generally not addressed by the district or its Code of Conduct. However, there are times when incidents occur outside of the Code of Conduct's jurisdiction that undermine relationships at school or otherwise threaten school safety and climate. In those instances, the district may utilize interventions and responses to improve the school climate, including but not limited to restorative practice methods, mediation, and mindfulness.

Behavioral Foundations for Early Learners:

Waterford Township School District's early learning programs are the first step on the path toward school success, providing the necessary foundation for a solid start in school and life. The district is committed to ensuring that all children receive the unique supports needed to be successful learners by creating healthy and safe school environments, by providing supporting and guiding educators, by addressing social-emotional competencies, and by providing targeted help to students in need. In supporting the developmental needs of early learners, Waterford Township School District follows N.J.S.A. 18A:36A-9 which places limits on suspensions/expulsions for students enrolled in preschool through second grade in a school district or charter school. Under the law, students in kindergarten through second grade may not be expelled or suspended from school, except as provided pursuant to the "Zero Tolerance for Guns Act," P.L.1995, c.127 (C.18A:37-7 et seq.). The law also prohibits out-of-school suspensions for students in kindergarten through second grade, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others.

RIGHTS & RESPONSIBILITIES

Students have the right and responsibility to:

- Be respected as an individual and treated courteously, fairly, and respectfully by other students and school staff
- Treat teachers, staff, other students, themselves, and property with respect
- Take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability
- Attend school daily, be prepared for class, and complete assignments to the best of their ability

Parents have the right and responsibility to:

- Be informed of their child's attendance, performance, and behavior concerns
- Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff
- Assure their child brings to school only those things that are appropriate in a school setting
- Participate in decision-making processes affecting school policies and procedures

Teachers, principals, and school staff have the right and responsibility to:

- Establish a sense of community in the classroom, including opportunities for members of the school community to learn about and be respectful of each other's cultures
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities
- Enforce the policies, rules, and regulations of the district, school, classroom and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators
- Communicate policies, expectations, and concerns to students and parents/ guardians, and respond to complaints or concerns from students and parents/ guardians in a timely manner and in a language they understand
- Engage parents when their child is subject to disciplinary action
- Protect all discipline records under FERPA

District administrators have the responsibility to:

- Provide support and professional development training to principals and school staff to help them support students, including students with disabilities and other special needs
- Ensure discipline policies are in compliance with civil rights laws
- Monitor discipline data to identify, investigate, and address any disparities between students on the basis of disability, race, gender, or other student characteristics
- Protect all discipline records under FERPA

Community-based/local organizations and agencies should:

- Share ideas and strategies for improving school climate and discipline practices
- Make reasonable efforts to confer, consult, and collaborate with school staff and/or parents/ guardians on student misconduct and potential responses

Collecting and Monitoring Discipline Data:

- As part of the Waterford Township Comprehensive Equity Plan, the Affirmative Action Committee reviews discipline data on an annual basis. The committee looks at the number of infractions for the district, looking for disparities based on race, religion, gender, socio-economic status, disability, and ethnicity. The committee identifies the disparities and makes suggestions for interventions
- Periodically throughout the school year, school principals run discipline reports using Realtime to identify areas of need and work closely with school counselors to put supports in place to mitigate problematic areas

Student Attendance:

- Please refer to Attendance Policy #5200 and view our attendance pamphlet on wtsd.org for additional information regarding attendance

INTERVENTION AND DISCIPLINARY RESPONSES

Description of Levels:

Level 1	Level 2	Level 3	Level 4	Level 5
<i>Interventions and Referral Responses</i>	<i>Intensive Interventions and Referral Responses</i>	<i>Short-term suspension and Referral Responses</i>	<i>Long-term suspension and Referral Responses</i>	<i>Extended suspension, expulsion, and referral responses</i>
May be appropriate when the behavior is a minor infraction, the student has had no prior incidents and/or interventions have not been put in place.	May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others.	May be appropriate given the seriousness of the offense and impact on the school community and/or documented interventions and support have been put in place but the behavior is escalating.	May be appropriate given the seriousness of the offense and impact of the offense and impact on the school community and/or when documented interventions have been put in place, but the behavior continues to escalate and disrupt the educational process.	May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for the other students across the day.

Levels of Intervention and Disciplinary Response:

Waterford Township recognizes the effectiveness of restorative practice methods and other progressive disciplinary measures that build positive relationships. These interventions are a shift away from overly harsh and punitive disciplinary responses. Instead, they educate students about the harm caused by their actions while seeking to reunite them with the school community. The categories shown are designed to guide teachers and administrators in using progressive interventions and responses at all grade levels to teach and motivate students to exhibit positive behaviors.

LEVEL 1

Interventions and Referral Responses:

Defined: Refer to minor misbehavior on the part of the student that impedes or disrupts the orderly classroom procedures or school operations. These infractions will be addressed by the appropriate school personnel as well as contacting parents/guardians. Administrative action will typically not occur with these misbehaviors.

Examples But Not Limited To:

- Disruptive Classroom/School/Bus Behavior
- Failure to complete or carry out directions
- Inappropriate use of non-instructional items such as but not limited to: Electronic Communication and Recording Devices (ECD), cell phones, iPod's, Smartwatches, laser pointers, gaming devices, cameras, video cameras
- Failure to return required forms, books, and other school materials
- Verbal conflict between students
- Running or shouting in the halls
- Dishonesty
- Inappropriate language
- Field Trip/assembly misbehavior
- Physical Contact

Disciplinary Options:

These interventions aim to correct behavior so students can learn and demonstrate safe and respectful actions. **Teachers are encouraged to implement a variety of teaching and classroom management strategies.**

- Teacher contacts a parent via telephone, email, or (if permission to do so has been secured) text message
- Verbal correction
- Reminders and redirection (e.g., role-play)
- Written reflection or apology (when developmentally appropriate)
- Seat change
- Parent or guardian conference
- Daily progress sheet on behavior
- Establish buddy teacher system
- Classroom system of positive reinforcement
- Teacher or student conference
- Detention (Principal's discretion)
- De-escalation strategies (i.e., mindfulness, reflection break)
- Restorative practice methods and/or mindfulness activity
- Parent/Guardian contacted by Principal

LEVEL 2

Intensive Interventions and Referral Responses:

Defined: Misbehavior that is frequent or serious enough to disrupt the learning climate of the school and/or endangers the health or safety of others. These infractions, which usually result from the continuation of Level One incidents, require the intervention of administrative personnel because the prior consequences have failed to modify the behavior. Also included in this level are misbehaviors that do not represent a direct threat to the health and safety of others but whose educational consequences once again require corrective action on the part of administrative personnel.

Examples But NOT Limited to:

- Continuation of Level One misconduct
- Abusive, obscene, or disrespectful language, writings, drawings, or gestures
- Fighting
- Forgery of any kind
- Bullying/Cyber Bullying
- Harassment
- Theft
- Vandalism
- Verbal/Physical Threats
- Plagiarism/Cheating
- Hands-off violation
- Defiance of authority, disrespectful behavior to staff
- Inappropriate use of technology
- Throwing food/objects
- Bus misconduct
- Physical Contact
- Inappropriate use of ECRD

Disciplinary Options:

These interventions can involve school administrators, who aim to correct behavior by stressing its negative impact while keeping the student in school.

- Principal contacts parent or guardian
- Change in schedule or class
- Restorative practice methods and/or mindfulness by a trained adult
- Loss of privileges
- Restitution (monetary or service-based)
- Detention (Principal's discretion)
- Conflict resolution by a trained adult
- Peer mediation
- Discussion with appropriate administrator
- Referral to IEP or 504 team
- Assignment of work projects
- Mentoring
- Referral to substance abuse counseling
- Referral to student support team (see below)

Student support team interventions and responses:

These interventions often involve staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

- Parent or guardian conference with principal and relevant staff
- Restorative practice methods, including mediation led by or under the supervision of a trained adult
- Mindfulness exercises led by or under the supervision of a trained adult
- Mentoring
- Referral to an appropriate after-school program
- Restitution (monetary or service-based)
- Peer mediation
- Referral to IEP or 504 team for evaluation
- IEP or 504 team meeting
- Teacher submits Behavioral Consultation Request form to Principal
- Referral to school-based health or mental health clinic
- Short-term behavioral progress reports linked to positive reinforcement
- Referral to an appropriate community organization

- Conflict resolution led by or under the supervision of a trained adult
- Community mediation led by or under the supervision of a trained adult
- Develop student support team plan

LEVEL 3

Short-term suspension and Referral Responses:

Defined: Acts that are frequent or serious in nature and disrupt the learning environment of the school or pose a threat or danger to the health, safety, or welfare of others in the school. These acts will require administrative action, which could result in the immediate removal of the student from the school and possible intervention of law enforcement authorities.

Examples But Not Limited To:

- Continuation of or extreme Level II misconduct
- Assault
- Ethnic or racial slurs
- Sexual harassment
- Leaving school without permission
- Vandalism
- Indecent exposure
- Destruction of property
- Possession of a weapon/replicas
- Possession of drugs or alcohol
- Other violation of federal, state, or local laws
- Verbal/Physical Threat
- Inappropriate use of ECRD

Disciplinary Options:

These interventions may involve the removal of a student from the school environment for up to three days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.

- Parent or guardian notification by principal
- In-school Suspension
- Short-term suspension (1 to 3 days)
- Restorative practice methods, including formal conferencing with parent, student, and relevant staff
- Development of or revision to student support team plan
- Follow-up meeting with Behavior Consultant to revise behavior plan
- Referral to the IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to substance abuse counseling
- Referral to an appropriate community organization (e.g., mentoring programs)

LEVEL 4

Long-term suspension and Referral Responses:

These interventions involve the removal of a student from the school environment for a period ranging between 4 and 10 school days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while adequately addressing the behavior.

- Parent or guardian notification Long-term suspension (4 to 10 days)
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Development of or revision to student support team plan
- Restorative practice methods, including formal conferencing/ community conferencing by trained adult
- Referral to the IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Referral to twilight and Credit Recovery program
- Referral to substance abuse counseling
- Referral to appropriate community organization (e.g., mentoring programs)

LEVEL 5

Extended suspension, expulsion, and referral responses:

These interventions involve removing a student from the school environment because of the severity of the behavior. They may also involve placing the student in an alternative environment that provides additional structure to address the behavior. These interventions focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others. The duration of an extended suspension, expulsion, or alternative placement will be limited to the least amount of time necessary to adequately address the behavior.

- Parent or guardian notification
- Extended suspension (11 to 44 days)
- Expulsion (serious behavioral infractions; 44 days or longer)
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Follow-up meeting with Behavior Consultant to revise behavior plan
- Restorative practice methods, including formal conferencing with parents, students, and relevant staff
- Referral to the IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Alternative educational placement or alternative educational setting determined by CST evaluation
- Referral to substance abuse counseling
- Permanent expulsion for certain offenses, as specified in Board policy

LEVELS of RESPONSE

Absences	Level(s) of Offense						Notes
Unexcused absence from school	Level 1						
Persistent or excessive absence from school	Level 1	Level 2					
Habitual truancy (i.e., unlawfully absent from school for a number of days in excess of 8 days in any quarter, 15 days in any semester, or 20 days in a school year)	Level 1	Level 2					
Academic Dishonesty	Level(s) of Offense						Notes
Cheating, plagiarizing, etc.	Level 1	Level 2					Students may receive a failing grade for that assignment.
Alcohol	Level(s) of Offense						Notes
Under the influence		Level 2					School staff is required to refer students to appropriate substance abuse counseling services.
Using or possessing		Level 2	Level 3				
Distributing or selling		Level 2	Level 3	Level 4	Level 5		
Bullying, including Cyberbullying and Gang-Related Incidents	Level(s) of Offense						Notes
Gang-related incidents typically refer to a group of three or more individuals that associate periodically as an ongoing criminal group with an overt or covert command structure to regularly conspire and/or commit illegal and disruptive acts within the school community		Level 2	Level 3	Level 4	Level 5	School Resource Officer Involvement	Incidents should be reported to the school principal using the form on the district's website. The district follows the protocols set forth by the state of New Jersey. Details of Harassment, Intimidation, or Bullying will be reported to the Board of Education.
Bullying (including cyberbullying) involves repeatedly using power in an intentional manner,		Level 2	Level 3	Level 4	Level 5	School Resource Officer Involvement	

including verbal, physical, or written conduct or electronic communication, to inflict psychological distress or physical harm toward one or more students that adversely affects their ability to participate in or benefit from a school's education or extracurricular programs							
Bus Violations	Level(s) of Offense						Notes
Minor disruption on the bus (e.g., eating, drinking, being too loud, standing)	Level 1	Level 2					Applies to students traveling to and from school or any school-sponsored activity, including field trips.
Serious disruption on the bus (e.g., fighting another passenger, attacking driver)		Level 2	Level 3			School Resource Officer Involvement	
Class Cutting (elopement-leaving assigned area)	Level(s) of Offense						Notes
Failure to attend a scheduled class or leaving school premises without permission during the school day	Level 1	Level 2					
Classroom Disruption	Level(s) of Offense						Notes
Talking out in class or talking out of turn, picking on or teasing other students, and other behaviors that detract from student learning	Level 1	Level 2					Restorative practice methods should be used as appropriate.
Serious classroom disruption that directly affects the safety of others(e.g., throwing harmful items, turning over tables, or disrupting a fire or safety drill)	Level 1	Level 2	Level 3				
Defiance of Authority and /or Insubordination	Level(s) of Offense						Notes
Failure to follow directions	Level 1	Level 2					Nonviolent/nonphysical: state guidelines prohibit students from school for insubordinate or

Failure to respond to school staff questions or requests	Level 1	Level 2					disrespectful behavior. Restorative practice methods should be used appropriately.
Dress Code Violation	Level(s) of Offense						Notes
Violating dress code	Level 1	Level 2					Refer to dress code standards provided at the district website, www.wtisd.org ; students cannot be excluded from school for failure to adhere to a school uniform policy.
Drugs or Controlled Substances	Level(s) of Offense						Notes
Under the influences		Level 2					Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community; medical personnel should be notified when appropriate; school staff is required to refer students to appropriate substance abuse counseling services.
Using or possessing		Level 2	Level 3	Level 4	Level 5	School Resource Officer Involvement	
Distributing or selling				Level 4	Level 5	School Resource Officer Involvement	
Extortion	Level(s) of Offense						Notes
Pre-k to grade 2	Level 1	Level 2					For example, taking or attempting to take from another (e.g., money or property) by threat of harm, express or implied; school staff should conduct a threat assessment.
Grades 3 to 6		Level 2	Level 3				
False Activation of a Fire Alarm	Level(s) of Offense						Notes
Pre-k to grade 2	Level 1	Level 2					Students are referred to Waterford Township Fire Department to complete the Youth Fire & Life Safety Program; schools should contact the Office of the Fire Marshall.
Grades 3 to 6		Level 2	Level 3				
Fighting	Level(s) of Offense						Notes
Fighting <i>mutual participation of force or physical violence</i> (may include incidents resulting in minor injuries)			Level 3	Level 4			

Fire Setting/Arson	Level(s) of Offense						Notes
Attempting to set, aiding in setting, or setting a fire	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer Involvement	Students are referred to Waterford Township Fire Department to complete the Youth Fire & Life Safety Program; schools should contact the Office of the Fire Marshall.
Gambling	Level(s) of Offense						Notes
Requires the use of money or exchangeable goods	Level 1	Level 2	Level 3				
Hallway Misbehavior	Level(s) of Offense						Notes
Running, making excessive noise, loitering, or persistent hall-walking	Level 1	Level 2					
Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion, Including Cyber harassment, against Members of the School Community	Level(s) of Offense						Notes
Minor harassment (e.g., verbal discriminatory actions) includes actual or perceived conduct to offend, ridicule, or demean others		Level 2	Level 3				Incidents should be reported to the school principal using the form on the district's website. The district follows the protocols set forth by the state of New Jersey. Details of Harassment, Intimidation, or Bullying will be reported to the Board of Education.
Serious harassment includes intentional, persistent actions that threaten or seriously intimidate another student or adversely affect another student's ability to participate in or benefit from a school's educational or extracurricular program. Often regards race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, physical or mental ability, or disability		Level 2	Level 3	Level 4	Level 5	School Resource Officer Involvement	

Inappropriate Comment / Language	Level(s) of Offense						Notes
Making inappropriate gestures, symbols, or comments or using profane or offensive language	Level 1	Level 2					State guidelines prohibit students being excluded from school for insubordinate or disrespectful behavior. Restorative practice methods should be used as appropriate.
Using verbal insults or put-downs or lying to, misleading, or giving false information	Level 1	Level 2	Level 3				
An insulting or disparaging remark or innuendo that is shaming or degrading (racial slur, sexual remark)			Level 3	Level 4			
Inciting or Participating in Disturbance	Level(s) of Offense						Notes
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and directly affects the safety of others		Level 2	Level 3				Students maintain the right to peacefully invoke their right to free expression.
Using an electronic device to send incendiary texts or social media messages or to bring others to initiate or engage in a disturbance		Level 2	Level 3				
Inhalants	Level(s) of Offense						Notes
Under the influence	Level 1	Level 2					Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community, medical personnel should be notified when appropriate; school staff is required to refer students to appropriate substance abuse counseling services.
Using or possessing		Level 2	Level 3				
Distributing or selling		Level 2	Level 3	Level 4	Level 5	School Resource Officer Involvement	
Physical Contact with School Personnel or Other Adult	Level(s) of Offense						Notes

Unintentional physical contact with school personnel or other adult	Level 1	Level 2					
Unintentionally striking a staff member who is intervening in a fight or other disruptive activity		Level 2	Level 3			School Resource Officer Involvement	
(pre-k to grade 2) Attack against school personnel or another adult: physically attacking an employee of Schools or another adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity	Level 1	Level 2	Level 3			School Resource Officer Involvement	
(grades 3 to 6) Attack against school personnel or another adult: physically attacking an employee of Schools or another adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity			Level 3	Level 4	Level 5	School Resource Officer Involvement	
Physical Contact Student-to-Student	Level(s) of Offense						Notes
Physical aggression with another student (e.g., shoving, pushing, poking, roughhousing)	Level 1	Level 2					

Portable Electronic Communications and Recording Device (ECRD) Policy Violation	Level(s) of Offense						Notes
Use of portable ECRD, electronic game devices, and other similar items at unauthorized times	Level 1	Level 2					
Inappropriate use of any ECRD carried, worn, or		Level 2	Level 3				

transported by a student to receive or communicate messages							Students may be given a warning for the first infraction and subject to leveled responses after that.
Using portable ECRD to take, share, film, and/or publish inappropriate pictures, videos, or recordings, including fights or other disturbances		Level 2	Level 3	Level 4			
Property Damage, Including Computer Damage or Graffiti	Level(s) of Offense						Notes
Minor (Under \$50) or accidental damage	Level 1	Level 2					<p>When considering damage to computers, Policy 9260 and the 1:1 Mobile Learning Student Guidelines will be followed.</p> <p>When considering all other damages, Policy 9260 will be followed.</p> <p>Restitution may be permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school service project.</p> <p><i>Schools should contact the Legal Office for additional guidance.</i></p>
Intentional damage to another person's or school property (\$51 to \$1000)		Level 2	Level 3				
Intentional damage to another person's or school property (over \$1000)		Level 2	Level 3			School Resource Officer Involvement	
Robbery (406.2)	Level(s) of Offense						Notes
(pre-k to grade 2) Taking money or property from another by force or intimidation		Level 2	Level 3				
(grades 3 to 6) Taking money or property from another by force or intimidation		Level 2	Level 3				
School Equipment Use without Permission (802.2)	Level(s) of Offense						Notes
Use of computers, fax machines, phones, etc.	Level 1	Level 2					
Serious Bodily Injury (408.1)	Level(s) of Offense						Notes
Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the					Level 5	School Resource Officer Involvement	

body, or impairment of the function of any part of the body							
Sexual Assault or Offense (601.1)	Level(s) of Offense						Notes
Forced Sexual act					Level 5	School Resource Officer Involvement	School staff is required to refer students to appropriate counseling and contact Child Protective Services as appropriate.
Sexual Contact	Level(s) of Offense						Notes
Sexual harassment (602.1) E.g., unwelcome sexual advances; inappropriate touching, request for sexual favors; other inappropriate verbal, electronic, written, or physical conduct of a sexual nature)		Level 2	Level 3	Level 4			School staff is required to refer students to appropriate counseling and contact Child Protective Services and/or School Police as appropriate.
pre-k to grade 6 Sexual activity or sexual misconduct (603.1) (e.g., indecent exposure, engaging in sexual activity, etc.)		Level 2	Level 3				
Tardiness (102.1)	Level(s) of Offense						Notes
Persistent or excessive tardiness to class or school	Level 1	Level 2					
Theft (803.1)	Level(s) of Offense						Notes
Principal reserves the right to adjust discipline according to the value of the theft.	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer Involvement	<i>It is recommended that police not be contacted for students in grades pre-k through 2.</i>
Tobacco Possession or Use (204.1)	Level(s) of Offense						Notes
Possession, use, sale, or distribution of tobacco products, e-cigarettes, or vapes		Level 2	Level 3	Level 4	Level 5		School staff is required to refer students to appropriate substance abuse counseling services.
Trespassing	Level(s) of Offense						Notes
Being on school property without permission and without intent to participate		Level 2	Level 3	Level 4		School Resource Officer	

in a fight or other serious disturbance, including while suspended or expelled						Involvement	An initial exception to trespassing restrictions can be made in instances where older family members are picking up younger family members at school; the older family member should then seek written permission from the younger family member's parent/guardian and submit it to the school.
Being on school property without permission in order to participate in a fight or other serious disturbance		Level 2	Level 3	Level 4		School Resource Officer Involvement	
Breaking and entering				Level 4	Level 5	School Resource Officer Involvement	
Verbal, Physical, or Written Threat	Level(s) of Offense						Notes
(grades K-2) Threatening or aggressive language or gestures	Level 1	Level 2	Level 3				School staff may conduct a threat assessment depending on the severity of the threat.
(grades 3-6) Threatening or aggressive language or gestures directed toward students, staff, or adult		Level 2	Level 3	Level 4	Level 5	School Resource Officer Involvement	
Weapons, Firearm & Explosives	Level(s) of Offense						Notes
Possession of a toy gun, water gun, or look-alike gun that is not used in the commission of an aggressive act toward another person	Level 1	Level 2					Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or the welfare of the school community; expulsion for no less than one calendar year is mandated.
Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device, including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substances or articles other than a firearm)		Level 2	Level 3	Level 4	Level 5	School Resource Officer Involvement	
Other weapons (possession of any implement that could compromise wellness/ safety or cause bodily harm other than a firearm or other gun including, but not limited to, biochemical substances		Level 2	Level 3	Level 4	Level 5	School Resource Officer Involvement	

such as bodily fluids or poisons; chemical or electrical devices such as electroshock devices, chemical sprays, or laser pointers; metallic knuckles; knives)							Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or the welfare of the school community; expulsion for no less than one calendar year is mandated.
Use of any other weapon of any kind in the commission of an aggressive act toward another person			Level 3	Level 4	Level 5	School Resource Officer Involvement	
Use of a toy gun, water gun, or look-alike gun in the commission of an aggressive act toward another person (302.3, 893.7)			Level 3	Level 4	Level 5	School Resource Officer Involvement	
Other guns (possession of any gun of any kind, loaded or unloaded, operable or inoperable - e.g., BB guns, pellet guns, etc.)				Level 4	Level 5	School Resource Officer Involvement	
Firearms (possession of a firearm as defined in 18 USC921 of the federal code - e.g., handguns, rifles, shotguns, and bombs)					Level 5	School Resource Officer Involvement	

Harassment, Intimidation and Bullying (HIB):

This means any gesture, any written, verbal, or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as **race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic**, that takes place on or off school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in N.J.S.A. section 16 of P.L. 2010, c.122 (C. 18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- A reasonable person should know, under the circumstances, 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 his person or damage to his property;
- Has the effect of insulting or demeaning any student or group of students;
- 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.

Infractions	1 st Offense	Subsequent Offense
Harassment, Intimidation, and Bullying (meets one of the protected classes listed above)	Consequences will vary depending upon the severity of the action; hence a comprehensive list of consequences. <ul style="list-style-type: none">• Counseling Referral• Parent Conference• Detention (Principal's Discretion)	<ul style="list-style-type: none">• Parent Conference• Suspension Up To 2 Days

Cyber Bullying:

This includes, but is not limited to, the following issues of technology: harassing, teasing, intimidating, threatening, or terrorizing a student or staff member. Specific incidents will be handled according to the school's disciplinary code regarding Harassment, Intimidation, and Bullying.

Note: By law, any infraction occurring outside of school may be subject to school discipline if it impacts students or staff during school hours.

PREVENTION

The Waterford Township School District believes that an effective learning environment includes creating an improved school climate that fosters positive choices, increased learning time, and positive social skills. Positive Behavior Intervention and Support, PBIS, is a team-based, systematic approach to teaching behavioral expectations for all students throughout the school. It is based on a proactive model that teaches the behaviors and reinforces and recognizes students who are able to model these behaviors. The Waterford Township School District is determined to provide this atmosphere by using a tiered framework that is focused on delivering effective interventions and supports for students driven by data to cultivate social, emotional, and academic excellence. These interventions include The Harmony Program, a social-emotional learning program that helps children acquire and effectively apply the knowledge, attitudes, and skills necessary for being a healthy adult. The program includes problem-solving skills and teaching kids to embrace diversity and build healthy relationships that will last well into adulthood.

Our intent for character education is to eliminate bullying, teach tolerance, embrace diversity, and provide the tools and resources to be upstanding students and citizens. School-wide Positive Behavior Support is a nationally recognized, evidence-based, three-tiered approach to building a positive school climate that builds a continuum of supports for students to promote positive social behaviors.

Due Process:

All students will be afforded "Student Due Process." This means that students who violate school rules will be told what they did and what rule was violated, and they will be given a chance to respond to the allegations being made. The student shall be apprised of the nature and facts of the alleged misconduct.

1. The student shall be apprised of the nature and facts of the alleged misconduct.
2. The student shall be given an opportunity to explain the circumstances of the alleged misconduct and to present witnesses on his/her behalf.
3. The student shall be informed of the conditions of the disciplinary action.
4. The parents or guardians of a detained and suspended student or the student, if he/she is eighteen years or older, may appeal the decision as provided by School Board policy.

Discipline of Children with Disabilities. Recent legislation adds substantial provisions that address the discipline of children with disabilities. Provisions allow school personnel to order a change in the placement of a child with a disability to an appropriate interim alternative education setting (IAES), another setting, or suspension for not more than 10 school days.

Weapons and Drugs. A disabled child who carries a weapon to school or to a school function, or who possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function can be placed in an IAES for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days.

Behavior Intervention Plan. The legislation requires that either before or not later than 10 days after taking the disciplinary action, the Local Education Agency (LEA) convene an Individualized Educational Program (IEP) meeting to develop an assessment plan to address the problem behavior (If the LEA did not conduct a functional behavior assessment and implement a behavior intervention

plan for the child before the problem behavior), or if the child already has a behavior intervention plan, the IEP team will review the plan and modify it, as necessary, to address the behavior.

Behavioral Threat Assessment Team - The purpose of a threat assessment team is to provide teachers, administrators, and other staff with assistance in identifying students with behaviors of concern, assessing those students' risk for engaging in violence or other harmful activities, and delivering intervention strategies to manage the risk of harm for students who pose a potential safety risk. Teams must include an Administrator, school-employed mental health specialist, Law Enforcement Representative (SRO), Teacher, and School Safety Specialist. Optional members of the team are as follows: Behavior management employee, Special Education teacher (must be included if the student is SPE), Technology/social media specialist, and Community mental health employee. Each building will have a team and meet regularly.

Manifestation Determination Review (Causal Hearing). If disciplinary action is contemplated as a result of drugs, alcohol, or injury to self or others, or if a disciplinary action involving a change of placement for more than 10 days is contemplated for a child with a disability who had engaged in other behavior that violated any rule or code of conduct: (1) not later than the date on which the decision to take action is made, parents must be notified of the decision and of all procedural safeguards; and (2) immediately, if possible, but in no case later than 10 school days after the date on which the decision to take that action is made, a review must be conducted of the relationship between the child's disability and the behavior subject to disciplinary action. The review is to be conducted by the IEP team and other qualified personnel.

Requirements for Finding that Behavior is not a Manifestation of the Disability. In order to find that the behavior was not a manifestation of the disability, the team must determine: (1) that the child's IEP and placement were appropriate and that special education services, supplementary aids and services, and behavior intervention strategies were provided consistently with the IEP and placement; (2) the child's disability did not impair the ability of the child to understand the impact and consequences of the behavior, and (3) the child's disability did not impair the ability of the child to control the behavior.

Implications of Manifestation Review. If it is determined that the behavior of the child with a disability was not a manifestation of the child's disability, the relevant disciplinary procedure applicable to children without disabilities may be applied to the child in the same manner in which that would be applied to children without disabilities, except that the child will continue to receive a free, appropriate public education.

WATERFORD TOWNSHIP SCHOOLS

New Teacher Induction Program & Local Mentoring Plan August 2024



Waterford Township
School District

District Mentoring Support Team

Superintendent of Schools

Principal, Atco Elementary

Principal, Thomas Richards Elementary

Principal, Waterford Elementary

Assistant Principal, Waterford Elementary School

Assistant Principal of Student Services

Michael A. Nolan, Ed. D

Heather Kondas

Patrick Davidson

Christine Manna

Charlotte Richardson

Amanda Magenta

District SCIP Committee

District Evaluation Advisory Committee

District Instructional Coach

**District Mentoring Plan
Table of Contents**

1. Introduction.....	3
2. Needs Assessment.....	4
3. Vision and Goals.....	6
4. Mentor Selection.....	8
5. Roles and Responsibilities.....	9
6. Professional Learning Components for Mentors.....	11
7. Professional Learning Components for Novice Teachers.....	13
8. Action Plan for Implementation.....	14
9. Resource Options Used.....	15
10. Funding Resources	16
11. Program Evaluation.....	17
Appendices.....	18

District Mentoring Plan Introduction

The Waterford Township School District, located in Camden County between Atlantic City and Philadelphia, serves students in grades Preschool to 6. Our mission is the following:

Waterford Township School District, through our progressive, student-centered curriculum and comprehensive system of supports, provides all students with a safe, equitable learning environment that fosters the development of the whole child - academically, socially, and emotionally.

We encourage the development of personal strengths, a positive self-image, and an appreciation for the uniqueness of individuals. Through community partnerships and engagement, the district provides a strong foundation for students to reach their full potential as they continue their educational journey.

This mentoring plan aims to contribute to Waterford Township School District's vision and mission through the implementation of a thorough and effective teacher induction program.

District Mentoring Plan Needs Assessment

Waterford Township School District's Mentoring Process's goal is to comprehensively and systematically support both novice teachers and those who are new to the district.

Data from the 2021-22 mentoring program indicated that novice teachers and their mentors were, overall, satisfied with the mentoring process; however, mentors and mentees expressed an interest in more time with mentors and other teachers to ask questions, discuss concerns, etc. The mentors also expressed an interest in having time to support their mentee more through peer observations and time to talk/share with other mentors. Mentees requested more support in creating their SGO's and PDP's.

The district's human relations department continues to implement a process to ensure efficient, bi-annual payment to mentors. The Administration provides mentors and novice teachers with a mentoring handbook to use for mentor/mentee training, and the Supervisor of Curriculum and Instruction coordinates new teacher induction meetings throughout the year. The handbook is revised annually in order to make improvements and changes that will better support the novice teacher. Many of the changes stem from feedback from the mentors/mentees both formal and informal.

Taking this feedback into account, the district is planning the following supports:

- New Teacher Orientation, with Danielson Training, a curriculum overview, and PD on our SIS, RealTime
- Additional district and building-based information during New Employee Orientation (to review crisis information, reporting an absence, using LinkIt for data warehousing, etc.)
- Mentor Training, to review mentoring requirements and the Mentoring Handbook.
- New Teacher Meetings throughout the school year (provided in-house by district administration); differentiated by grade level and/or teaching area

- Grade-level meetings, Building meetings, and PLC's, with time devoted to learning more about the Danielson framework, through article reading, small group discussion, and Q&A with administrators
- Job-embedded instructional coaching for preschool, math & ELA

District Mentoring Plan Vision and Goals

Vision:

Waterford Township School District's plan reflects the Eight Key Elements of High Quality Professional Development for Teachers. To that end, it is imperative for the district to be responsive to the challenges and demands of the teaching profession, including but not limited to: data-driven decision making, effective formative and summative assessment techniques, supporting a student-centered classroom, providing appropriate interventions for all students, establishing a well-organized classroom in which students not only take responsibility for their learning but also operate in a spirit of collaboration and pro-social behaviors, and a thorough understanding of the New Jersey Student Learning Standards.

By providing a supportive teacher induction program, it is our vision that teachers new to Waterford Township will become confident, effective, and highly effective educators who help students reach their full potential, as well as grow professionally and personally.

Goals:

- To provide novice teachers and those who are new to the district through a mentor teacher (or "buddy," in the case of a teacher who is new to Waterford) that will support and guide them as they make the transition to teaching in Waterford Township Schools.
- To provide training to mentor teachers so that they can fully and effectively support the novice teacher
- To provide ongoing training opportunities to the novice teacher via district in-services, optional professional development opportunities, and sessions that are specific to the needs of new teachers
- To encourage peer coaching at the school level
- To continually revise and improve the teacher induction program in response to program feedback and survey results from mentors and novice teachers

District Mentoring Plan Mentor Selection

In Spring of the preceding year, teachers who are interested in mentoring may submit the Teacher Mentor Application Form (See Appendix A). Mentors must be appropriately New Jersey certified with a demonstrated record of success in the classroom and a summative rating of Effective or Highly Effective. The mentor must have been teaching for at least 3 years, with at least 2 years completed in the previous 5 years. Mentors must possess knowledge of district resources and opportunities, serve as a referral source, maintain appropriate confidentiality in the mentor/mentee relationship, and understand social and workplace norms of the district and community. When possible, mentors will teach the same subject area and/or grade level as the novice teacher.

Administrative staff will review applications and select mentors (and teacher buddies, in the case of teachers who are new to the district but are not novice teachers). Mentors must be Mentors and mentees will sign the Mentoring Contract (See Appendix B). Mentors who have not been previously trained must attend Mentor Training, offered through the Curriculum Department.

District Mentoring Plan Roles and Responsibilities

The Mentor will . . .

- Develop a professional and collegial working relationship through discussion of each other's roles and by arriving at a mutual understanding about how to work together effectively.
- Keep all shared information and discussions confidential.
- Schedule a meeting date convenient to both parties (meeting at least once/week for the first 4 weeks and 8 weeks for teachers with a CEAS and CE, respectively).
- Act as a resource for the novice teacher's professional needs.
- Observe the novice teacher's classes and provide relevant and timely feedback, coaching and support.
- Be available for informal support and consultation.
- Keep observations non-evaluative in nature.
- Allow the novice teacher to observe him/her in the classroom and/or demonstrate lessons in the novice teacher's classroom.
- Follow all New Jersey regulations for mentoring aligned with the NJ professional Standards for Teachers, as outlined in the District Mentoring for Quality Induction Program.

The Building Principal will . . .

- Recommend mentors (and "buddies") for each novice teacher and teachers who are new to the district.
- Observe and evaluate the novice teacher according to state requirements.
- Provide support to both the mentor and novice teacher.
- Honor the confidentiality between the mentor and mentee by not soliciting evaluative comments from mentors regarding the novice teacher.
- Allow and encourage the mentor to observe the novice, and vice-versa.
- Contribute to new teacher induction meetings throughout the school year.
- Follow all New Jersey regulations for mentoring aligned with the NJ professional Standards for Teachers, as outlined in the District Mentoring for Quality Induction Program.

The District Administration will . . .

- Develop the district mentoring plan.
- Plan and facilitate the New Teacher Orientation and new teacher meetings.
- Provide training for mentors.
- Serve as a resource to mentors, mentees, and building principals.
- Maintain appropriate logs, feedback, and related paperwork.
- Follow all New Jersey regulations for mentoring aligned with the NJ professional Standards for Teachers, as outlined in the District Mentoring for Quality Induction Program.

The Novice Teacher will . . .

- Develop a professional and collegial working relationship through discussion of each other's roles and by arriving at a mutual understanding about how to work together effectively.
- Keep all shared information and discussions confidential.
- Observe the mentor teacher's teaching as well as the teaching of other experienced professionals.
- Work on following the suggestions offered by the mentor.
- Keep regularly scheduled meetings with the mentor, in addition to seeing out the mentor when questions arise.
- Work with other administrators and instructional coaches to continual professional growth and development.
- Follow all New Jersey regulations for mentoring aligned with the NJ professional Standards for Teachers, as outlined in the District Mentoring for Quality Induction Program.
- Submit required paperwork, forms, and surveys as required by the Curriculum Department, State of New Jersey, and Human Resources.

The Board of Education will . . .

- Provide support for the District Mentoring Plan.
- Be responsible for budgeting any State funds appropriately for novice teacher mentoring programs.

District Mentoring Plan

Professional Learning Components for Mentors

The district will provide ongoing training and support through mentor training, as well as individual support to mentors through building principals and district supervisors. Mentor training is aligned with the New Jersey Professional Standards for Teachers and the TEACHNJ Act of 2012. Information will include such topics as:

- Components of novice teacher training
- Phases of first-year teacher's attitudes
- 21st Century educator responsibilities
- Qualities of effective mentors
- Ideas to support novice teachers
- Overview of the InTASC Model Core Teaching Standards
- Overview of the New Jersey Professional Standards for Teachers
- Required and optional mentor activities
- Techniques for handling new teacher concerns
- Roles and responsibilities of mentors and mentees
- Required paperwork and forms
- Communication techniques
- Providing effective feedback
- Traits of highly effective teaching
- Mentoring through questioning

Mentors will work with novice teachers to maintain a log of activities (See Appendix C) that must be submitted to the Curriculum Department at two points during the school year (January and June). To ensure continual effectiveness and improvement of the Mentoring Program, mentors will complete feedback forms and surveys to provide information and feedback in June of each year (See Appendix D).

District Mentoring Plan

Professional Learning Components for Novice Teachers

Mentor training is aligned with the NJ Professional Standards for Teachers and the TEACHNJ Act of 2012. In August, new teachers will attend orientation to introduce them to the district, the evaluation model, and other appropriate curriculum training / instruction. Mentors and mentees will have the opportunity to meet and collaborate during a portion of the orientation time as well.

Mentors will meet with novice teachers (with a CEAS) weekly for the first 4 weeks (8 weeks, for teachers with a CE), and then regularly throughout the remainder of the year. District administrators will provide new teacher meetings periodically throughout the school year to provide additional support / training. District in-service days, instructional coaching and optional professional development opportunities will also support novice teachers professionally. (See Appendix E for a list of mentoring topics/activities.)

Novice teachers will maintain a log of activities (See Appendix C) that must be submitted to the Curriculum Department at two points during the school year (January and June). To ensure continual effectiveness and improvement of the Mentoring Program, mentees will complete feedback forms and surveys to provide information and feedback in June of each year (See Appendix D).

District Mentoring Plan

Action Plan for Implementation

Activity	Person(s) Responsible	Timeline
New Teacher Orientation Workshop	Curriculum Department	August
Mentor Training Workshop	Curriculum Department	August
Preparing for opening week	Mentor Building Principal Curriculum Supervisor Teachers' Association	August/September
Mentoring Activities	Mentor	September 1 - June 15
Completion of paperwork, surveys, and forms (ex: mentoring contract, log, mentoring application, feedback and surveys)	Mentor Mentee Building Principal Curriculum Supervisor HR Department	September 1 - June 15
New Teacher Meetings (topics aligned with district curriculum & goals, New Jersey Professional Standards for Teachers, and TEACHNJ)	District administrators	Fall / Winter / Spring
Preparing for school closing	Mentor Building Principal Curriculum Supervisor Teachers' Association	May/June
Revise Mentoring Plan	CSA	July/August
Share Mentoring Plan with SCIP committee	CSA	September/October

District Mentoring Plan Resource Options Used

Boreen, Johnson, Niday, & Potts. *Mentoring Beginning Teachers*, Stenhouse Publishers, Portland, ME, 2000.

Long, Kimberly. *Eight Qualities of a Great Teacher Mentor*, Education Week, 2014.

Moir, Ellen, *Phases of First Year Teacher's Attitudes*, New Teacher Center, University of Santa Cruz.

NJ Department of Education, *New Jersey Mentoring for Quality Induction Toolkit*.

NJ Department of Education, *Professional Development Standards for NJ Educators*.

Sweeney, Barry W. *A New Teacher Mentoring Knowledge Base of Best Practices*, Corwin Press, 2007.

Waterford Township School District, *Mentor Handbook*, 2016 (revised, 2019).

District Mentoring Plan Funding Resources

According to the New Jersey Department of Education, as of May 5, 2014, novice teachers are no longer permitted to pay his or her mentor directly. Mentor stipends will be collected each pay period from the novice teacher and then issued to the mentor each pay period.

Training and workshops will be funded through the local district budget. Specifically, the Office of Curriculum and Instruction is the initial professional development funding source to provide new teacher orientation training, in-service days, etc. Out-of-district seminars, conferences, or workshops with registration fees that mentors or novice teachers attend are paid at the provider's rate from the Purchased Professional Services account in the Office of Curriculum and Instruction budget, Title IIA, Title I, Special Education department, and School Accounts, as applicable. All workshops, seminars or conferences must be approved by the teacher's direct supervisor and the district Board of Education before registering.

District Mentoring Plan Program Evaluation

The mentoring program will be evaluated and analyzed annually through formal surveys, SciP data, and informal feedback from mentors and novice teachers.

By evaluating the effectiveness of the new teacher induction program, the district will be able to make necessary revisions and changes to continually enhance the program and ultimately support greater educator effectiveness.

Appendix A

Teacher Mentor Application

I am interested in being considered for a position of mentor. I understand that the role of the mentor is a critical factor in the success of a beginning teacher.

Directions: Answer the following questions and forward the completed form to the Office of Curriculum & Instruction, no later than May 30th.

Name _____ School _____ Grade _____
Current Degree Status: _____ Certification: _____
Years of Classroom Experience _____ Year you received mentor training

1. What abilities and experiences do you possess that would make you an effective mentor for a beginning teacher?
2. Have you ever been a mentor in the past? If so, reflect on the impact you had on the beginning teacher and an overview of your interactions with that teacher.
3. List professional development activities you have completed within the last two years (committee, work, workshops attended or presented, college coursework, student teacher, practicum teacher, etc.):
4. List professional publications (other than NEA, NJA publications) and professional books read within the last two years:

Appendix B

Waterford Township Public Schools Mentoring Contract

The mentor and the novice teacher hereby agree:

- To develop a professional and collegial working relationship through discussion of each other's roles and by arriving at a mutual understanding about how to work together effectively.
- To keep all shared information and discussions confidential.

The mentor hereby agrees:

- To schedule a meeting date convenient to both parties. These meetings should be at least once a week, as well as touching base daily during the first month of school.
- To observe the novice teacher's classes and provide feedback, coaching, and support.
- To be available for informal support and consultation.
- To keep all observations confidential and non-evaluative.

The novice teacher hereby agrees:

- To observe the mentor teacher's teaching as well as the teaching of other experienced professionals.
- To work on following the suggestions offered by the mentor.
- To keep regularly scheduled meetings with the mentor, in addition to seeking out the mentor when questions arise.

The building principal hereby agrees:

- To observe and evaluate the novice teacher.
- To provide support to both the mentor and the novice teacher.
- Not to solicit evaluative comments from the mentor regarding the novice teacher.
- To allow and encourage the mentor to observe the novice, and vice-versa.

All signers agree:

- To follow all New Jersey regulations for mentoring aligned with the NJ Professional Standards for Teachers, as outlined in the district mentoring for quality induction program.

Mentor

Date

Novice Teacher

Date

Principal

Date

Appendix C

Mentoring Activities Checklist

Mentor: _____ Signature: _____

New Teacher: _____ Signature: _____

MENTORING PERIOD: 30 weeks

During first 4 weeks (CEAS) or 8 weeks (CE) meet at least 1x/week!

1st/2nd Marking Period Log due: January 31st

3rd/4th Marking Period Log due: May 31st*

***Mentors: Please also complete and submit Mentor Teacher Summative Survey (Google form)**

***Mentees: Please also complete and submit Mentoring Program Feedback (Google form)**

VISIT = Visitation to classroom for observation; DEMO = Demonstration lesson provided; CONF = Conference

<u>Schedule</u>		<u>Type of Contact Check One</u>			<u>Summary/ Comments/ Descriptions</u>
<u>Date</u>	<u>Time # of minutes</u>	<u>VISIT</u>	<u>DEMO</u>	<u>CONF</u>	

Principal's Signature: _____

Appendix D

Mentoring Program Feedback

Novice Teacher _____ School _____ Grade _____

As your first year in Waterford Township draws to a close, we would appreciate your feedback regarding the District's Mentoring Activities (New Teacher Orientation; mentor support; supervisor support; school personnel support; administrative support; workshops).

*PLEASE SUBMIT TO CURRICULUM OFFICE WITH MENTORING ACTIVITIES CHECKLIST (PG. 74) BY MAY 31st

Part A. Please respond Y (yes) or N (no) to each of the following statements:

- _____ 1. I understood what was expected of me as a novice teacher in Waterford Township as far as teaching skills, time management, performance of duties, and adjustment of challenges.
- _____ 2. I communicated regularly with my mentor.
- _____ 3. My mentor observed lessons and provided feedback on my teaching.
- _____ 4. My mentor enhanced my familiarity of and teaching strategies related to the New Jersey Student Learning Standards.
- _____ 5. Induction activities helped me to become a part of the school culture.
- _____ 6. Induction activities, supervision and my mentor helped me to improve my classroom management skills.
- _____ 7. My principal and district administrators enhanced my awareness of effective instructional strategies.
- _____ 8. Collegial support was available throughout the school year.

Part B. Please choose the response for each item that most closely indicates your level of agreement with the following statements. Possible responses are indicated below:

A. Strongly Agree B. Agree C. Somewhat Agree D. Disagree E. Strongly Disagree

- _____ 9. My mentor was helpful in identifying and modeling exemplary teaching strategies _____ and educational practices.
- _____ 10. I felt personally supported by my mentor.
- _____ 11. I felt prepared to work with colleagues and parents.
- _____ 12. I received adequate assistance in securing needed resources.
- _____ 13. My mentor and I had ample time together.
- _____ 14. The mentoring and induction process was positive and successful.

Part C. Please respond to the following items:

15. As a novice teacher, what needs (if any) did you have that were not addressed by the induction program?

16. What types of additional support should the school district provide to novice teachers?

Part D. Please indicate how the District's Induction Activities impacted your first year adjustment to your teaching assignment. Possible responses are indicated below:

A. Positive Impact Applicable	B. Satisfactory Impact	C. Little Impact	D. Not
--	-------------------------------	-------------------------	---------------

- _____ 17. New Teacher Orientation
- _____ 18. Grade Level/Department Meetings
- _____ 19. Professional Development Workshops (In District Workshops, PLC, Out of District Workshops, etc.)
- _____ 20. Teachers' Association New Member Activities
- _____ 21. Building Level Support from Administrators and Colleagues
- _____ 22. District Level Support from Administration

MENTOR TEACHER SUMMATIVE SURVEY

Name: _____ **Date:** _____

Novice Teacher: _____ **School:** _____

*PLEASE SUBMIT TO CURRICULUM OFFICE WITH MENTORING ACTIVITIES CHECKLIST (PG. 74) BY MAY 31st
--

1. Describe how you supported the novice teacher's professional learning. Was it effective? What demonstrates that it was effective?

2. Was there an adequate number of observations completed and why?

3. How did the mentoring experience contribute to the recognition of you as a veteran teacher?

4. How did the mentoring experience provide an opportunity for you to develop positive teacher leadership?

5. What evidence student performance can you say or indicate was a result of the development of the novice teacher through mentoring?

6. What individuals, activities, or readings were most helpful in enabling you to understand your role as a mentor?

7. What other activities might assist you in gaining this understanding?

8. What kinds of administrative support were most valuable in helping you to fulfill your role?

9. Which types of administrative support were not as valuable?

10. Please describe any strategies you believe the district should employ to facilitate finding time with your novice teacher?

Open-ended Questions

1. One real benefit of being a mentor was...

2. The biggest challenge that I had this year as a mentor was...

3. As a mentor, I wish I had known...

4. If I was to give advice to a new mentor, it would be...

5. The most important thing I learned from my novice teacher was...

6. One problem that my novice teacher had that I could not handle was...

7. If I was to design a mentor training program, I would emphasize...

Rate your impact on the following:

AREA	Not at All	Somewhat	Much
Orient the novice teacher to the district, school, policies, values and traditions.			
Reduce the novice teacher's stress and concerns.			
Develop the novice teacher's professional knowledge, skills and attitudes.			
Improve the novice teacher's instructional performance.			
Provide opportunities to analyze and reflect on the novice teacher's practice.			
Orient the novice teacher to the curriculum, NJSLS.			
Improve instructional performance of the novice teacher through modeling and coaching.			
Instill a climate for collegiality and experimentation.			

Appendix E

Mentoring Activities Checklist

Here is a checklist to share and review with your mentee during the first six weeks of school:

***Please note:** MENTORING PERIOD: 30 weeks

During first 4 weeks (CEAS) or 8 weeks (CE) meet at least 1x/week!

PRE-PLANNING

Instructional Planning		Month
	<ul style="list-style-type: none"> Review curriculum guides and general course syllabi. 	
	<ul style="list-style-type: none"> Obtain teacher's editions of textbooks and login codes for teacher resources and student accounts. 	
	<ul style="list-style-type: none"> Identify the major areas to teach for the first four to six weeks. 	
	<ul style="list-style-type: none"> Look at the school calendar for the first six weeks. Develop a timeline of topics and skills for the time frame. Match your outline to the mandated allotment of time required for each subject. 	
	<ul style="list-style-type: none"> Create a Professional Development Plan (PDP) and submit to the building administrator for approval within the first 30 days of employment. 	
Organizational Policies and Procedures		Month
	<ul style="list-style-type: none"> Review school policies and student handbooks. Specifically check: <ul style="list-style-type: none"> Bus Duty Homework and Grading policies Field Trips Dress Code Emergency Procedures and Crisis Procedures 	
	<ul style="list-style-type: none"> Review school district policies/staff handbook. Specifically check: <ul style="list-style-type: none"> Sick/personal leave procedures Conduct Code Crisis Plan Attendance Substitute Procedures Grading Procedures 	

	<ul style="list-style-type: none"> ● Review the school goals and/or school improvement plans, including SGO's. 	
	<ul style="list-style-type: none"> ● Find out about the school culture as it relates to: <ul style="list-style-type: none"> ○ Induction orientation activities ○ Staff development programs ○ Teacher mentoring options ○ Emphasis on professional development ○ Reassignment and transfer procedures ○ Supervision and evaluation ○ Contracts, regulations and waivers 	
Classroom Organization		Month
	<ul style="list-style-type: none"> ● Think about the first week of school and design the physical layout: <ul style="list-style-type: none"> ○ Large group arrangement ○ Small group areas ○ Bulletin boards ○ Arrangement of technology ○ Position of your desk ○ Organization of materials and supplies ○ Filing system ○ Traffic flow ○ Seating arrangement and seating charts 	
	<ul style="list-style-type: none"> ● Plan how to handle/record daily routines and student interactions: <ul style="list-style-type: none"> ○ Entering the room ○ Assigning seats ○ Lunch money ○ Receipt books ○ Grade books ○ Attendance ○ Absentees' excuses ○ Plan book ○ Textbook distribution and login codes 	
	<ul style="list-style-type: none"> ● Plan how to manage student behavior: <ul style="list-style-type: none"> ○ Establishing class rules and procedures ○ Teaching class rules and procedures ○ Helping students monitor and self-correct their own behavior ○ Minimizing transitions between learning tasks ○ Establishing a positive, purposeful learning environment ○ Setting reasonable expectations 	

Instructional Preparation		Month
	<ul style="list-style-type: none"> Assess lesson plans: <ul style="list-style-type: none"> Engaging, motivating, and differentiated for all students Directions are easy to follow and not overly complicated Plans follow approved district templates 	
	<ul style="list-style-type: none"> Size up activities, projects, groups and learning centers: <ul style="list-style-type: none"> Planned in advance and match learning objectives Procedures and sequence of events are clearly described Resources and materials ordered/prepared well ahead Provides differentiation and allows for flexible grouping 	
	<ul style="list-style-type: none"> Develop substitute teacher plans: <ul style="list-style-type: none"> Includes the daily schedule for each class Includes the seating roster for each class Lesson plans are detailed and all materials are prepared, ready for distribution, and easily found in your room Classroom rules and procedures are outlined 	
	<ul style="list-style-type: none"> Think about supervision and evaluation: <ul style="list-style-type: none"> Review Danielson Framework Ask for preliminary evaluation before the first official observation 	
Managing Individual Preferences		Month
	<ul style="list-style-type: none"> Identify student needs and interests: <ul style="list-style-type: none"> As a class As individuals 	
	<ul style="list-style-type: none"> Assess and evaluate students by: <ul style="list-style-type: none"> Observing students Varying the type of assessment (hands-on, performance-based, pencil/paper, observational, etc.) Placement of students Utilize formative and summative assessments 	
	<ul style="list-style-type: none"> Assign students to groups: <ul style="list-style-type: none"> Devising procedures for group work Communicating expectations to group members, including roles and assignments 	

	<ul style="list-style-type: none"> • Develop modified education plans for special needs students • Monitor student progress to keep groups flexible 	
	<ul style="list-style-type: none"> • Design alternative lessons and activities for students with special needs 	
	<ul style="list-style-type: none"> • Formulate homework policy: <ul style="list-style-type: none"> ◦ Amount and frequency ◦ Weight and impact on course grades (see homework & grading policies) ◦ Coordination with team or department 	
Classroom Management		Month
	<ul style="list-style-type: none"> • Establish rules and procedures and post 	
	<ul style="list-style-type: none"> • Reinforce positive behavior routinely 	
	<ul style="list-style-type: none"> • Enforce rules and procedures consistently 	
	<ul style="list-style-type: none"> • Document student behavior systematically 	
	<ul style="list-style-type: none"> • Ensure plan is aligned with district philosophy (ex - PBIS); share plan with peers and administrative team 	
Home - School Communications		Month
	<ul style="list-style-type: none"> • Orient parents at night meeting: <ul style="list-style-type: none"> ◦ Review grade level/subject area content expectations and procedures ◦ Student expectations ◦ How parents can help 	
	<ul style="list-style-type: none"> • Develop personal communication skills: <ul style="list-style-type: none"> ◦ Oral expression <ul style="list-style-type: none"> ■ Voice tone and modulation ■ Proper grammar and mechanics ■ Clear directions ◦ Written Expression <ul style="list-style-type: none"> ■ Proper grammar and mechanics ■ Clear and concise writing ■ Professional yet inviting tone 	
	<ul style="list-style-type: none"> • Develop a system for home-school communications, sending work home, etc. 	
	<ul style="list-style-type: none"> • Develop an objective and descriptive (rather than a judgemental) communication style when communicating 	

	with students, parents and peers.	
	<ul style="list-style-type: none"> • Prepare report cards/evaluation for students: <ul style="list-style-type: none"> ◦ Filling in information accurately ◦ Marking attendance ◦ Determining grades ◦ Reporting student conduct ◦ Checking for signatures and conference requests 	
Professional Development		Month
	<ul style="list-style-type: none"> • Monitoring professional development by: <ul style="list-style-type: none"> ◦ Observing/modeling good practices of/for a colleague ◦ Recording your lessons and assessing your performance ◦ Attending staff-development workshops ◦ Seeking feedback from a colleague ◦ Preparing for your first official evaluation ◦ Revisiting your PDP mid-year and end of year (update with evidence of success) ◦ Creating high-quality SGO's and monitor your progress with respect to goal attainment 	

Waterford Township School District Professional Development Plan 2024-2025 School Year

District Name	Superintendent Name	Plan Begin/End Dates
Waterford Township School District	Michael A. Nolan, Ed. D	2024-2025 School Year

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	The superintendent, in cooperation with the administrative team and staff, will implement Into Reading with fidelity to increase student achievement.	Superintendent Administrators Teachers	<ul style="list-style-type: none"> Through local and state assessment data, we identified the need for changes to address learning gaps and curricular deficiencies. Student performance on the NJSLA indicated significant discrepancies in ELA scores in comparison to other like students and like schools throughout the state. NJSLA and Linkit data
2	The superintendent, in cooperation with the administrative team and teaching staff, will evaluate our current RtI model and implement evidence-based strategies and make adjustments to support our	Superintendent Administrators Teachers	<ul style="list-style-type: none"> Due to budget restraints, our RtI model will need changes and adjustments to meet our student needs. According to local and state assessments, we have significant numbers of students in need of support.

	at-risk population.		
3	The superintendent, in cooperation with the administrative team and teaching staff, will implement school-wide systems for positive behavior and/or trauma-informed and healing-centered practices.	Superintendent Administrators NJPBSIS Consultant Teachers Staff	<ul style="list-style-type: none"> • Discipline infractions and incidents have increased over the last few years district wide. This has significantly affected school culture and climate. • Implementing research based strategies in the classrooms and in common areas will target discipline, climate, and culture. • Discipline Data • Attendance Data specifically chronically absent students

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities
1	<ul style="list-style-type: none"> • Provide professional development training on Into Reading implementation • Analyze 2024 NJSLA assessment data (as well as other district assessments) to identify trends and patterns to analyze curriculum, program, and instructional delivery. Meet with staff members individually and in teams to share outcomes and reflect on adjustments that staff members could make in teaching practices. • Revise curriculum and adjust our curriculum accordingly 	<ul style="list-style-type: none"> • Continue grade level meetings to regularly review and address staff and student needs. • Continue with additional professional development and training, as needed. • Conduct walk-throughs & observations to monitor progress. • Provide grade-level/department/PLC articulation and follow-up. • Provide opportunities to share instructional strategies during grade-level/department meetings or within professional learning communities. • Provide opportunities to peer observe implementation.
2	<ul style="list-style-type: none"> • Create a district wide committee to evaluate our RtI Program. • Evaluate identification processes and services (pullout, push in, after school, and summer). • Committee members will make recommendations. • Analyze assessment data to identify trends and patterns to analyze curriculum, program, and instructional delivery. 	<ul style="list-style-type: none"> • Evaluate data and feedback collected. • Conduct committee meetings. • Conduct walk-throughs & observations to monitor progress. • Provide trainings and follow up meetings.

3	<ul style="list-style-type: none"> • Plan for keynote speaker on opening day. • Train all staff on NJPBSIS practices and plan for each building. • Implement behavior reward system district-wide • Evaluate data (attendance, behavior, ect) throughout the year. 	<ul style="list-style-type: none"> • Provide time for the NJPBSIS team to plan and implement. • Evaluate data throughout the year to measure effectiveness.
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3: PD Required by Statute or Regulation

State-mandated PD Activities
See attached (below).

4: Resources and Justification

Resources
<p>To meet the professional needs of the district's schools as related to this plan, the initial recommendation is that principals and supervisors allocate funds that support these goals. State and federal funds will be used as allowed and will be adjusted if necessary, pending BOE approval. Budget items will cover costs such as: trainers, staff stipends, materials, technology resources, and expenses for attendance at workshops and conferences. WTSD teacher contracts allow for two meetings/month, and these meetings will be dedicated to professional learning activities. Additionally, teachers will attend scheduled PLC and in-service sessions for further professional development.</p>

Justification

Ongoing curriculum revisions that reflect the NJSLS will undergird the ability of teachers to instruct students with a focus on rigorous standards in all subject areas that prepare students for standardized assessments as well. Administrative support of trauma-sensitive practices will provide teachers with the time and resources they need to meet the needs of the whole child, resulting in well-adjusted students who develop appropriate skills to effectively deal with the social and emotional demands of life, home and school. By collaborating with all stakeholders, it is possible to elevate the effectiveness of the entire educational program.

Signature:

Michael A Nolan

Superintendent Signature

5-1-24

Date

Mandated Professional Development

Waterford Township School District
2024-2025 School Year

Type of Training	Policy	Time Required	Recipients	Where / When / How to deliver	Person(s) responsible
READING DISABILITIES					
Reading Disabilities: Instruction on the screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia, for certain teaching staff members	5339	2 hours annually	Gen Ed teachers, K-3 Special Ed/Basic Skills teachers ESL teachers Reading Specialists LDT's Speech-Language specialists	September In-Service See Decoding Dyslexia	Candice Michelini, Amanda Magenta
<p>Epilepsy and Seizure Disorders (Paul's Law)4: Training of all staff in the care of students with epilepsy and seizure disorders, including staff working with school sponsored programs outside of the regular school day.</p> <p>As per 3/3/21 DOE memo: . In order to further prioritize the safety of children with epilepsy and seizure disorders in New Jersey schools, the State Legislature passed and Governor Murphy signed Paul's Law (N.J.S.A. 18A:40-12.34 through 12.38). Paul's Law requires training for all current and new school staff on epilepsy and seizure disorders and the inclusion of epilepsy and seizure disorders in individualized health care plans for students.</p>	5330.05	<p>All staff • Training must include a Department of Health approved on-line or in-person course of instruction provided by a nonprofit national organization</p> <p>School district staff must complete one of the following New Jersey Department of Health approved training courses: • Seizure Training for School Personnel offered by the Epilepsy Foundation; or • T.R.U.S.T. Seizure Recognition and First</p>	<p>Pursuant to N.J.S.A. 18A:40-12.35(d)1 and 2, district boards of education shall coordinate the provision of epilepsy and seizure disorder care within district schools and ensure that all staff are trained in the care of students with epilepsy and seizure disorders, including staff working with school-sponsored programs outside of the regular school day.</p>	<p>https://epilepsyservericesnj.org/pauls-law/</p> <p>Staff received training during Spring in-service 2021</p> <p>New staff will receive information to access training during New Employee Orientation in August</p>	Amanda Candice Christine

		Aid offered by the Epilepsy Alliance of America. Click here for additional information re: Seizure Action Plans			
PREVENTION: SUICIDE, SUBSTANCE ABUSE, HARASSMENT, INTIMIDATION & BULLYING					
Suicide Prevention: All teaching staff members must attend instruction in suicide prevention as part of an individual's PD requirement. While this is not an annual requirement for all teaching staff members, the district must ensure that it is made available annually to those who have not completed the requirement (e.g., new staff, absent staff during last session)	5350	2 hours per five years Will need to reup in 2021-2022; 2026-2027	Teaching staff members (similar to "School staff," a member of the professional staff of any BOE who holds a valid and effective standard, provisional or emergency certificate, including teachers, administrators, school nurse)	George Scott November 2021 Note: will be adding to safe schools for new teachers to complete	Dan (added to Safe Schools: "Youth Suicide: Awareness & Prevention") Mike handles in-person presenter every 5 years
HIB: The district BOE is required to review the training needs of district staff for the effective implementation of the HIB policies, procedures, programs, and initiatives and to implement locally determined staff training programs.	5512	Training on District Policy: Annually; Training on prevention: 2 hours per 5 years	Public School Teachers School Employees Volunteers with student contact Contracted service providers	First Day Faculty meetings in August - Principals New employees: add to Safe Schools See Keeping Our Kids Safe - HIB	Heather Dan Christine

Recognition of Substance Abuse	5530	No minimum req.; training must be reviewed/updated annually	Public School Instructional Teachers	New Employees -Safe Schools (30 mins.) Repeating Training Set	Dan
SCHOOL SAFETY, SECURITY & CODE OF STUDENT CONDUCT					
School Safety: In-service training program to enable employees to recognize and appropriately respond to Safety and Security concerns, including emergencies and crises, consistent with the District Board of Education plans, procedures, and mechanisms for School Safety and Security.	7430	Within 60 days of employment; must be reviewed and updated annually	District employees	Crisis team training in August (part of School Safety)	Kondas
Law Enforcement Operations: In-service training must be provided on policies and procedures established in the subchapter on law enforcement operations for substances, weapons, and safety and the exchange of information regarding the practices of the education and law enforcement agencies.	9320	Not specified	School Staff	Crisis team training in August (part of School Safety)	Nolan
Mandatory Gang Awareness Training for School Administrators: Administrators in their initial year of employment must attend a seminar developed by the Office of the Attorney General and provided annually in each County on the topic of how to recognize signs of gang involvement or activity	5615	During first year of employment as an administrator	School administrators	Safe Schools for New Employees See Keeping Our Kids Safe - Gangs	Nolan
Recognition of Substance Abuse: In-service training program instruction for the identification and symptoms of behavioral patterns; appropriate intervention strategies; and the prevention, early intervention, treatment, and rehabilitation of individuals who show symptoms	5530	Public school instructional teachers	School Staff	Crisis team training in August (part of School Safety)	Nolan

of substance abuse.						
Code of Student Conduct: The District Board of Education must provide all employees training on the code of student conduct, including training on the prevention, intervention, and Remediation of student conduct in violation of the board of education's code of student conduct.	5600	Annually	District employees	Dan will add our Student Code of Conduct into Safe Schools - review & signoff See Programs to Support Student Growth and Development	Principals	
Potentially Missing / Abused Children Reporting: Training on procedures for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities..	8462	New employees as part of their orientation. Otherwise as determined by the district BOE.	Employees Volunteers Interns	New Employee training (Safe Schools) In School Safety & Security Plan See Keeping Our Kids Safe Missing and Abused Children	Dan Nolan Part of opening day presentation	
School Safety Teams: At least one PD opportunity and effective School climate Improvement, practices, programs, or approaches. Include Behavioral Threat Assessment Team as of 7-1-2023.	5512	N/A	School Safety Team members (school safety team: school principal or designee, a teacher, an anti-bullying specialist, a parent of a current student, and any other discretionary members.)	Building Level: School Safety meeting in August, followed by follow-up building level meetings in September	Christine, Heather, Patrick & School Safety Team	

School Safety Specialist: The superintendent in each school district must designate a school safety specialist. The school safety specialist must acquire certification by participating in the New Jersey School Safety Specialist Academy.	policy?	Every School Safety Specialist must attain certification once appointed	The school administrator designated as the School Safety Specialist. Every school district must have a designated School Safety Specialist.	Michael Nolan is the School Safety Specialist	Nolan
Incident reporting of Violence, Vandalism and Substance and other Drug Abuse: The CSA must provide for the annual training of Staff prepare them to fulfill the reporting of weapons possession, violence, vandalism, alcohol, and drug abuse.	8461	Annually	School Staff	August opening day presentation See School Reporting on NJ HOMEROOM	Heather does reporting Patrick presents on opening day
HEALTH					
Communicable Diseases: Medical inspector or nurse must lecture teachers concerning the methods employed to detect the first signs of communicable disease and the recognized measures for the promotion of health and the prevention of disease.	8451	N/A	Teachers See Keeping our Kids Safe: Communicable Diseases	Everyone received in Safe Schools in 2016-17: In Safe Schools for new employees for 2017-18 ("Common Illness Prevention")	Dan
Use of Nebulizer: Certified School nurses or other persons authorized to administer asthma medication are required to receive training in Airway management and on the use of nebulizers and inhalers consistent with nationally recognized standards.	5330	Not specified	School Nurse See Programs to Support Student Development	As needed	Amanda Magenta Nurse Nurse and teachers of student(s) who need nebulizer

<p>Asthma: The commissioner must assure that annual asthma education opportunities are made available for school positions and all teaching staff. The NJ Pediatric and Adult Asthma Coalition produce education videos which support this requirement.</p>	5335	Education opportunities available annually	Teaching Staff Medical Inspectors School Physicians	Safe Schools (Under "extra training" - added for new employees as "Health Emergencies: Asthma Awareness" - 14 min.) NOTE: STUDENT CONFIDENTIALITY MUST BE MAINTAINED	Amanda Magenta Nurse Dan
<p>Diabetic Student Health Plan: Training by the school nurse in the care of students with diabetes.</p>	5338	N/A	Appropriate staff members including staff working with school sponsored programs outside of the regular school day, as provided in the individual healthcare plan and the individualized emergency health care plan.	As needed See Diabetes Care in NJ Public Schools	Amanda Magenta Nurse Nurse and teachers of student(s) who are diabetic
<p>School Nurse Delegate for Glucagon: School nurse or other qualified Healthcare professional must train School District employees who volunteer to administer glucagon to a student with diabetes who is experiencing severe hypoglycemia when the school nurse is not physically present.</p>	5305	N/A	Appropriate staff - volunteers designated by the school's assigned nurse to administer glucagon when that nurse is not physically present.	As needed	Amanda Magenta Nurse

Training of Delegates for Epinephrine Administration: The certified school nurse, in consultation with the Board of Education, or the chief School administrator of a non-public school, shall recruit and train volunteer designees who are determined acceptable candidates by the school nurse within each school building.	5331	N/A	Appropriate staff	As needed See Epinephrine Training Protocols	Amanda Magenta Nurse
General Student Needs Recognition: Training in human growth and development; substance abuse and dependency; and human and intercultural relations; and formal inclusion into each endorsement holder's PD plans.		20 hours during the initial 3 years	School nurse endorsement holders	The PD requirements should be incorporated into each endorsement holder's professional development plan.	Amanda Magenta Nurse
Bloodborne Pathogens: Staff designated as at risk of exposure under the district's Exposure Control Plan require training and schools must also identify students at risk of exposure due to occupational training programs and provide equivalent training.	7420	Annually	"School Staff" (WTSD: Nurses, Teachers, Aides, Cafeteria Aides)	Safe Schools in Repeating Training Plan	Dan
Alcohol, Tobacco, and Other Drug Prevention and Intervention: District Board of Education must ensure all education staff members receive in-service training in Alcohol, Tobacco, and other drug abuse prevention and intervention.	5530	Annually	Educational Staff Members	For educational staff members: Safe Schools ("Recognition of Substance Abuse," 30 mins.) Doubles with "Recognition of Substance Abuse" category	Dan
Career & Technical Education		N/A	N/A	N/A	N/A
CPR/AED Training Required: All public schools must have individuals trained in CPR and AED	5300	N/A	Every school must have at least 5	CPR Training date (in-service)	Amanda Magenta

use.				school employees certified in CPR/AED as part of their action plan for responding to a cardiac arrest event See <u>Janet's Law</u> FAQ	August 23rd & 30th Ongoing as needed	
Lyme Disease: Training of all teachers to instruct students with Lyme disease which emphasizes the special needs and problems of students with the disease, in order to provide information about how best to teach those students.	2422	Annually	Teachers of students with Lyme disease	As needed	Amanda Magenta Nurse	
Hazardous Communication	7433	Initial and Bi-Annual	All Staff	Safe Schools Repeating Training Plan	Dan James	
Personal Protective Equipment		Once	Maintenance		Dan James	
Asbestos Awareness		Annual	Custodial/Maintenance		James	
Indoor Air Quality	7421	Designated Person			James	
Interscholastic Athletic Head Injury Safety Training Program		N/A	N/A	N/A	N/A	
Cardiac Screening		N/A	N/A	N/A	N/A	
Athletic Screening		N/A	N/A	N/A	N/A	
ADDITIONAL PROFESSIONAL DEVELOPMENT TOPICS						

<p>Educator Evaluation: Training on the district's evaluation rubrics, policy, and procedures and any relevant educator practice instrument. Teachers new to the district require more thorough training.</p>	3221	Annually	Teaching Staff Members	<p>New Teacher Training (TBD if needed - currently no new teachers)</p> <p>Grade level or Faculty Meetings</p> <p>Danielson Training</p> <ul style="list-style-type: none"> • Article reading • Small-group discussions • Debrief/feedback w/admin 	<p>Nolan</p> <p>Manna Heather Patrick</p>
<p>Educator Evaluation (for supervisors/principals): Training on the teacher and principal practice instruments for any supervisor who will conduct observations for the purpose of evaluation of teachers, principals, assistant principals, or vice principals.</p>		Before conducting any observations; refreshed annually	Supervisors who conduct observations of teachers, principals, assistant principals or vice principals for the purpose of the evaluation	Administrative Meeting (TBD)	Nolan
<p>Ethics, Law, Governance, HIB: A school leader shall complete training on issues of school at ethics, School law, and school governance as part of the professional development for school leaders required pursuant to State Board of Education regulations. Information on the prevention of harassment, intimidation, and bullying shall also be included in the training .</p>		Specific training needs of each school leader are to be reviewed annually	Active School leader serving on a permanent or interim basis whose position of require possession of the supervisor, principal, or Chief School Administrator endorsement	Met through the individual professional development planning process to ensure School leaders' knowledge of these topics remains up-to-date	<p>In administrators PDP's</p> <p>Nolan</p>

<p>Bilingual Education Inservice Training: District Boards of Education must develop a plan for in-service training for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual and ESL programs, and administrators and any personnel who observe and evaluate teachers of all ELLs. The plan must include instructional strategies to help ELLs meet the NJSLs and the WIDA English language development standards. All bilingual and ESL teachers must receive training in the use of the ESL curriculum.</p>		Not specified	<p>Bilingual and ESL teachers Mainstream teachers who Administrators who supervise ESL/bilingual programs Administrators and any personnel who observe and evaluate teachers of ELLs</p>	<p>Office of Title I's annual Bilingual/ESL Supervisor's Training helps districts fulfill this requirement.</p>	Candice
<p>Equity & Affirmative Action: District Board of Education must provide training for all school personnel on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	1140	<p>New Staff within 1st year. All staff on a continuing basis (as determined by the district)</p>	<p>Certificated/Non-certificated staff See Equality and Equity in Education</p>	<p>New Employee (Safe Schools: "Diversity, Equity & Inclusion" and "Cultural Competency" modules) In 2023, all staff were assigned this to complete on 2/7/23 during PLC time, but moving forward will be included in new employee assignments. Cultural Competency Committee training w/Dr. Josue Falaise; August 2021</p>	Dan

Integrated Pest Management (IPM) - The IPM coordinator must train school staff involved with the implementation of the school's IPM Policy and Plan on the components pertaining to their school environment.	7422	Not specified	School Staff involved with implementation of IPM plan	New Employee (Safe schools)	Dan Manna Heather Patrick
Integrated Pest Management: The school and the Integrated Pest Management coordinator are responsible for educating the school community about potential pest problems and methods used to manage them.		Not specified	Teachers Staff Students Parents/Guardians	IPM letter sent home to parents in Fall	Building secretaries send out annually
Special Education Training: A district receiving IDEA assistance must identify in its special education plans the in-service training needs for professional and paraprofessional staff who provide special education, general education, or related Services; ensure that the in-service training is integrated to the maximum extent possible with other professional development activities and provide for joint training activities of parents and special education, related services, and general education personnel.	2460	In accordance with approved special education plan	Professional and paraprofessional staff who provide special education, general education or related services	Provided through district professional development opportunities (developed in response to staff priorities via survey, ScIP feedback, etc.)	Amanda Magenta
Preschool Training: A district receiving Early Childhood Program Aid shall provide professional development and training specific to preschool education for all early childhood education administrators, teachers and teacher assistants.		In accordance with approved preschool education plan	Early childhood education administrators, teachers and teacher assistants	Ongoing (see district PD calendar)	Preschool staff and administrators
Teacher Mentor Training: Mentors working with novice provisional teachers as part of the district mentoring program must complete a comprehensive mentor training program with a curriculum that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, Professional Standards for teachers, NJSL, classroom observation skills,	3126	Before serving as a mentor	Mentors assigned to work 1-1 with novice provisional teachers	Week of August 23 and follow-up mentor/mentee meetings	Nolan

facilitating adult learning, and leading reflective conversations about teaching practice.						
I & RS Referral: The function of the system of intervention and referral services in each school building shall be to provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties.	2417	N/A	Staff members who identify learning, behavior & health difficulties through the I&RS process	Ongoing: CST (each CST member will sit in on I&RS)	Amanda Magenta I&RS team Principals	
Attendance: The Principal shall meet with the teaching staff members and paraprofessionals 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.	3212 4212	Annually	All Staff	August PD Days	Principals	
NJ SMART: The school district shall ensure that teachers, school administrators and central office supervisors receive training in NJ SMART and its query resources.	2428.1	Not specified	Teachers School administrators Central office supervisors		Diane Lisa	
Technology Training						Dan Ed

WATERFORD TOWNSHIP PUBLIC SCHOOLS
STUDENT PERSONNEL SERVICES

Approval of Independent Educational Evaluation Rates for the 24 - 25 School Year	
Evaluation Component	Rates
Assistive Technology	\$120 per hour to \$2400
Audiological	\$78 - \$650
Dyslexia / Reading Evaluation	\$1200 - \$2000
Dyscalculia / Math Evaluation	\$2000
Functional Behavior Assessment (FBA)	\$675 - \$1565
Learning/Educational	\$350 - \$3500
Neurological Evaluation	\$780 - \$850
Neuropsychological	\$3400 - \$4292
Occupational Therapy	\$350 - \$2000
Physical Therapy	\$350 - \$515
Psychiatric	\$550 - \$1000
Psychological	\$350 - \$650
Social Assessment	\$350 - \$650
Speech Evaluation	\$350 - \$2000
Translation Services	\$72 - \$1200

Welcome to Our District

A sincere welcome to you and your child. The coming school year will be an exciting one for both of you. We are very proud of our teaching staff and our educational programs in Waterford Township. From the responses of parents in previous years, we believe you too will be very pleased with your school. This guide/calendar is designed to inform both parents and students of policies, rules, and procedures regarding the Waterford Township School District.

Please read these pages carefully, as they provide much information related to your child's safety and academic well-being. Please encourage your child to use this calendar as a reference and organizational tool. Students with any questions or concerns should speak to a teacher for clarification. Parents, if at any time you have a question about a school procedure, please do not hesitate to contact us.

Through the cooperative and conscientious efforts of parents, teachers, students, community and administration, our hope is to make each school year a rewarding educational experience.

Mission Statement

Waterford Township School District, through our progressive, student-centered curriculum and comprehensive system of supports, provides all students with a safe, equitable learning environment that cultivates academic, social and emotional growth.

We encourage the development of personal strengths, a positive self-image, and an appreciation for the uniqueness of each individual. Through community partnerships and engagement, the district provides a strong foundation for students to reach their full potential as they continue their educational journey.

District Website: Please visit our website at www.wtstd.org

Table of Contents

Page 1	Welcome, Mission Statement, Phone Directory	Page 9	Transportation, Rules & Regulations for School Bus Riders
Page 2	School Hours and Student Dress Code	Page 10	Bicycles and Wellness Policy
Page 3	Marking System Philosophy, Grading Criteria, Parent-Teacher Conferences, Student Records	Page 11	Emergency Closing Procedures and HIB Policy
Page 4	Staff Directory and Board of Education	Page 12	Just Kids School Age Childcare
Page 5	School Attendance Procedures	Page 13	School Health Services & Regulations
Page 6	WTH&SA and School Security/Visits to School	Page 14	Affirmative Action
Page 7 Page 8	23-24 Calendar Student Code of Conduct	Page 15	Student Personnel Services/Guidance, Preschool Disabilities, I&RS, Title I Services, District Policies and Regulations

Start The Year Right

These are some important things you can do to make sure your child gets off to a good start this year:

1. Get to know your child's teacher. You know important things about your child that you can tell his/her teacher. Introduce yourself.
2. Let your child know that homework is important. Set a regular time for homework. Find a quiet place for your child to study and be there to help.
3. Let your child know he/she can succeed. Tell them you expect them to do their best. Talk about school everyday. Praise good work.
4. Read to and with your children everyday. During reading time, turn off the TV and radio. Talk about books with your child. Be sure to let them see you reading.
5. Find out how you can get involved in your child's school. Join the Waterford Township Home & School Association (WTH&SA). Plan to attend special school events. Be a volunteer.
6. Please view the district's website for updated information. The NJ School Performance Report can be viewed there as well as lunch information, teacher contact, etc.

Phone Directory

Atco Elementary	856-767-4200	Superintendent's Office	856-767-8293	Cafeteria Office	856-767-8293 x 5026
Thomas Richards	856-767-2421	Curriculum Office	856-767-8293 x 5024	Transportation Office	856-767-8293 x 5041
Waterford Elementary	856-767-8293	Student Personnel Services	856-767-8293 x 5018	Just Kids Program	856-768-8190 x 509

School Hours

SCHOOL	GRADE	REGULAR HOURS	EARLY DISMISSAL <small>*previously scheduled (conferences, etc.) No lunch served. Snack ONLY.</small>	2 HOUR DELAYED OPENING NO AM Childcare Services No lunch served. Snack ONLY.
Atco Elementary 2162 Cooper Rd., Atco	Gr 1&2	9:20 am to 3:50 pm	9:20 am to 1:50 pm	11:20 am to 3:50 pm
Thomas Richards 934 Lincoln Ave., Atco	PK & K	9:20 am to 3:50 pm	9:20 am to 1:50 pm	11:20 am to 3:50 pm
Waterford Elementary 1106 Old WHP, Waterford	GR 3,4,5, & 6	8:40 am to 3:10 pm	8:40 am to 1:10 pm	10:40 am to 3:10 pm

Student Dress Code

Appropriate Dress (Policy #5511—Dress and Grooming)

1. School regulations as to dress are based on common sense and pride in personal appearance.
2. Extreme fads or trends in clothing that could be distracting to the attention of students should be discouraged.
3. Questions concerning appropriate dress attire should be addressed through the Building Principal.
4. Each Principal shall enforce regulations prohibiting pupil dress or grooming practices which present a hazard to the health or safety of the student himself/herself or to others in the school; materially interfere with school work, create disorder or disrupt the educational program; cause excessive wear or damage to school property; and/or prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

The following dress code regulations are to be enforced in Waterford Township Public Schools in accordance with Board policy:

1. No flesh is to be exposed from the neck opening to the lower edge of the bottom garment.
2. Footwear is required. Slippers, plastic beach thongs, hazardous sandals, flip-flops, and excessively high heels or platform shoes are not permitted because they pose a safety hazard to the wearer when walking quickly. **PROPER FOOTWEAR MUST HAVE EITHER A STRAP OR BACK ON THE SHOE.**
3. Hats and coats should not be worn in the building except in extenuating circumstances at the discretion of the Principal. "Hats" shall not include headwear of religious significance.
4. Patches, slogans, words or symbols of objectionable nature may not be worn.
5. Knee length shorts, culottes, shorts and skirts are permitted (should be approximately finger tip length when arms are at sides).
6. No halter or tank tops. **SHOULDERS MUST BE COVERED.**
7. No fish net tops, no see through clothing.
8. No garments which are cut off in any way.
9. No garments may be worn in manners which expose underwear.
10. Apparel should not be tight fitting, sheer, transparent, brief, low-cut or revealing above or below the waist to be indecent, distracting or disruptive to the school environment, i.e., shorts such as gym shorts, tennis shorts, boxer shorts, bathing suits, biker shorts, etc. are not permitted.
11. Students attending any school functions [field trips, field days, dances, activities during school hours] will not be permitted to participate unless they are attired in accordance with this dress code; however, certain physical education activities and field trips may require modification of these regulations. Decisions will be made by the Principal considering the circumstances and requirements of the activity.
12. Hairstyles shall be clean and well-groomed.
13. All students whose dress is in violation of this code will be removed from class and required to dress suitably before being permitted to return to class. Parents will be contacted and when necessary, bring in appropriate clothing so that the student may return to class. Recurring violation or refusal to comply with this code will result in disciplinary action in accordance with other Board policies.
14. The final decision in determining the suitability of dress will rest with the administration of the school, subject to the usual appeals. The administration of each school shall prohibit the wearing of clothing, jewelry or markings on the body that demean any religion, race or nationality.

PARENTAL NOTE: DRESS CODE WILL BE STRICTLY ENFORCED.

Marking System Philosophy

Each child in the Waterford Township School District is evaluated as an individual, in terms of his or her capabilities. In addition, the instructional program includes a system of grading that measures individual student progress toward proficiency with the New Jersey Student Learning Standards and educational goals of the district.

Grading Criteria

The marking system for Grades K- 6 use the following scales:

A: 92.5-100 B: 84.5-92.4 C: 76.5-84.4 D: 69.5-76.4 F: 69.5 and below	Final Averages are computed as follows: A=4 B=3 C=2 D=1 F=0 $MP1+MP2+MP3+MP4/4=$ ____ (rounded up)
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Honor Roll Certificates:

Qualifications:

All A's = Principal's Honor Roll

All A's and B's = Honor Roll

Parent-Teacher Conferences

The district adheres to the philosophy of open communication between home and school. Report cards are distributed three times during the year for students in grades K-6.* Parents are invited to attend private conferences with teachers in November and will receive Marking Period#1 report cards (Progress Reports for preschool) at that time. To arrange for a special conference regarding your child, please contact your child's teacher directly, or call the office of the respective school.

Important Dates:

Parent-Teacher Conferences/Marking Period#1 Report Card Distribution - November 22-27, 2024 (during conferences)

Marking Period #2 Report Card Distribution - February 13, 2025

Marking Period #3 Report Card Distribution - April 17, 2025

Marking Period #4 Report Card Distribution- June 18, 2025 (Last day of school)

Student Records

A student's cumulative file is available for review by his/her parent(s). The parent(s) will need to sign a "Request to View Records" form. Please call the school a day in advance, when you would like to review the records.

<u>Board of Education</u>		<u>Administrative Staff</u>		<u>Administrative Support Staff</u>	
Matthew DeNafo Barbara Libak Fanz Ben DeVuyst Jason Galante Daniel Hoover Roe Hunter Thomas Leach Michael McClintock Ehren O'Donnell	President Vice President Member Member Member Member Member Member Member	Michael A. Nolan, Ed.D. Daniel Fox, CPA Amanda Magenta Patrick Davidson Heather Kondas Christine Manna Charlotte Richardson James Weaver Ed Leyboldt	Superintendent Board Secretary/Business Admin. Asst. Principal Elementary Ed./SPS Thomas Richards Principal Atco Elementary School Principal Waterford Elementary School Principal Waterford Elementary School Asst. Principal Certified Educational Facilities Manager Technology Director	<u>District Offices:</u> Diane Cicchino Denise Niedoba Jill Emmons Nancy Gibbins Heather Chew Lisa DiRenzo Gail Cunningham Terri Tait <u>Transportation:</u> Aimee Poris <u>Schools:</u> Ashley Kowalski-Atco Dawn Stafford/Betty Anne Walczak-TR Marielena DiGianvittorio/Pat Habinowski-WES	Superintendent's Secretary Accountant/Certifying Officer B.A Secretary/Board Office Secretary Human Resources Coordinator Human Resources Secretary Basic Skills/Rtl Coordinator SPS Officer Manager Curriculum Secretary/Accounts Payable
<u>ATCO ELEMENTARY</u>		<u>Child Study Team</u>			
<u>Grade 1</u> Carla Brown Deanna Griffin Georgiann Raso	Mary Campanella Christina Leach Jennifer Ercol	Occupational Therapist School Counselor Learning Consultant Speech Therapist School Psychologist School Counselor Social Worker Speech Therapist			
<u>Grade 2</u> Madeline Crone Alison Schafer Christina Iadonisi Chelsea Scanzano <u>Rtl</u> Shaun Kin-Leavey <u>Reading Recovery</u> Tracey Bober Caitlin Fanz	Kellina Gallagher Donna Wallen Jill O'Donnell Jill O'Donnell Jill O'Donnell Casey Bromley Jackie McGovern			<u>Special Ed</u> Josh Diamond- POR Carley Marsh-POR Al Vitarelli-Gr6/ICR Kelly Walsh-Gr6/POR Ashley Wisniewski-Gr4/ICR Denise Zeccardi-Gr5/POR <u>Nurse:</u> Erica Ravenkamp, RN	
<u>THOMAS RICHARDS</u>		<u>WATERFORD ELEMENTARY</u>		<u>Enrichments - as indicated</u> Art - Christine Bozzuffi - WES Alma York-Zaleski - Atco/TR GT - Deb Parker Media - TBD - Atco/TR Media/Library- Liz Seth- WES Music - Shaun Kin-Leavey-Atco Emma Gibbins-TR/WES PE/Health - Meaghan Knoll - WES Shaun Larito - Atco/TR Spanish - Lucia Moreira - WES Barry Cohen-Atco STEAM - Andrea Bowman-WES SEL- Barry Cohen-Atco/TR <u>Instructional Coach</u> Candice Michellini - WES	
<u>Preschool</u> Nicole Bednarek Cassie Borda Rachel Intessimoni Karen Litchko Jessica McGowan Elaine Oleson Briana Smierciak	Joelle Vento Katherine Paulson Kyle Iacono Diana Antolik Stephanie Meeler Jessica Pagano Prudence Phillips	<u>Grade 3</u> Alison Dimitrios Miriam Caputi Emily Anders Sandra Romsteadt <u>Grade 4</u> Colleen Kalusa Dawn Agoston Tina Kennevan <u>Grade 5</u> Jessica Borman Lauren Ingemi Jamie Stephan <u>Grade 6</u> Alana Catania Lauren Gray Dana King <u>Rtl</u> Frank Ambroselli <u>Nurse:</u> Kate Saunders	Lila Kelley Sally Schaller Carol Young Jamie Stephan Katie Fitzpatrick Patricia Chance Mary Low Michele Oriente Heather DeNafo Jessica Shropshire Jessica Mark James Moore Colleen Garretson Margaret Johnson Paige Poulton	<u>PK Instructional Coach</u> -Michelle Biggs <u>PIRS/CPIS/Social Worker:</u> Jenn Ervolini <u>PIRS/Counselor:</u> Valerie Meslin <u>Kindergarten</u> Amy Allen Elizabeth DiPasquale Samantha Peterson Erin Papeika <u>Rtl</u> Caitlyn Fanz <u>Nurse:</u> Kate Saunders	
<u>Special Ed</u> Rachel Sindoni MD Candice Weidmann BD K-2					
<u>POR:</u> Gabriele Magner <u>Nurse:</u> Kami Hall, RN					
Board of Education meetings are held on the 3rd Wednesday of the month in the Waterford Elementary School Cafeteria at 7:00 pm. The public is welcome and encouraged to attend.					

School Attendance Procedures

In accordance with the provisions of N.J.S.A. 18A:38-25, every parent, guardian, or other person having control and custody of a child between the ages of six and sixteen shall cause the child to regularly attend school. The Board of Education requires students enrolled in the school district attend school regularly in accordance with the laws of the State. Students shall be subjected to the school district's response for unexcused absences that count toward truancy during the school year as outlined in N.J.A.C. 6A:16-7.8(a)4 and Regulation 5200.

Absences will be considered Excused for the following reasons: attendance in court; suspension from school; family death, supported by a written letter from the parent upon the student's return to school; medical or dental appointments; Take Our Children to Work Day; An absence considered excused by the Commissioner of Education and/or a New Jersey Department of Education rule; excused by the Principal, students sent home from school by the Nurse who are not permitted to return for twenty-four hours, will have their absence excused. All other absences will be considered Unexcused. Regardless, students who have excused and unexcused absences in excess of 18 days may lose credit for the school year and/or be retained. Parents and guardians will have an opportunity to appeal absences before the end of the school year.

Procedure

The question of child safety is a major concern throughout the country. In response to this concern, and in keeping with our personal commitment to maintaining our children's safety, the following policies and resultant procedures are being implemented to help prevent the possibility of any child becoming subject to foul play during, or while en route to or from school.

Parents/guardians are responsible for notifying the school of student absence on EACH school day the child is absent. This advisory information will eliminate concerns relating to child safety en route to school. We request calls be made within the first hour of school starting times:

	Please state only your child's name, grade, teacher's name and reason for absence.	
	Atco Elementary	856-767-4200 by 9:45 am
	Thomas Richards	856-767-2421 by 9:45 am
	Waterford Elementary	856-767-8293 by 10:25 am

Parents are advised to adhere to the following procedures:

1. Single, separated, or divorced parents having court appointed child custody, or guardianship, should file a copy of the court order with the school office to safeguard the child's right to this parent-child relationship.
2. Any friends, neighbors, or relations assisting parents by picking up a child must have a note from the parent identifying the person picking up the child and signed by the child's parent/guardian.
3. No oral messages by students regarding deviations from school dismissal rules will be honored. Any changes must be submitted, in writing, or be called in sufficient time to make proper accommodations.
4. Parents planning to take a child from school prior to the normal dismissal time should inform the main office **as early as possible, preferably in writing.**
5. Parents must report to the office to pick up their child. No child will be dismissed to a parked car.
6. No child should be pulled from the bus boarding line-up without a pass from the office to be presented to the teacher or bus driver.

A parent/guardian must notify the school regarding any change in address, phone number or emergency contact person (s). If the school cannot reach the parent/guardian in case of an emergency, the emergency contact person will be notified. Our objective is to ensure the safety and welfare of each of our students. Your help is necessary and most appreciated.

Waterford Township Home & School Association (WTH&SA)

The Waterford Township Public School System is enriched through the efforts and dedication of the Home and School Association.

THE EXECUTIVE COMMITTEE FOR THE 2024-2025 SCHOOL YEAR IS AS FOLLOWS:

President - Brandi Sylvia
Vice President - Kristin Deakin
Secretary - Alisa Johnson
Treasurer - Jackie Galante
Fundraising Chairs– Mary Traenkner
Hospitality Chairs– Ali Williams
6th Grade Chair– Tierney Medvedik and Antoinette Wood
Dine and Donate Chair– Maria Knapp
Spirit Wear Chair– Jaime Umosella
Social Media Chairs– Lauren Kirk and Jen Fischer
Room Parent Chair– Andrea Fanz

Specific information regarding Home & School events and meetings will be sent home with your children during the school year.
The link to the “Home & School Association” eboard is accessible through the District Website www.wtsd.org.

School Security/Visits to School

For the 2024-2025 school year, the district is only allowing essential visitors to enter the building. All visitors who are permitted to enter the building for essential purposes will be required to follow district policy regarding school security (i.e., bag checks and identification), prior to entering.

The Waterford Township Board of Education welcomes visits to schools by parents/guardians, board members, other adult residents of the community and interested educators, when they fit into the classroom or school routine. In order for the educational program to continue undisturbed when visitors are present, and to prevent the intrusion of disruptive persons into the schools, we ask that the following guides be adhered to:

1. All visitors **must** register with School Gate Guardian and then report to the principal’s office upon entering the building.
2. A “visitor” is anyone other than a pupil enrolled in or a staff member employed in the particular school.
3. Visitors may not consult with the teaching staff or pupils during class time without the principal’s permission.
4. All visitors to the schools must obey regulations limiting smoking and any other regulations designed to ensure orderly operation of the schools.

VISITOR and VOLUNTEER REGISTRY

Events over the last few years have prompted all school districts to have a heightened awareness regarding security over our school buildings. The Waterford Township School District has implemented School Gate Guardian, a visitor registry system that requires individuals to register by scanning their driver’s license or other government issued picture ID. **Whenever visiting or volunteering at the school, please bring your driver’s license.**

Upon arrival, visitors will continue to use the buzzer and the secretaries will ask for your name and reason for entrance. If the reason appears valid, the secretary will buzz you in. Please note: To maintain safety, individuals requesting entry should not allow others to enter the building without following this procedure. In each building you will be directed to a red kiosk in the main hallway. Just follow the directions on the screen. If you have problems, there is a phone next to the kiosk that will connect you to the secretary for assistance.

Upon completion of the purpose for visiting, all visitors must exit through the main hallway and use the kiosk to record their departure. This procedure provides accountability of all individuals in the building should there be an emergency or need to evacuate.

Please understand these procedures are implemented to provide a higher level of safety and security for all students and staff.

Waterford Township School District

2024-2025 School Calendar

August 27-29	Staff Only (school closed for students)	Professional Development Days
August 30-September 2	School Closed	Labor Day
September 3	WELCOME – First Day for Students	School Opens
October 14	School Closed	Columbus Day
November 4-8	School Closed	Fall Break/Election Day/Veteran's Day Observed/NJEA Convention
November 25-26	Early Dismissal - Students	Parent - Teacher Conferences
November 27	Early Dismissal - Students & Staff	Thanksgiving Recess - Early Dismissal
November 28-29	School Closed	Thanksgiving Recess
December 6	Staff Only (school closed for students)	Professional Development Day
December 20	Early Dismissal - Students & Staff	Winter Recess - Early Dismissal
December 23-January 1	School Closed	Winter Recess
January 2	WELCOME BACK	School Reopens
January 20	School Closed	Martin Luther King Jr. Day
February 14	Staff Only (school closed for students)	Professional Development Day
February 17	School Closed	President's Day
April 17	Early Dismissal – Students and Staff	Spring Recess
April 18-25	School Closed	Spring Recess
April 28	WELCOME BACK	School Reopens
May 26	School Closed	Memorial Day
June 12-17	Early Dismissal - Students	PM Teacher PLC
June 18	Early Dismissal - Students & Staff	Last Day of School

*School closings due to inclement weather may alter these dates.

Student Code of Conduct

The Waterford School District recognizes the importance of establishing clear and consistent disciplinary consequences for violations of district rules. Students are expected to demonstrate maturity, responsibility, consideration, as well as treating each other with dignity and respect.

Pursuant to School Board Policy #5600- PUPIL DISCIPLINE/CODE OF CONDUCT, the Board finds that student conduct is closely related to learning and an effective educational program requires a safe and orderly school environment. The Board adopted a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, gender, color, religion, sexual orientation, national origin, or handicap/disability.

The Code of Conduct 2024-2025 is based on five principles that articulate our expectations for student behavior while at school or school-related activities:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately and prepared to focus on my studies.
3. I always seek the most peaceful means of resolving conflict and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own.
4. I take pride in promoting a safe and clean learning environment at my school.
5. I seek positive relationships with all members of the school community and I help restore relationships with school community members that are affected by my conduct.

If students abide by these principles, the learning environment in all schools will be strengthened.

The elementary student Code of Conduct is designed with enough flexibility so that teachers can exercise judgment which is within the scope of the Code, their classroom behavior management system, the student's personal behavior monitoring system, or any behaviors in relation to off-campus activities.

Student Wholeness: In 2018, Waterford Township School District implemented two programs that focus on Social-Emotional Learning and Wellness: Sanford Harmony and Healthy U. With these programs and resources, our schools are able to provide engaging, safe, and supportive environments that foster well-being and meet students' academic, social, emotional, and physical needs. Motivation increases and achievement improves when students feel safe/supported and learning is interesting, engaging, and purposeful. When students feel safe and supported, find learning interesting, engaging, and purposeful, motivation is increased and, achievement improves. Successful schools provide opportunities for students to explore their interests, with enriching activities both in and out of the classroom. They also create positive cultures where students have the confidence to explore those opportunities. Schools with positive cultures also have the following characteristics:

- Effective leadership that creates and communicates clear expectations, communicates openly and honestly, is accessible and supportive of school staff and professional learning, and supports students in developing self-awareness, responsible decision-making, relationship building, social awareness skills, and self-management skills
- Positive relationships with all stakeholders — students, parents, teachers/staff, school police, and community partners
- Training and resources that provide social, emotional, and academic support, and positive interventions designed to help students problem solve, develop appropriate school and classroom behaviors, and reduce the need for classroom removal or school police intervention
- Professional supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes or communities
- Engaging academic and extracurricular activities for students that meet behavioral, developmental, and academic needs
- Effective and responsive communication among schools, parents, and communities. Clean, well-maintained, and welcoming environments that clearly demonstrate school pride and a love of learning
- A learning environment where students and staff feel physically and emotionally safe

One key focus in Waterford Township School District is the cultivation of social and emotional learning (SEL). Schools will support students in developing the core SEL competencies of self-awareness, responsible decision-making, relationship-building, social awareness, and self-management. The cultivation of student wholeness also includes the adoption of trauma-sensitive and restorative practices, which build positive communities based on the premise that open, respectful communication helps to reduce conflict. When conflict does occur, restorative practices encourage students to focus not on punishment, but on the harm caused and the need to repair relationships. The integration of social and emotional learning, trauma-sensitive, and restorative approaches throughout the culture and practices of schools will help to cultivate safe and positive educational environments that foster student learning and well-being, while reducing the incidence of negative behaviors.

Application of the Code of Conduct: The Code of Conduct applies to students at all times while they are on school property, at any school-sponsored activity, including field trips, and while traveling to and from school or any school-sponsored activity. Other incidents that occur off school grounds are generally not addressed by the district or its Code of Conduct. However, there are times when incidents occur outside of the Code of Conduct's jurisdiction that undermine relationships at school or otherwise threaten school safety and climate. In those instances, the district may utilize interventions and responses to improve school climate, including but not limited to restorative practice methods, mediation, and mindfulness.

Behavioral Foundations for Early Learners: Waterford Schools District's early learning programs are the first step on the path towards school success, and provide the necessary foundation for a solid start in school and life. The district is committed to ensuring that all children receive the unique supports needed to be successful learners by creating healthy and safe school environments, supporting and guiding educators, addressing social-emotional competencies, and providing targeted help to students in need. In supporting the developmental needs of early learners, Waterford Township School District follows N.J.S.A. 18A:36A-9 which places limits on suspensions/expulsions for students enrolled in preschool through second grade in a school district or charter school. Under the law, students in kindergarten through second grade may not be expelled or suspended from school, except as provided pursuant to the "Zero Tolerance for Guns Act," P.L. 1995, c. 127 (C.18A:37-7 et seq.). The law also prohibits out-of-school suspensions for students in kindergarten through second grade, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others.

PLEASE NOTE: Student Code of Conduct for each school, and all discipline policies and regulations can be found on the District website at www.wrted.org. Copies available upon request. Violence and Vandalism reporting is conducted at the public hearing each October. Minutes of the public hearing are available in the District Office.

Transportation

Arrival and Dismissal at the Bus Stop: Travel safely to the bus stop. Travel with a parent or a buddy. If crossing, wait on your side of the road at the stop until the bus arrives and cross with the school bus warning lights and driver's signal. When at the bus stop, stand far back from the bus until it stops and the driver gives you the OK to board. **BE AT YOUR ASSIGNED STOP 10 MINUTES BEFORE BUS ARRIVAL.**

For all dismissals, pupils in preschool, kindergarten, first grade and second grade will only be released from the bus to an adult/guardian identified by parent/guardian/child as a "safe" individual. When the "safe" individual is not present, the student will be driven to Waterford Elementary School and parents will be notified. For all dismissals, students in Grades three (3) through six (6) will be dismissed from the bus with or without adult supervision.

When getting off the bus, wait for the bus to come to a complete stop before getting out of the seat. Make sure you have all personal items. Walk down steps using the handrail. If crossing the street, walk forward until you can see the driver and the driver can see you. The driver will give you the OK to cross. Double check that it is safe to cross. **Never cross behind the bus.**

Rules and Regulations for School Bus Riders

- 1] Students should be at the bus stop ten (10) minutes prior to arrival time and must be well behaved while waiting for the school bus.
- 2] Students must observe good safety practices when traveling to and from the bus stop.
- 3] Students must not stand in the street while waiting for the school bus to arrive.
- 4] Students crossing must remember to look both ways before crossing the street when boarding or departing the school bus. Elementary students must wait for a signal from the bus driver before crossing the street.
- 5] Crossing students must wait on their side of the road and cross to load when the bus arrives.
- 6] Students must board and depart the school bus in a single file. Running or pushing is prohibited.
- 7] Seatbelts must be worn at all times.
- 8] Students must follow the driver's instructions. The bus driver is in charge at all times.
- 9] Students upon boarding the school bus shall immediately sit in their assigned seat.
- 10] Students must remain seated until the school bus comes to a full stop at the destination.
- 11] Students must always keep all parts of their body inside the school bus at all times.
- 12] Harassment of any sort or type will not be tolerated.
- 13] Unnecessary noise, shouting or use of objectionable language shall not be permitted.
- 14] Throwing of anything within the bus or out of the bus windows shall not be permitted.
- 15] Damage to buses by students shall not be tolerated. Payment for repairs may be assessed to the parents of the children involved.
- 16] Students may only ride the school bus to which they are assigned. The driver will not pick up or drop off students at places other than their regular bus stop. If an alternate stop is needed a letter must be forwarded to the Transportation Department.
- 17] All Waterford Township School Buses are equipped with video and audio. These recordings may be used for disciplinary or other investigations.
- 18] Food, drink or gum chewing is not permitted on the school bus.

Suspension of Bus Privileges

The students of the Waterford Township Public Schools have the privilege to ride the bus to and from school. This privilege may be denied to the student by administration if a student cannot follow transportation rules and regulations.

1 st incident -	Bus warning – conference with principal
2 nd incident -	Behavior letter to parents
3 rd incident -	Suspension from bus for a period of up to 5 school days
4 th incident -	Suspension from bus for a period of up to 10 school days
5 th incident -	Suspension from bus for the rest of the school year

NOTE: FOR SEVERE BEHAVIOR SUCH AS FIGHTING, ETC. STUDENT MAY BE SUSPENDED IMMEDIATELY.

Bicycles

The roads which access our schools are such that bicycles must ride in the normal traffic lanes. This results in hazardous conditions for bicycles during the high traffic periods at the beginning and end of day. Consequently, it is recommended that students not ride bicycles to school.

Students whose parents permit their children to ride bicycles to school must obey the following rules:

1. A note signed by the parent granting permission to ride the bicycle to school must be presented at the school office.
2. Bicycle safety rules must be followed at all times.
3. Bicycle safety helmets must be worn at all times.
4. Bicycles are not to be ridden on school property. They should be walked between the edge of school property and the bicycle rack.
5. Bicycle riders are not to leave their homerooms until after students riding the buses have left the building, and they may not leave the area of bicycle racks until the buses have left the parking lot.
6. Bicycle riders should leave the property immediately after they are dismissed.

Motorized bicycles of any kind are not permitted on school property at any time. Failure to comply with these rules will result in loss of bicycle riding privileges.

Wellness Policy

In August 2021, the Board of Education adopted a new policy and regulation pertaining to school nutrition and wellness. Part of the policy addresses class projects and celebrations and what foods are allowed to be brought to school. Please see details below.

BIRTHDAYS	CELEBRATIONS	CURRICULUM
Definition: Celebration to acknowledge a child's birthday.	Definition: Celebrations are activities that are not curriculum related. Celebrations are limited to four (4) per year: Halloween, Winter Break, Spring Recess, End of Year Party.	Definition: Curriculum events are activities that are part of the school/state curriculum. Ex. Cinco de Mayo, multicultural days, science experiments involving food, etc.
Celebrate in the cafeteria; Once per month on the last Wednesday of the month; The District will provide a snack coupon.	Occurs in classroom; Teacher responsible for dealing with allergy students; All food must be store bought with a list of ingredients and nutritional label; Menu must be created and sent to parents a week in advance and submitted to Wellness Committee. Classroom celebrations may include 1 item from the following categories: (1) Sugar: candy, cake, cupcake, etc. (2) Salt: chips, popcorn, pretzels, etc. (3) Fruit (4) Juice	Occurs in classroom; Teacher responsible for dealing with allergy students; All food must be store bought with a list of ingredients and nutritional label; Menu must be created and sent to parents a week in advance and submitted to Wellness Committee.
All food must be store bought with a list of ingredients and nutritional label. NO HOMEMADE FOOD IS ALLOWED! See Regulation 8505 for a list of healthy alternatives or the Approved Classroom Celebration List at www.wtisd.org for a list of snack options available through the Cafeteria.		

Wellness Committee includes Principal or designee, PE teacher, Nurse, at least 2 parents and 2 students (age appropriate), Food Service Staff, and WTH&SA Executive Member.
Meets: At least twice per year; Role: Reviews policy; Encourage healthy habits school wide.

Emergency Closing Procedures

Emergency School Closing #594

If it is necessary to close school for a day or part of a day due to the weather or other emergencies, the following procedures are followed:

- A. **All Day Closing:** When inclement weather is severe enough to cause the closing of schools for the entire day, announcements of the closing will be made via automated phone message, local news stations, www.wttd.org, and through our district social media feeds between 6:00am and 8:00am. Please do not call the schools.
- B. **Early Closing:** When it becomes necessary once school is in session, to close before regular dismissal times, announcements will be made via automated phone message, on local TV stations, www.wttd.org, and through our district social media feeds.
- C. **Delayed Opening:** When necessary to delay the opening of school, announcements will be made via automated phone message, on local TV stations, www.wttd.org, and through our district social media feeds between 6:00am and 8:00am. There will be no morning Just Kids.
- D. **Parents are requested to:**
 1. Make provisions for emergency dismissals/delayed openings;
 2. Instruct children about any arrangements;
 3. Make arrangements at the beginning of the year, to be prepared for any emergency situations;
 4. During questionable weather conditions, listen to TV announcements;
 5. School emergency telephone numbers for students should be current and the emergency contact person must be reliable and from the area;
 6. Authorized contacts will be sent notifications via phone, text and/or email. [Notifications can include but are not limited to various grade level reminders, bullying messages, and emergency school closures].



www.facebook.com/WTSDschool



Twitter@WT.Schools

District Website: www.wttd.org

Harassment, Intimidation & Bullying

Over the last several years, student bullying has received increased attention as a serious problem in schools. School bullying has been reported to be involved in student suicides across the nation, including in New Jersey. The importance of protecting students from bullying has been emphasized through the Anti-Bullying Bill of Rights Act (ABR) that became a law in New Jersey in January 2011. This law mainly added requirements to the original bullying law that began in 2003. The new law made New Jersey's response to student bullying stronger.

"Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory [handicap] disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function [or], on a school bus, or off school grounds as provided for in section 16 of P.L.2010, CHAPTER 122, that 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, 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 his person or damage to his property; [or]
- b) has the effect of insulting or demeaning any student or group of students [in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school]; or
- 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.

The District has the following key personnel assigned to implement and enforce the policy on Harassment, Intimidation and Bullying for the 2024-2025 academic year:

District Anti-Bullying Coordinator - Heather Kondas, Principal of Atco Elementary School - (856)767-4200 - hkondas@wttd.org

School Anti-Bullying Specialists

Atco Elementary	(856)767-4200	Ms. Gabrielle Holwell – School Counselor gholwell@wttd.org
Thomas Richards	(856)767-2421	Mr. Ryan Ciavaglia – School Counselor rciavaglia@wttd.org
Waterford Elementary	(856)767-8293	Amelia Wise– School Social Worker awise@wttd.org

A complete copy of Policy #5512 *Harassment, Intimidation & Bullying* can be found on the District website at www.wttd.org.

Just Kids School Age Childcare: Before and Afterschool

Just Kids provides quality care, both before and after school. Services are available at each of the Waterford Township elementary schools. Care is provided at 6:45am until school starts and then from the time the school day ends until 6:00pm. Care is also provided on scheduled half days from when the school day ends until 6:00pm. Services are not available on delayed reporting or when school is closed for weather/emergencies or scheduled days off.

Just Kids offers a licensed curriculum based program with qualified staff at all times. The program also offers a light breakfast in the morning and an afternoon snack in compliance with The Child and Adult Care Food Program (CACFP). For details regarding the Just Kids curriculum, tuition, and/or answers to "Frequently Asked Questions", please visit their website at www.justkidsprograms.org! You can also register your children at this site! Just Kids office can also be reached at 856-768-8190 to assist you.

Each Just Kids school site has a cell phone to speak with the childcare staff directly: (please note that calls are only received during program hours)

Atco Elementary: 856-905-2048

Thomas Richards: 609-280-9931

Waterford Elementary: 856-905-2046

PLEASE NOTE: If your child will not be attending a scheduled afternoon, you must communicate to both the school as well as the Just Kids staff. We need to know by 11 am, if your child is not going to attend for any reason that day. Advance notice is needed to ensure the safety of your child.

School Health Services and Regulations

- A. Each student must be examined upon entry into district in Preschool/Kindergarten. Exam must be done no more than 365 days prior to entry and must state what, if any, modifications are required for full participation in the school program. All students transferring to district must provide proof of original Kindergarten physical or a new physical must be done.
- B. Vision, hearing and blood pressure screenings for all students are conducted, as mandated by law. Parents are informed of any suspected impairment.
- C. All students in 5th grade are screened for Scoliosis [curvature of the spine] as required by law. Defects are reported to parents.
- D. If it is necessary for your child to take some form of medication during school hours, please contact the school nurse. State regulations, upheld by Board policy, are very specific regarding dispensing of medication in school [only with a written statement from the physician indicating type of medication, dosage, time to be given, purpose and need for it during school hours; medication must be in original bottle, clearly labeled with child's name, name of medication, name of physician, dosage and time to be given]. Medications must be brought to school nurse by parent/guardian. This includes prescription and over-the-counter medication.
- E. In the event that a child becomes sick at school, either the nurse or the office will contact the home and ask that an adult come to school to take the child home.
- F. A doctor's note is required for any child who is absent due to illness for more than three (3) days.
- G. If a student's temperature is above 100.4°, the nurse will contact the parent and the student must be taken home. A child must be fever free (under 100.0° without medication) for 24 hours before returning to school.
- H. The rules regarding quarantine of school children for communicable diseases have been established by the State Board of Health and conform to the regulations of the local Board of Education. Additionally, students are required to keep wounds that are draining covered while in school. In cases of vomiting or diarrhea, students must be kept home for 24 hours following the last episode. In cases of infection requiring antibiotics or other medication, the student cannot return to school until he/she has been taking medication for 24 hours.
- I. All students must meet immunization requirements as per State law in NJ Administrative Code readopted with amendments January 2008 with an effective date of September 1, 2008. Noncompliance with this regulation will result in exclusion of the student from school until the requirements are met.
- J. The Board of Education is providing a special accident policy to cover all students against any accident on the way to and from school, or at school for the current year. This coverage is paid at the Board's expense and is secondary to parents' own insurance for the student's coverage for auto related injuries regulated by auto insurance laws.
- K. When a child is expected to be out of school for a prolonged period of time because of certain illnesses or immobility, parents may request that a teacher be furnished for home instruction. Please supply request and documentation to your child's building principal. For students without disabilities, this request would be given to the school principal. For students with disabilities, the request would be given to the Supervisor of Student Personnel Services. A certificate must be procured from the attending physician with a statement of the nature of the illness and also a statement that the child is capable of receiving instruction without endangering the child's health.
- L. In the event that your child becomes sick or injured in school, it is necessary for all pupils to have an up to date emergency card. This includes home phone numbers, work numbers, and **two** emergency numbers. Report all phone number changes to the school immediately.
- M. Parents are urged to inform the school of any address or telephone number changes throughout the school year. Emergencies do occur during the school day and the nurse needs to be able to reach the parent or guardian.

The Use of Crutches and Injury Clearance

If a student is injured and requires crutches, a medical note must be provided. Please be advised that students can not use crutches on the bus if they can not bear weight up the bus steps. If the student can bear weight and can carry the crutches, they need documentation from a doctor stating they are safe to ride the bus. Your child is responsible to safely navigate the school building while using crutches. If the child can not safely utilize the crutches, they must use a wheelchair while in school. Children using crutches are required to use the nurse's bathroom only. They will also be assigned a buddy or an aide to assist during lunch and hallway time. There will be designated safe areas for your child during outside recess/PE.

Other injuries, such as concussions, also require documentation from a medical doctor. If your child arrives at school with an injury requiring a cast, splint, boot, etc.; the nurse will be in contact with you for follow up documentation. If a student comes to school with a parent applied brace or splint and requests restrictions, the student will be required to see their healthcare provider if the parent requests the item or accommodation stay in place longer than 48 hours. If your child is not able to participate in physical activities, there will be designated safe areas established where they can engage in alternate activities.

Please note that if a student is put on written restrictions from a doctor for an illness or injury, the student will remain on those restrictions until written medical clearance is received from their healthcare provider.

PLEASE NOTE:

As of September 1, 2011, children entering preschool must annually receive at least one dose of influenza vaccine between September 1st and December 31st of each year and must have received one dose of pneumococcal conjugate vaccine (PCV) on or after their first birthday. Every child born on or after January 1, 1997, and entering Grade Six on or after September 1, 2008, shall have received one dose of meningococcal-containing vaccine and one dose of Tdap (Tetanus, diphtheria, acellular pertussis) given no earlier than their 10th birthday. All students not meeting the requirement by September 1st will be excluded. An exception is noted for preschool influenza requirement. This requirement must be met yearly by December 31st.

Affirmative Action

The Waterford Township Board of Education works to ensure all students in Waterford Township receive the proper educational opportunity regardless of race, sex, creed, ancestry, social and economic status.

The Waterford Township Board of Education also guarantees to all persons equal access to all categories of employment, retention, and advancement in the district, regardless of race, color, age, creed, religion, sex, national origin, political affiliation, marital status or non-applicable handicap.

The designated Affirmative Action Officer shall:

- Discover and prevent any existing inequities;
- Prevent any discrimination in staff selection in the future.

The following district grievance procedure shall be utilized to hear any complaint or charge of discrimination:

1. A complainant shall discuss his/her complaint with the staff member most closely involved in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
 - A. The pupil's name and, in the complaint of a person acting on behalf of the pupil, the name and address of the complainant;
 - B. The specific failure to act that the complainant complains of;
 - C. The school employee, if any, responsible for the alleged violation of the Affirmative Action Plan;
 - D. The results of discussions conducted in accordance with paragraph C1; and
 - E. The reasons why those results are not satisfactory.
3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.
4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the Affirmative Action Plan.
5. On his/her timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the Affirmative Action Plan and any other person with knowledge of the violation complained of.
6. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties and to the Board.
7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
 - A. The original complaint;
 - B. The response to the complaint;
 - C. The Superintendent's decision;
 - D. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented; and
 - E. The complainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a violation of the Affirmative Action Plan.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The complainant will be informed of his/her right to appeal the Board's decision to the Commissioner of Education or to the New Jersey Division on Civil Rights.

The Affirmative Action Officer for the Waterford Township School District is: Daniel Fox
Assistant Superintendent for Business
1106 Old White Horse Pike, Waterford, NJ 08089

Student Personnel Services/Guidance

The Waterford School District offers a full continuum of services for children requiring special education. Program offerings from general education rooms, In Class Resource, Pull Out Resource and Self Contained rooms are available. In addition, related services (Occupational, Speech, and Physical Therapy) are given as needed. Waterford is committed to providing the least restrictive education to classified students. Every child has access and is educated according to the district curriculum and NJDOE education standards.

IEP Progress Reports – Student Personnel Services

Special Services teachers and providers will assess progress for IEP goals and objectives at the end of each trimester [semi-annually for Preschool students]. Results will be provided to parents.

PRESCHOOL DISABILITIES PROGRAM

The Waterford Township School District provides a Preschool Disabilities program for children aged three to five* who are delayed or disabled in the areas of speech and language development, cognitive ability, fine or gross motor skills, and social or emotional maturity.

Difficulties may be seen in talking, feeding, seeing, health, hearing, behavior, movement, coordination, and getting along with others. If you are a Waterford Township resident and have a three to five year old child with difficulties in any of these areas, contact us for more information at Student Personnel Services, Waterford Township Public Schools, 1106 Old White Horse Pike, Waterford, NJ or call us at [856] 768-8293 x 5018.

**Free appropriate programs and services are available for all eligible students ages 3 to 21 through your local school district. Information about eligibility requirements, programs and services may be obtained through the Waterford Township Student Personnel Services/Guidance Department.*

Information on services for developmentally delayed children under the age of three, who may be eligible for Early Intervention Services may also be obtained through the Waterford Township Student Personnel Services Department at 856-767-8293 x 5018, and by calling the New Jersey Early Intervention System at 1-888-653-4463.

Intervention and Referral Services (I&RS)

The Intervention and Referral Services Team has been instituted in the Waterford Township Public Schools as a means of providing assistance to students experiencing difficulties. The team consists of the principal, teachers, and when appropriate, child study team members, who have been trained by the State of New Jersey to facilitate the process. Input is gathered from the child's teacher, parents, and other appropriate personnel. The information is then used to brainstorm solutions to improve the situation.

Title I Services

Title I services are provided through a supported tiering system referred to as RtI. Through this model students receive supports that match their needs.

As part of The Every Student Succeeds Act (ESSA), copies of the Title I Parent and Family Engagement Policy and Title I School-Parent Compact are distributed to families through the virtual packet, at registration during the school year, and also posted on our school district website at www.wtisd.org.

District Policies and Regulations

All district policies and regulations can be found on the district website at www.wtisd.org. A copy of any policy and/or regulation is available upon request.

Waterford Township Public Schools
Lighting the path to success, one child at a time.

2024/2025 WTHSA Events/Fundraisers (subject to change)

- *There will be 1 dine/play & donate per month
- *Pretzel sales will be on each half day, forms to go home 1 week prior
- *Spirit Wear sales twice per year
- *Dates/times/locations may change but will be submitted with as much notice as possible

SEPTEMBER

- 9/19 7:00 in Atco Cafeteria - Mandatory HSA meeting
- 9/23-10/9 Fall Kastle sale
- 9/28 Mums pickup at TR from 9:00-12:00
- 9/30-10/4 OR 10/7-10/11 Scholastic book fair - all 3 schools

OCTOBER

- 10/23 Trunk or Treat at WES from 6:30-8

NOVEMBER

- 11/15 Candy Bar Bingo at WES from 6-8
- 11/18 Kastle pick up in Atco school library
- 11/21 HSA meeting at Atco 7:00
- 11/25-12/20- Tarrantini Panzarotti sale
- 11/27 Half day pretzel sale

DECEMBER

- 12/9-12/13 Holiday shop
- 12/20 Half day pretzel sale

JANUARY

- 1/16 HSA meeting at Atco 7:00
- 1/24 Ladies night (pending)
- 1/21-2/5- Spring Kastle Sale

FEBRUARY

- 2/21 Sweetheart dance at WES
- Double Good Popcorn (pending)

MARCH

- 3/3-3/7 Scholastic book fair (maybe grandparents)
- 3/6 Tarrantini Panzarotti pickup
- 3/20 HSA meeting at Atco 7:00
- 3/22 Mother/Son event...pending
- 3/25 Spring Kastle pick up in Atco school library

APRIL

- 4/8 Color run kick off assembly (all 3 schools)
- 4/11 TR Fun night at WES
- 4/17 Half day pretzel sale

MAY

- 5/15 HSA meeting at Atco 7:00
- 5/16 Color Run at the field next to WES

JUNE

- 6/13 Half day pretzel sale

POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Students
5112/Page 1 of 2
ENTRANCE AGE

5112 ENTRANCE AGE

The Board of Education will admit to this district children otherwise eligible by law or Board policy who have attained the age requirements set by law and this Board of Education. The Board requires documentary verification of the age and birthdate of any child for whom admission to this district is sought.

Pre School

A child is eligible for entrance into preschool who will have attained the age of 3 years on or before October 1 of the year in which entrance is sought and has not yet attained the age at which admission to kindergarten is permitted.

Preschool Disabled

A child is eligible for entrance into a program of special education who has attained his/her third birthday and has been found by the Child Study Team to be eligible for a program for the preschool disabled in accordance with rules of the State Board of Education.

Kindergarten

Any child residing in the district shall be admitted to the Kindergarten provided:

- A. The child will have attained the age of five years on or before October 1 of that school year;
- B. Proof shall be furnished of immunization against the communicable diseases at the time of enrollment or such immunization shall be completed within thirty days from date of entry into the school;
- C. The child shall have been examined by either the school or a private physician, and the results shall be furnished to the school on the form provided.

Grade One

Any child residing in the district shall be admitted to grade one provided:

- A. The child will have attained the age six years on or before October 1 of that school year;



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Students
5112/Page 1 of 2
ENTRANCE AGE

- B. He/she has been in the first grade in another public school;
- C. Proof has been furnished of immunizations against communicable diseases.

N.J.S.A. 18A:36-19; 18A:38-5; 18A:38-6; 18A:44-1;
18A:44-2; 18A:46-6; 18A:46-6.1
N.J.A.C. 6A:14-3.3

Adopted: 25 June 2014
Revised: 18 September 2024



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Community
9323/Page 1 of 3

NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

[See **POLICY ALERT No. 232**]

9323 NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

School Principals have a need to receive and have access to juvenile justice proceedings involving juveniles who are registered pupils in the school building. The ~~school~~ Principal or designee shall have access to information relating to juvenile justice proceedings in accordance with N.J.S.A. 2A:4A-60.

The ~~school~~ Principal or designee, on a confidential basis, may request from law enforcement agencies at the time of charge, adjudication or disposition, information as to the identity of a juvenile pupil charged, the offense charged, the adjudication and the disposition. The ~~school~~ Principal or designee may inform school staff members of this information if the Principal or designee deems it appropriate for maintaining order, safety or discipline in the school or for planning programs relevant to the juvenile's educational and social development. This information will not become part of the juvenile pupil's permanent school record and shall not be maintained except as authorized by regulation of the New Jersey Department of Education (NJDOE).

A law enforcement or prosecuting agency shall, at the time of a charge, adjudication or disposition, send written notice to advise the ~~school~~ Principal or designee of the school where the juvenile is enrolled, of the identity of the juvenile charged, the offense charged, the adjudication and the disposition if:

1. The offense occurred on school property or a school bus, occurred at a school-sponsored function or was committed against an employee or official of the school; or
2. The juvenile was taken into custody as a result of information or evidence provided by school officials; or
3. ~~The An~~ offense, if committed by an adult, would constitute a crime and the offense:
 - a. Resulted in death or serious bodily injury or involved an attempt or conspiracy to cause death or serious bodily injury; or
 - b. Involved the unlawful use or possession of a firearm or other weapon; or



NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

- c. Involved the unlawful manufacture, distribution or possession with intent to distribute a controlled dangerous substance or controlled substance analog; ~~or~~
- d. Was committed by a juvenile who acted with a purpose to intimidate an individual or group of individuals because of race, color, ~~creed~~, religion, ~~national origin, ancestry, age, marital status, affectational or sexual orientation or sex, or ethnicity social or economic status, or disability~~; or
- e. Would be a crime of the first, ~~or second, or third~~ degree.

Information provided to the Principal or designee pursuant to ~~in accordance with N.J.S.A. 2A:4A-60.d. the section above~~ shall be treated as confidential but may be made available to such members of the staff and faculty of the school as ~~The school Principal may inform school staff members of this information if~~ the Principal or designee deems it appropriate for maintaining order, safety, or discipline in the school or for ~~to~~ planning programs relevant to the juvenile's educational and social development. This information will not become part of the juvenile pupil's permanent school record and shall not be maintained except as authorized by regulation of the DOE ~~Department of Education~~.

Law enforcement or the prosecuting agency may provide the ~~school~~ Principal or designee with information identifying one or more ~~juvenile students~~ juveniles who are under investigation or who have been taken into custody for the commission of any act that would constitute an offense if committed by an adult when the law enforcement or prosecuting agency determines that the information may be useful to the Principal or designee in maintaining order, safety, or discipline in the school or in planning programs relevant to the juvenile's educational and social development. Information provided in accordance with N.J.S.A. 2A:4A-60.e. ~~the section above~~ shall be treated as confidential, but the school Principal or designee may inform school staff members of this information if the Principal or designee deems it appropriate for maintaining order, safety or discipline in the school or for planning programs relevant to the juvenile's educational and social development. No information provided pursuant to N.J.S.A. 2A:4A-60 ~~in accordance with this paragraph~~ shall be maintained.

The Principal or designee who requests and/or receives information as specified in this Policy shall notify the Superintendent or designee within twenty-four hours of the request being made. In accordance with N.J.S.A. 53:1-20.6, the Principal or designee shall notify the Superintendent or designee of any applicable fees associated with the request.



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Community
9323/Page 3 of 3

NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

The school district shall comply with the **NJDOE Department of Education** rules and regulations concerning the creation, maintenance, and disclosure of pupil records regarding ~~school~~ Principal or designee notification of juvenile offender case disposition and this ~~P~~policy.

N.J.S.A. 2A:4A-60 ~~P.L.1982, c.79~~
N.J.S.A. ~~R.S.~~ 53:1-15; 53:1-20.6
N.J.A.C. 6A:7-1.1; 6A7-1.3
~~P.L.1985, c.69~~

Adopted: 25 June 2014
Revised: 21 August 2024



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Students
5337/Page 1 of 6
SERVICE ANIMALS

[See POLICY ALERT Nos. 207, 217, and 233]

5337 SERVICE ANIMALS

In compliance with Title II of the Americans with Disabilities Act (ADA) as amended by the ADA Amendments Act of 2008, it is the Policy of the Board of **Education** to permit use of a service animal by an individual with a disability in all areas of the district where the public is normally permitted: in district buildings; on district property; and on vehicles owned, leased, or controlled by the district **in accordance with** ~~—(28 CFR §35.136.)~~

A. Definitions

1. “Act” means the Americans with Disabilities Act (ADA) as amended by the ADA Amendments Act of 2008.
2. “Designated administrator” means Principal or person designated by the Principal to coordinate these activities.
3. “District” means this school district.
4. “Handler” means the animal’s owner who is an individual with a disability or a person, such as a trainer, assisting the owner with control of the service animal.
5. “Service animal” means a dog individually trained to do work or perform a specific job or task for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability **in accordance with** ~~—(28 CFR §36.104.)~~
 - a. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.
 - b. The work or tasks performed by a service animal must be directly related to the individual’s disability (e.g. navigation, alerting physical support and assistance, preventing or interrupting impulsive or destructive behaviors).



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Students
5337/Page 2 of 6
SERVICE ANIMALS

- c. Work or tasks for the purposes of this definition do not include the provision of emotional support, well-being, comfort, therapy, companionship, or crime deterrence.

B. Generally Rules

1. The district shall permit the use of a service animal by an individual with a disability unless:
 - a. The animal is out of control and the animal's handler does not take effective action to control it;
 - b. The animal is not housebroken.
2. A student with a disability, including autism, shall be permitted access for a service animal in school buildings, including the classroom, on school buses, and on school grounds.
32. The service animal shall be under a handler's control at all times by use of a leash, tether, voice control, signal, or other suitable means in accordance with N.J.S.A. 18A:46-13.3 and ~~A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g. voice control, signals, or other effective means). (28 CFR §35.136(d).)~~
43. If an animal is properly excluded, the district shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises in accordance with ~~-(28 CFR §35.136(b).)~~
54. If there are places in the district where it is determined to be unsafe for a handler and service animal, reasonable accommodations will be provided to assure the individual with a disability has equal access to the activity.



65. A school official may inquire as to whether the service animal is required due to a disability and what task or work the service animal has been trained to perform, unless the student's disability and the work or task that the service animal will perform are readily apparent in accordance with N.J.S.A. 18A:46-13.3. ~~Unless the need for a service animal is readily apparent, the individual with a disability or his/her parent will be required to provide the district with information that:~~
- a. ~~The service animal is required because of a disability; and~~
 - b. ~~What work or task the animal has been trained to perform.~~
76. The district may not require documentation, including proof that the animal has been certified, trained, or licensed as a service animal; nor that the dog demonstrates its ability to perform the work or task **in accordance with** ~~-(28 CFR §35.136(f).)~~
87. Individuals with a disability who have service animals are not exempt from local animal control or public health requirements.
98. A school official may require: ~~Service animals must be licensed and registered in accordance with State and local laws.~~
- a. Certification from a veterinarian that the service animal is properly vaccinated and does not have a contagious disease that may harm students or staff; and
 - b. Documentation that any license required by the municipality in which the student resides has been obtained for the service animal.

C. Delegation of Responsibility

1. The school shall not be responsible or liable for the care or supervision of the service animal. ~~The district is not responsible for the care or supervision of a service animal, in accordance with 28 CFR §35.136(e).~~



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Students
5337/Page 4 of 6
SERVICE ANIMALS

- a. The district is not responsible to pay for or provide a handler to aid the individual with a disability in the control of the service animal.
 - b. **The school shall provide reasonable accommodations to allow the handler to provide for the care and feeding of the service animal while on school grounds or at a school function. ~~The district is responsible to provide assistance to an individual with a disability in performing the tasks required of the individual for the care and maintenance of the service animal.~~**
2. If the district normally charges individuals for damage they cause, an individual with a disability may be charged for damage caused by **their** ~~his or her~~ service animal: **in accordance with (28 CFR §35.136(h).)**
 3. The district will designate relief areas for the service animal which will be included in mobility training and orientation of students and animals new to the school.

D. Notification and Responsibilities

1. In the event a service animal will be introduced as part of the school community, the designated administrator will develop a comprehensive implementation plan prior to introduction of the service animal into the school to include:
 - a. Notification to parents of students who may be in contact with the service animal;
 - b. Appropriate accommodations:
 - (1) For students who are allergic to the service animal; and/or
 - (2) For students who have fears regarding the service animal.



c. Appropriate etiquette regarding service animals to include:

- (1) Never pet a service animal while it is working;
- (2) Never feed a working service animal;
- (3) Do not deliberately startle, tease, or taunt a service animal; and
- (4) Do not hesitate to ask the handler if ~~they he or she~~ would like assistance regarding directions for navigating the facility.

2. The use of a service animal introduced as part of the school community will require inclusion into the student's Individualized Education Plan (IEP) or the student's Section 504 Accommodation Plan.
3. The district may request, but cannot require, the owner of a service animal introduced as part of the school community and, as included in the student's IEP or Section 504 Accommodation Plan, maintain liability insurance for the service animal. The School Business Administrator/Board Secretary will ensure the school district has appropriate insurance in the event a service animal is introduced as part of the school community.

E. Miniature Horses

1. Miniature horses, although not included in the Act under the definition of "service animal," may only be permitted if individually trained to do work or perform tasks for the benefit of the individual with a disability and if they meet the assessment factors outlined in 3. below: **in accordance with** (28 CFR §35.136(i).)
2. Ponies and full size horses are not considered miniature horses.
3. Assessment factors to determine whether the district can reasonably modify its policies, practices, and procedures to allow for the use of miniature horses on its property, facilities, or vehicles include:



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Students
5337/Page 6 of 6
SERVICE ANIMALS

- a. Type, size, and weight of the miniature horse and whether the facility can accommodate those features;
 - b. Whether the handler has sufficient control of the miniature horse;
 - c. Whether the miniature horse is housebroken; and
 - d. Whether the miniature horse's presence compromises legitimate safety requirements necessary for safe operation.
4. All requirements for the use of service animals also apply to the use of miniature horses.

N.J.S.A. 18A:46-13.3

28 CFR §35.136

28 CFR §36.104

Adopted: 17 February 2016

Revised: 18 March 2020

Revised: 21 August 2024



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Program
2200/Page 1 of 3
CURRICULUM CONTENT (M)

[See POLICY ALERT Nos. 209 and 233]

2200 CURRICULUM CONTENT

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the students of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy 2220 – **Adoption of Courses**.

For the purposes of this Policy "curriculum" means planned learning opportunities designed to assist students toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and ~~approved annually by the Board. In accordance with law, the curriculum~~ shall, as a minimum, include the curricular mandates of N.J.S.A. 18A – Education, and N.J.A.C. 6 and 6A – Education, and all of the New Jersey **Student Learning Standards Core Curriculum Content Standards and Cumulative Progress Indicators**.

Districts with secondary school(s)

[and the courses required by Policy 5460 – **High School Graduation** and N.J.A.C. 6A:8-5 for high school graduation.]

The Superintendent is responsible for implementing the curriculum approved by the Board.

The ~~Board directs the~~ curriculum **shall** be consistent with the educational goals and objectives of this district **and**, the New Jersey **Student Learning Standards Core Curriculum Content Standards** and be responsive to identified student needs. The Superintendent shall, in consultation with ~~teaching~~ staff members, assure the effective articulation of curriculum across all grade levels



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Program
2200/Page 2 of 3
CURRICULUM CONTENT (M)

Choose one or more of the following alternatives:

- ___ and among the schools of this district.
- ___ and among the constituent districts of the _____ Regional School District.
- ___ and among the school districts sending to the _____ School District.

~~The curriculum shall provide programs in accordance with Board policies and the New Jersey Core Curriculum Content Standards including but not limited to:~~

- ~~1. Preparation of all students for employment or post-secondary study upon graduation from high school;~~
- ~~2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey), and World Languages;~~
- ~~3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all students in accordance with Policy 2530;~~
- ~~4. Guidance and counseling to assist in career and academic planning for all students, in accordance with Policy 2411;~~
- ~~5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy and Regulation 2460;~~
- ~~6. Bilingual education, English as a Second Language, and English language services for students of limited English language proficiency, when the number of such students so necessitates, in accordance with Policy 2423;~~



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Program
2200/Page 3 of 3
CURRICULUM CONTENT (M)

- ~~7. Programs and services for students at risk who require remedial assistance in accordance with Policies 2414, 2415, and 5460;~~
- ~~8. Equal educational opportunity for all students in accordance with Policies 2260, 5750, and 5755;~~
- ~~9. Career awareness and exploration as required, and vocational education as appropriate;~~
- ~~10. Educational opportunities for students with exceptional abilities, in accordance with Policy 2464;~~
- ~~11. Instruction in accident and fire prevention;~~
- ~~12. A substance abuse prevention program;~~
- ~~13. A program for family life education; and~~
- ~~14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.~~

~~N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.~~

~~N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.~~

~~New Jersey Student Learning Standards Core Curriculum Content Standards~~

Adopted: 25 June 2014
Revised: 15 March 2017
Revised: 21 August 2024



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Students
5350/Page 1 of 4
STUDENT SUICIDE PREVENTION

[See POLICY ALERT Nos. 193, 209, 215, and 233]

5350 STUDENT SUICIDE PREVENTION

The Board of Education recognizes that depression and self-destruction are problems of increasing severity among students. Students under severe stress cannot benefit fully from the educational program and may pose a threat to themselves or others.

The Board directs all school district staff members to be alert to a student who exhibits warning signs of self-destruction or who threatens or attempts suicide. Any such warning signs or the report of such warning signs from another student or staff member shall be taken with the utmost seriousness and reported immediately to the Principal or designee.

The Principal or designee shall immediately contact the parent(s) of the student exhibiting warning signs of suicide to inform the parent(s) the student will be referred to the Child Study Team or a Suicide Intervention Team, appointed by the Superintendent or designee, for a preliminary assessment. Upon completion of the preliminary assessment, the Principal or designee shall meet with the parent(s) to review the assessment. Based on the preliminary assessment, the parent(s) may be required to obtain medical or psychiatric services for the student. In the event the parent(s) objects to the recommendation or indicates an unwillingness to cooperate in the best interests of the student, the Principal or designee will contact the New Jersey Department of Children and Families, Division of Child Protection and Permanency to request intervention on the student's behalf.

In the event the student is required to obtain medical or psychiatric services, the parent(s) will be required to submit to the Superintendent a written medical clearance from a licensed medical professional, selected by the parent(s) and approved by the Superintendent, indicating the student has received medical services, does not present a risk to themselves or others, and is cleared to return to school. The written medical clearance may be reviewed by a Board of Education healthcare professional before the student is permitted to return to school. The parent(s) shall be required to authorize their healthcare professional(s) to release relevant medical information to the school district's healthcare professional, if requested.



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Students
5350/Page 2 of 4
STUDENT SUICIDE PREVENTION

In accordance with N.J.A.C. 6A:14-1.1(d), special education and related services shall be provided to students with disabilities at public expense, with no charge to the parents. A clearance by a psychiatrist or other medical professional as a requirement to return to school is considered an assessment provided at public expense. The district shall not require the parents to incur the cost of psychiatric clearance.

~~Any school district staff member, volunteer, or intern with reasonable cause to suspect or believe that a student has attempted or completed suicide, shall immediately report the information to the Principal or designee or their immediate supervisor who will immediately report it to the Superintendent or designee. The Superintendent or designee shall promptly report it online to the New Jersey Department of Children and Families, or as otherwise required by the Department of Children and Families in accordance with N.J.S.A. 30:9A-24. In accordance with N.J.S.A. 30:9A-24i, any person who reports an attempted or completed suicide shall have immunity from any civil or criminal liability on account of the report, unless the person has acted in bad faith or with malicious purpose.~~

In accordance with the provisions of N.J.S.A. 18A:6-111 and 18A:6-112, as part of the required professional development for teachers as outlined in N.J.A.C. 6A:9C-3 et seq., every teaching staff member must complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and 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.

Not including teaching staff members subject to the requirements of N.J.S.A. 18A:6-112.a. and not including licensed mental health care professionals, a school employee or an employee of a contracted service provider who has regular and direct contact with students, as determined by the Board, shall complete a one-time training program in suicide prevention, awareness, and response identified by the New Jersey Department of Education (NJDOE) pursuant to N.J.S.A. 18A:6-112.c. A person subject to the requirements of N.J.S.A. 18A:6-112.b. shall complete the required training program not less than twelve months from the date of the identification by the NJDOE of training programs or twelve months from the person's date of hire, whichever occurs later.



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Students
5350/Page 3 of 4
STUDENT SUICIDE PREVENTION

Not less than twelve months following the date of the identification by the NJDOE of the training programs or not less than twelve months from the person's date of hire, and annually thereafter, the district shall provide to their employees who are subject to the requirements of N.J.S.A. 18A:6-112.a. or b., in a hard copy paper form or in an electronic form, guidelines on the district's reporting and suicide prevention, awareness, and response protocols including, but not limited to, contact information for each school's designated staff who should be notified whenever an employee believes a student may be at risk for suicide.

Each person who is required pursuant to N.J.S.A. 18A:6-112.a. or b. to complete a suicide prevention training program shall have a duty to warn and protect when the following conditions exist:

1. A student has communicated to that person a clearly identifiable threat of imminent, serious physical violence against oneself and the circumstances are such that a reasonable person would believe the student intended to carry out the threat; or
2. The circumstances are such that a reasonable person would believe the student intended to carry out an act of imminent, serious physical violence against oneself.

A person acting in good faith and who takes reasonable steps to discharge a duty to warn and protect shall be immune from civil and criminal liability in regard to that disclosure.

Any school district staff member, volunteer, or intern with reasonable cause to suspect or believe that a student has attempted or completed suicide, shall immediately report the information to the Principal or designee or their immediate supervisor who will immediately report it to the Superintendent or designee. The Superintendent or designee shall promptly report it online to the New Jersey Department of Children and Families, or as otherwise required by the Department of Children and Families in accordance with N.J.S.A. 30:9A-24. In accordance with N.J.S.A. 30:9A-24.i., any person who reports an attempted or completed suicide shall have immunity from any civil or criminal liability on account of the report, unless the person has acted in bad faith or with malicious purpose.



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Students

5350/Page 4 of 4

STUDENT SUICIDE PREVENTION

The Superintendent shall prepare and disseminate guidelines to assist school district staff members in recognizing the warning signs of a student who may be contemplating suicide, to respond to a threat or attempted suicide, and to prevent contagion when a student commits suicide.

N.J.S.A. 18A:6-111; 18A:6-112

N.J.S.A. 30:9A-23; 30:9A-24

N.J.A.C. 6A:9C-3 et seq.; 6A:14-1.1

Adopted: 25 June 2014

Revised: 17 May 2017

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Revised: 21 August 2024



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Program
2423/Page 1 of 4
BILINGUAL AND ~~ESL~~ EDUCATION (M)

2423 BILINGUAL AND ~~ESL~~ EDUCATION (M)

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and English language services for English Language Learners (ELL) as required by law and rules of the State Board of Education. ELLs are those students whose native language is other than English and who have varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability pursuant to N.J.S.A. 18:35-15 to 26.

Identification of ELLs

The Board will conduct a screening process to determine the native language of each ELL at the time of enrollment in the school district. A census shall be maintained of all identified students whose native language is other than English. The English language proficiency of each student whose native language is not English shall be determined by a screening process that includes the administration of a New Jersey Department of Education approved English language proficiency test, an assessment of the student's level of reading in English, a review of the student's previous academic performance, including their performance on standardized tests in English, and a review of the input of teaching staff members responsible for the educational program for ELLs.

Program Implementation

The district shall provide the following programs:

1. An English language services program to improve the English language proficiency of ELLs whenever there are at least one, but fewer than ten ELLs enrolled in the school district. English language services shall be provided in addition to the regular school program;
2. An ESL program that provides at least one period of ESL instruction based on student language proficiency whenever there are ten or more ELLs enrolled in the school district; and
3. A bilingual education program whenever there are twenty or more ELLS in any one-language classification enrolled in the school district pursuant to N.J.S.A. 18A:35-18.



Where the age range, grade span, and/or geographical location of eligible students makes a full-time bilingual program impractical, the Board may annually offer an instructional program alternative, provided a waiver for the alternative program has been requested and approval has been granted by the Department of Education. The Board may establish a program in bilingual education for any language classification with fewer than twenty students.

All teachers in these programs shall be appropriately certified in accordance with the requirements as outlined in N.J.A.C. 6A:15-1.9. Every student participating in a bilingual, ESL, or English language services program shall be entitled to continue such participation for a period of three years pursuant to N.J.S.A. 18A:35-19.

Bilingual, English as a Second Language, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry

Students enrolled in a bilingual, ESL, or English language services program shall be assessed annually using a New Jersey Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program. ELLs enrolled in a bilingual, ESL, or English language services program shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in the English-only program. The process to determine the readiness or inability of the individual student to function successfully in the English-only program shall be initiated by the student's level of English proficiency as measured by a New Jersey Department of Education established standard on an English language proficiency test. The readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum: classroom performance; the student's reading level in English, the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English.

In accordance with provisions of N.J.S.A. 18A:35-22.1, a parent(s) may remove a student who is enrolled in a bilingual education program at any time; except that during the first three years of a student's participation in a bilingual education program, parent(s) may only remove the student at the end of each school year. If during the first three years of a student's participation in a bilingual education program, a parent(s) wishes to remove the student prior to the end of each school year, the removal must be approved by the Executive County Superintendent of Schools. The parent(s) may appeal the Executive County Superintendent's decision to the Commissioner of Education.



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Program
2423/Page 3 of 4
BILINGUAL AND ~~ESL~~ EDUCATION (M)

Newly exited students who are not progressing in the mainstream English program may be considered for re-entry to bilingual and ESL programs in accordance with the provisions of N.J.A.C. 6A:15-1.10(e)1 through (e)5.

When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the student's parent(s) shall be informed by mail of the placement determination. A parent(s), or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the Superintendent of Schools or designee, who will provide a written explanation for the decision within seven working days. The complainant may appeal this decision in writing to the Board within seven calendar days of receiving the Superintendent's or designee's written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty-five calendar days of the Board's receipt of the parent's written appeal to the Board. A complainant not satisfied with the Board's determination of the appeal may appeal to the Commissioner of Education.

Parental Involvement

The parent(s) of ELLs will be notified in accordance with the provisions of N.J.A.C. 6A:15-1.13 that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services program. Notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English. The notice must also include a statement that the parents have the option of declining their child's enrollment in a bilingual program, and shall be given an opportunity to do so if they choose.

The district will notify the parent(s) of the ELLs by mail within thirty days of the child's identification.

Parent(s) shall receive progress reports of students enrolled in bilingual, ESL, or English language services programs in the same manner and frequency as those sent to parents of other students enrolled in the district.

The Superintendent or designee will provide for the maximum practical involvement of parent(s) of ELLs in the development and review of program objectives and dissemination of information to and from the district Boards of Education and communities served by the bilingual, ESL, or English language services education programs. A school district that implements a bilingual education program shall establish a parent advisory committee on bilingual education of which the majority membership will be parent(s) of ELLs.



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Program
2423/Page 4 of 4
BILINGUAL AND ~~ESL~~ EDUCATION (M)

Graduation

ELLs will qualify for graduation from high school in accordance with N.J.A.C. 6A:8-5.1(a) and Policy 5460.

Program Plan

The Superintendent shall prepare and submit a plan for a bilingual, ESL, or English language services program every three years to the Board and the New Jersey Department of Education for approval in accordance with the provisions of N.J.A.C. 6A:15-1.6.

N.J.S.A. 18A:35-15 through 18A:35-25
N.J.A.C. 6A:15-1.1 et seq.

Adopted: 25 June 2014
Revised: 15 March 2017
Revised: 21 August 2024

