

May 2025 Attachments

I-C	Resolution Authorizing Closed Session	Complete
V-A	April 30, 2025 Board Meeting Minutes	Complete
V-B	April 30, 2025 Closed Board Meeting Minutes	Complete
VI-A-1	Monthly Wellness Report	Complete
VII-A-1	Professional Appointment- CCESC	Complete
VII-A-2	Professional Appointment- Wade, Long, Wood & Long, LLC (Solicitor)	Complete
VII-A-3	Professional Appointment- Wade, Long, Wood & Long, LLC (Negotiator)	Complete
VII-D	Bid and Quote Threshold	Complete
VII-F	Tax Requisition	Complete
VII-M	Summary of Contract Awarded	Complete
VII-P	Organizational Chart	Complete
A-1	HIB Report	Complete
A-2	Title I School Parent Compact and District-Wide & School Parent and Family Engagement Policies	Complete
A-4-a	Policy #2260	Complete
A-4-b	Policy #2418	Complete
A-4-c	Policy #8110	Complete
A-4-d	Policy #2421	Complete
A-4-e	Policy #2411	Complete
A-4-f	Policy #2610	Complete
A-4-g	Policy #5512	Complete
A-4-h	Policy #5541	Complete
A-4-i	Policy #5842	Complete
A-4-j	Policy #5750	Complete
A-4-k	Policy #5111	Complete
B-1	Renewal of Certified Staff Members for the 2025-2026 School Year	To Be Distributed
B-2	Renewal of Non-Certified Staff Members for the 2025-2026 School Year	To Be Distributed
B-3	Renewal of Non-Union Affiliated Contracts for the 2025-2026 School Year	To Be Distributed
B-4	Renewal/Approval of On-Call Staff for the 2025-2026 School Year	To Be Distributed
B-5	Substitute List for the 2025-2026 School Year	Complete
B-6	Non-Affiliated Staff Compensation Plan	To Be Distributed
B-9	Revision of Job Description-Assistant Superintendent for Business	Complete
C-1	Board Secretary's Certification for March 2025	Complete

C-3	Financial Reports for March 2025	Complete
C-4	Bills Lists	Complete
C-5-a	Archway Programs Contract	Complete
C-5-b	CCESC Contract	Complete
C-7	Southern Coastal Insurance Staff Wellness Grant	Complete
C-8-b-1	Policy #7102	Complete

I. MEETING CALLED TO ORDER 6:00 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, Barbara Libak Fanz, Jason Galante, Daniel Hoover, Rosemarie Hunter, Thomas Leach, Michael McClintock, Ehren O'Donnell

Members absent: Benjamin De Vuyst

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 Mr. O'Donnell, seconded by Ms., Libak Fanz and carried by unanimous voice consent to approve business not anticipated at the time of the agenda.

C. MOTION TO APPROVE THE RESOLUTION AUTHORIZING CLOSED SESSION

Mr. Galante, seconded by Mr. O'Donnell, and carried by unanimous voice consent to approve the resolution authorizing closed session, made a motion, made a motion.

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 7:10 p.m.

E. FLAG SALUTE

Mr. DeNafo led the Pledge of Allegiance.

F. MISSION STATEMENT

Mr. McClintock read the Mission Statement.

G. STATEMENT TO THE PUBLIC

Mr. DeNafo read the Statement to the Public.

II. COMMITTEE REPORTS

- A. EDUCATION-** Mr. O'Donnell gave an oral report.
- B. PERSONNEL-** Mr. McClintock gave an oral report.
- C. BUSINESS-** Mr. Hoover gave an oral report

III. PRESENTATIONS

III. PRESENTATIONS

- A. Students of the 3rd Marking Period-**
 - 1. **K- Dante Parisi-** Ms. Handzus
 - 2. **1st- Kylee Early-** Ms. Raso/Ms. Leach
 - 3. **2nd- Gioia Riggio-** Ms. Crone/Ms. Scanzano
 - 4. **3rd- Gauge Regn-** Ms Bowman
 - 5. **4th- Carter Wakley-** Ms. Kennevan
 - 6. **5th- Ava DeNafo-** Ms. Borman
 - 7. **6th- Ryan Knopka-** Mr. Vitarelli

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- B. **Substitute of the 3rd Marking Period-**
 - 1. **Lori O'Donnell- Dr. Nolan**
- C. **2025-2026 Budget Presentation- Dr. Nolan/Dan Fox**

IV. COMMENTS FROM THE PUBLIC ON AGENDA ITEMS ONLY

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

None
- B. A motion was made by Ms. Libak Fanz, 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. De Vuyst, seconded by Mr. McClintock, 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 March 12, 2025
- B. Board Meeting March 19, 2025
- C. Closed Session March 19, 2025

VI. SUPERINTENDENT'S REPORT

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

- A. **Monthly District Reports-**
 - 1. Monthly Wellness Report (See Attachment)
 - 2. Fire/Security Drill Log

School Name	Drill Date	Drill Time	Weather Conditions	Type of Drill	# of Students Involved	# of Staff Involved
Atco	3/14/2025	2:17	59 degrees, Sunny	Lockdown	207	42
Atco	4/01/2025	9:40	45 degrees, windy	Fire Drill	214	40
TR	3/4/2025	1:25	NA	Shelter in Place	245	64
TR	3/7/25	9:54	39 degrees, windy	Fire Drill	236	65
TR	3/18/25	9:20	40 degrees, breezy	Bus Evacuations	243	12
TR	3/20/25	9:50	NA	Lockdown	245	62
WES	3/4/2025	10:06	N/A	Active Shooter	403	88
WES	3/5/2025	9:30	56 degrees, cloudy	Fire drill	403	82

B. Enrollment:

Grade	2023-2024 # of Students	2024-2025 # of Students
PK (3 yr. old)	54	81
PK (4 yr. old)	93	73
PK (5 yr. old)	1	1
Sub Total:	148	155
K	106	110

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1 st	108	110
2 nd	95	109
3 rd	106	97
4 th	114	110
5 th	113	115
6 th	133	114
Sub Total:	775	765
Total:	923	920

A. Suspension Report:

Suspension:	TR	Atco	WES
In School Suspension	0	0	3
Out of School Suspension	0	0	19

VII. SUPERINTENDENT'S RECOMMENDATIONS

A. EDUCATION

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

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

Acknowledge receipt/affirm HIB Investigations. (See Attachment A-1).

2. Approve the following policy for the first reading:

- a. Policy #2260- Affirmative Action Program for School and Classroom Practices
- b. Policy #2418- Section 504 of the Rehabilitation Act of 1973- Students
- c. Policy #8110- Attendance Areas
- d. Policy #2421- Career and Technical Education
- e. Policy #2411- Guidance Counseling
- f. Policy #2610- Educational Program Evaluation
- g. Policy #5512- Harassment, Intimidation, and Bullying
- h. Policy #5541- Anti-Hazing
- i. Policy #5842- Equal Access of Pupil Organizations
- j. Policy #5750- Equal Educational Opportunity
- k. Policy #5111- Eligibility of Resident/Non-Resident Students

3. Approve the following policy for the second reading:

n/a

4. Acknowledge receipt of the following regulations:

- a. Regulation #2260- Affirmative Action Program for School and Classroom Practices
Complaint Procedure
- b. Regulation #2520- Instructional Supplies
- c. Regulation #2460.16- Special Education-Instructional Material to Blind or Print-Disabled Pupils.

B. PERSONNEL

A motion was made by Mr. De Vuyst, seconded by Mr. McClintock, and carried by a roll call vote to approve items 1 and 2, table item 3, approve items 4 through 15 and addendum items 16 and 17.

1. Perfect Attendance Awards—March 2025:

Acknowledge and congratulate Erica Ravenkamp, who will receive a \$50.00 Amazon gift card for her perfect attendance record during the month of March. Mrs. Ravenkamp is one of our district's three school nurses and has been with the district since February of

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2017. We are grateful for her knowledge and expertise and the care and concern she provides to our students and staff members at Waterford Elementary.

2. Retirement of Certified Staff Member:

Approve the retirement of Douglas Baker with gratitude and appreciation for his service to our district, effective July 1, 2025. (UPC: 21-50-C3 / AYR).

3. Renewal of Certified Staff Members for the 2025-2026 School Year:

Approve Renewal Recommendations for the 2025-2026 school year of certified staff members. (To be distributed).

4. Abolish Certified and Non-Certified Staff Positions:

Approve the request to abolish certified and non-certified staff positions. (See Attachment B-4).

5. District 2025-2026 Curriculum Revisions:

Approve the following certified staff regarding the writing of curriculum content areas necessary to meet the New Jersey Student Learning Standards for the

NAME	Action	Grade Level	CONTENT AREA	HOURLY RATE	TOTAL # OF HOURS	TOTAL	ACCOUNT NUMBER
Knoll, M.	Remove	K-2	Health & PE	41.00	Up to 15	615.00	11-000-221-104-01-05-000
Laurito, S.	Add	K-2	Health & PE	41.00	Up to 15	615.00	11-000-221-104-01-05-000

2025-2026 school year:

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

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

Name	Location	Position	UPC	Effective Date
Binder, Sharon	Atco	HQ Paraprofessional	20-40-EX / AQH	5.02.25

7. Appointment of Substitutes for the 2024-2025 School Year:

Approve the following Substitutes for the remainder of the 2024-2025 school year, pending receipt of the required documents:

Name	Substitute Position	Rate (Gr. 1-6)	Rate (Gr. PreK - K)
Ambroselli, Natalie	Teacher Paraprofessional	129.53 / day 18.12 / hr.	142.49 / day 19.93 / hr.
Binder, Sharon	Paraprofessional Non-Instructional (Cafeteria) Aide	\$18.12 / hr. 17.06 / hr.	\$ 19.93 / hr. 18.76 / hr.
Major, Lauren	Paraprofessional Non-Instructional (Cafeteria) Aide	\$18.12 / hr. 17.06 / hr.	\$ 19.93 / hr. 18.76 / hr.

8. Leave-of-Absence Request:

Acknowledge the request for a leave-of-absence for the following staff member:

Staff Member	Dates	Classification
4466	05.07.25 – 6.04.25	PTO / FMLA

9. Approve the Southern Coastal Regional Employee Benefits Fund Resolution to renew.
(See Attachment B-9).

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10. Approve the Southern Coastal Regional Employee Benefits Fund Indemnity and Trust Agreement.
(See Attachment B-10).

11. **Title I Summer Learning Academy Program 2024-2025 - Certified Staff Training:**
Approve the following certified staff member for Title I Summer Learning Academy i-Ready Training:

Name	Rate/Hour	Total Hours	Amount	Account #
Peterson, Samantha	\$41.00	Up to 2 hours	\$82.00	20-275-200-104-00-04-000

12. **Wellness Coordinator:**

Approve the appointment of the following staff member as the district's Wellness Coordinator for the 2024-2025 school year:

Name	Stipend Amount	Account Number
Laurito, Shaun	\$1,200	20-016-200-100-00-00-000

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

n/a

14. **Approve the following policy for the second reading:**

n/a

15. **Acknowledge receipt of the following regulations:**

n/a

16. **Leave-of-Absence Request:**

Acknowledge the request for a leave-of-absence for the following staff member:

Staff Member	Dates	Classification
5020	05.20.25 – 06.06.25	PTO / FMLA

17. **After-School Music Programs:**

Approve the following staff member to provide instruction for the 2024-2025 After-School Music Programs:

Name	Program	Location	Date	Rate
Gibbins, Emma	Instrumental Band (Band)	WES	Sept 2024-May 2025 (4) one-hour sessions/week	96 hours @ \$55 = \$5,280
Gibbins, Emma	Vocal (Chorus)	WES	Sept 2024-May 2025 (1) one-hour session/week	22 hours @ \$55 = \$1,210

C. BUSINESS

Upon the recommendation of the Superintendent, a motion was made by Mr. Leach, seconded by Mr. Galante, and carried by a roll call vote to approve items 1 through 14 and addendum items 15 and 16. (Barbara Libak Fanz abstained from item 4.)

1. **Board Secretary's Certifications for the month of February 2025 (See Attachment C-1):**

In accordance with 18A:17-9 for the month of February 2025, the Cash Reconciliation Report and the Board Secretary's report are in agreement. In accordance with 18A:17-9 for the month of February 2025, 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

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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 February 2025 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 February 2025 (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. Transfers by transfer number

4. Approval of Expenditures (as per attached):

Approve the payment of bills and claims:

- Bills List #1- \$1,802,290.71
- Bills List #2- \$42,334.70
- Bills List #3- \$33,405.87
- Nutri-Serve- \$44,260.93

5. Grants:

Grantor	School	Amount	Purpose	Attachment
WTHSA	Thomas Richards	\$150	Clothes for Nurse's Office	N/A
WTHSA	WES	\$150	Clothes for Nurse's Office	N/A
WTHSA	Thomas Richards	\$200	Staff Food Incentives	N/A
WTPD	WES	\$500	Team Up Day	N/A

6. Contracts:

Vendor	Purpose	From	To	Amount	Attachment
Computer Software, Inc.	Software Support	7/1/25	6/30/26	\$21,864	N/A
First Student, Inc.	Transportation	7/1/25	6/30/26	\$2,389,869	N/A
GCSSSD	Various	7/1/25	6/30/26	TBD	See Attachment C-6
Archway Programs	Summer Program Services	6/23/25	8/15/25	N/A	N/A
Archway Programs	Evacuation Space	7/1/25	6/30/29	N/A	N/A

7. Tuition Contracts:

SID #	School	From	To	Amount	Send/Receive	Attachment
4286992618	Orchard Friends	3/1/25	6/30/25	\$41,970	Send	N/A
9816012781	Archway Schools	3/1/25	6/30/25	\$19,289.82	Send	N/A
9136913852	Brookfield Academy	4/4/25	6/30/25	\$21,298.99	Send	N/A
3770776311	Hammonton	3/13/25	4/4/25	\$1,414.57	Send	N/A
3770776311	Upper Township	3/13/25	4/4/25	\$1,414.57	Send	N/A

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8. Out of District Professional Development for the 2024-2025 School Year:

Name	Date Submitted	Date of Workshop	Location	Topic	Cost	Account #
Davidson, P.	3/27/25	6/6/25	Union, NJ	Summer ALL IN Conference 2025	\$125	20-218-200-580-58-02-000
Nolan, M.	3/28/25	5/14/25 5/15/25 5/16/25	Atlantic City, NJ	NJASA/NJASPA Spring Leadership Conference 2025	No Fee	N/A

9. Facilities:

- a. To amend the Long Range Facilities Plan. (See Attachment C-9).

10. Transportation:

- a. Approve a Joint Transportation Agreement with Hammonton Board of Education to transport students to activities on 2/26/25 and 6/4/25 at a cost of \$565.08.

11. Budget:

- a. Resolution to approve the 2025-2026 school district budget. (See Attachment C-11).

12. Comprehensive Equity Plan:

- a. Approve the following individuals to serve on the Affirmative Action Team (AAT) and to conduct a needs assessment and to develop a Comprehensive Equity Plan:
- o Daniel J. Fox
 - o Roe Hunter
 - o Thomas Leach
 - o Candice Michelini
 - o Lisa DiRenzo

13. Resolution to approve TD Bank as an authorized depository for the 2025-2026 school year. (See Attachment C-13).

14. Business-Related Policies:

- a. Approve the following policies for the first reading:
1. Policy# 7102- Site Selection and Acquisition
- b. Approve the following policies for the second reading:
n/a
- c. Acknowledge receipt of the following regulations:
n/a

15. Approve a Resolution for Participation in Coordinated Transportation with the Educational Services Commission of New Jersey (See Attachment C-15).

16. Grants:

Grantor	From	To	Purpose	Amount
NJSIG	7/1/25	6/30/26	Maintenance Software	\$2,476.00

D. BYLAWS—Barbara Libak Fanz

1. Approve the following policy for the first reading :
n/a
2. Approve the following policy for the second reading :
n/a
3. Acknowledge receipt of the following regulations:
n/a

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VIII. REPORTS

- a. **Legislation-** Mr. Leach gave - no report.
- b. **Camden County School Boards Association-** Mr. O'Donnell no report.
- c. **New Jersey School Boards Association-** Mr. Hoover no report.
- d. **Camden County Educational Services Commission-** Mr. De Vuyst gave an oral report
- e. **Hammonton-Roe 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. Libak Fanz seconded by Mr. Hunter and carried by unanimous voice consent to open the meeting to the public.

Rick Yeatman and Jennifer Trevolar- Funds from Environmental Protection Commission of Atco,

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

XI. MEETING ADJOURNMENT at 8:10

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

Respectfully Submitted,



Daniel J. Fox
Assistant Superintendent for Business/Board Secretary

APRIL MONTHLY WELLNESS REPORT

Date	Description	School	Class(es) Involved	Menu	Celebration/Curricular	CCS
4.17.2025	Spring Party	Alco	Weldmann	Veggie chips, Munchkins, strawberries, grapes, watermelon, capri suns & water	Celebration	
4.17.2025	Spring Party	Alco	Sindorf		Celebration	
4.17.2025	Spring Party	Alco	Campanella	soft pretzels, fruit, juice boxes and dirt pudding cups	Celebration	
4.17.2025	Spring Party	Alco	RasoLoach	Calbe pops, juice boxes, fruit or decorating party	Celebration	
4.17.2025	Spring Party	Alco	Brown	Garden of Eatin' Popsicles, Apple slices, Cupcakes	Celebration	
4.17.2025	Spring Party	Alco		Capri Sun Water Bottles		
4.17.2025	Spring Party	Alco	Griffin	pretzel tray, bunny ear cake pops, juice	Celebration	
4.17.2025	Spring Party	Alco	Errol	applesauce pouches, lemonade, water 100, pretzels, mozzarella cheese sticks	Celebration	
4.17.2025	Spring Party	Alco	Iadonisi	Vanilla Yogurt, Juice box, Water, Fruit, Popsicles	Celebration	
4.17.2025	Spring Party	Alco	Crone	Pizza, cookies, juice, fruit snacks	Celebration	
4.17.2025	Spring Party	Alco	Gallagher/Wallen	Cheesaballs, munchkins, fruit tray, apple juice	Celebration	
4.17.2025	Spring Party	Alco	Schaler	Cupcakes, skinnypop popcorn, capri suns	Celebration	
4.17.2025	Spring Party	Alco	O'Donnell/Magrier	Pizza, Fruit, Cupcakes, Juice Boxes, Water	Celebration	
4-15	SPRING PARTY	TR	K - Allen	Cheese Balls, Cookies (Sugar allergy safe), Fruit Cup, Water/Juice	celebration	
4-15	SPRING PARTY	TR	K - Bowden/Fieger	juice boxes, popcorn, mini pizzas, fruit, lemons and bunny graphics	celebration	
4-15	SPRING PARTY	TR	K - DiPasquale/Papalia	Cupcakes, soft pretzels, juice box/water	celebration	
4-15	SPRING PARTY	TR	K - Handzus	pretzels from the Pretzel factory, apples slices, goldfish and apple juices.	celebration	
4-15	SPRING PARTY	TR	K - Peterson	Pizza, Spring Cookies (store bought, prepackaged), Mixed Berry (Shoppies), Capri Sun pouches	celebration	
4-16	SPRING PARTY	TR	PK - Arnold	Apple sauce, Juice boxes, Easter cookies, Box of snacks (chips, pretzels)	celebration	
4-16	SPRING PARTY	TR	PSD - Bonds	Fresh fruit/applesauce, goldfish, pizza, juice box/water	celebration	
4-16	SPRING PARTY	TR	PK - Clark	Store bought cookies & fruit, Capri Sun, Pretzels, Juice boxes	celebration	
4-16	SPRING PARTY	TR	PK - Intissimonti	Cupcakes, pretzels, juice boxes	celebration	
4-16	SPRING PARTY	TR	PK - Iosono	Bottled Water, Capri Sun Fruit Punch, Pretzel Factory Pretzel Bites, Fruit, Capri Sun, Frosted Cookies from Walmart	celebration	
4-16	SPRING PARTY	TR	PK - Litchko	Cheese Irs, Yogurt, Juice boxes, Water, Fruit kabobs, Cookies	celebration	
4-16	SPRING PARTY	TR	PK - McGowan	water, soft pretzels, cupcakes, fruit	celebration	
4-16	SPRING PARTY	TR	PK - Meiler	pizza, good pop/honest juice boxes, fruit	celebration	
4-16	SPRING PARTY	TR	PK - Olason	applesauce pouches, veggie straws, Easter cookies	celebration	
4-16	SPRING PARTY	TR	PK - Paglino	Fruit, Mini Cheese Balls, Easter Sugar Cookies (Made by Shoppies) Juice/Water	celebration	
4-16	SPRING PARTY	TR	PK - Paulson	Apple Sauce pouches, juice boxes, goldfish, Frosted Sugar Cookies	celebration	
4-16	SPRING PARTY	TR	PK - Phillips	monopkies, dry fruit, snacks, and juice boxes	celebration	
4-16	SPRING PARTY	TR	PK - Smitciak	juice and water, cookies and chips	celebration	
4-16	SPRING PARTY	TR	PK - Vento	Juice, choc chip cookies, soft pretzels	celebration	
4-11	Farmen Show	TR	PK - Paulson and Clark	Juice boxes, bags of pretzels and cookies	Classing Study	

2025-2026 General Services Contract

CAMDEN COUNTY EDUCATIONAL SERVICES COMMISSION GENERAL SERVICES CONTRACT

THIS CONTRACT is made and effective on July 1, 2025 by and between the Camden County Educational Services Commission, with offices located at 225 White Horse Avenue, Clementon, New Jersey 08021, (hereinafter referred to as the "Commission") and the executing Local Education Agency / BOE (hereinafter referred to as "Board").

WITNESSETH:

WHEREAS, the Commission, a New Jersey Local Education Agency (LEA), was established pursuant to NJSA 18A:6-51 et al., as a shared services school district with a charter to provide academic and academic support to public, charter, renaissance, nonpublic, private schools for the disabled, and residents at the Camden County Juvenile Detention Center; and

WHEREAS, the Commission employs paraprofessionals, instructional and educational professionals, and administrative professionals that possess the appropriate New Jersey Department of Education (NJ-DOE) certificates and endorsements required for all federal, state, and local instruction, services, grants, etc.; and

WHEREAS, the Commission is responsible for all NJ-DOE data reporting requirements for its employees (ie: criminal background clearance, physical examinations, NJ SMART, etc.); and

WHEREAS, the Commission may contract with third-party agencies for student transportation, paraprofessional and professional staff that possess the appropriate NJ-DOE certificates and endorsements required for all federal, state and local instruction, services, grants, etc.; and

WHEREAS, the aforementioned third-party agencies contracted through the Commission are responsible for all NJ-DOE data reporting requirements for their employees (ie: criminal background clearance, physical examinations, etc.); and

WHEREAS, the Board desires to engage the Commission to provide requested services; set forth in the Price List for Fiscal Year 2025-2026 and incorporated herein as the "Services"; and

WHEREAS, the Commission is willing to provide the Services to the Board; and

WHEREAS, the Board has approved a resolution authorizing the assistance of the Commission to provide the Services;

NOW THEREFORE, the Commission and the Board, for the considerations herein specified, agree as follows:

1. The term of this contract shall be from July 1, 2025 to June 30, 2026.
2. The Board is solely responsible for the administration, management, reporting, compliance, and any and all obligations of its funds relative to the provision of the Services rendered pursuant to this Contract.

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3. Services, if selected by the Board, will be provided by the Commission in accordance with the price list associated with this contract. Except for student transportation and contracted services by third-party agencies, prices include, and the Board understands and agrees, that neither services nor substitutes are provided on days when Commission employed personnel utilize time off for professional development, sick time, personal time, bereavement, and other time away approved by the Commission's Superintendent or designee.
4. For the Services for Student Transportation rendered by the Commission under this contract, the Board shall pay to the Commission a sum of the districts portion of the cost of the route plus a 6 % (six percent) administration fee.
5. The Commission shall bill the Board for the Services rendered on a monthly basis. The Board shall remit all amounts payable to the Commission within thirty (30) days following the receipt of each such invoice.
6. The Board shall defend, indemnify and hold harmless the Commission, its agents, officials, representatives and employees from and against all claims, damages, or losses for which the Board is legally liable, including, but not limited to, reasonable attorney's fees, that arise as a result, in whole or in part, from any intentional or negligent act or omission by the Board relative to the Services provided under this Agreement. This obligation shall be limited to claims, damages or losses covered by applicable insurance maintained by the Board. The Board will maintain general liability, auto liability and school board legal liability insurance throughout the term of this agreement. Such limit for each line of insurance shall not be less than \$1,000,000 per occurrence / \$1,000,000 annual aggregate. In addition, the Board will maintain workers' compensation coverage in accordance with the statutes of the State of New Jersey, including employer's liability insurance with minimum limits of \$1,000,000 each accident for bodily injury by accident; \$1,000,000 each employee for bodily injury by disease; and \$1,000,000 policy limit for bodily injury by disease. The Commission shall be added as additional insured on the general liability policy with respect to work performed under this contract. Upon request, evidence of such insurance will be made available to the Commission.
7. The Commission shall defend, indemnify and hold harmless the Board, its agents, officials, representatives and employees from and against all claims, damages, or losses for which the Commission is legally liable, including, but not limited to, reasonable attorney's fees, that arise as a result, in whole or in part, from any intentional or negligent act or omission by the Commission in rendering services under this Agreement. This obligation shall be limited to claims, damages or losses covered by applicable insurance maintained by the Commission, and shall exclude any claims, damages or losses in due process matters or proceedings. The Commission will maintain general liability, auto liability and school board legal liability insurance throughout the term of this agreement. Such limit for each line of insurance shall not be less than \$1,000,000 per occurrence / \$1,000,000 annual aggregate. In addition, the Commission will maintain workers' compensation coverage in accordance with the statutes of the State of New Jersey, including employer's liability insurance with minimum limits of \$1,000,000 each accident for bodily injury by accident; \$1,000,000 each employee for bodily injury by disease; and \$1,000,000 policy limit for bodily injury by disease. The Board shall be added as additional insured on the general liability policy with respect to work performed under this contract. Upon request, evidence of such insurance will be made available to the Board.
8. This contract shall terminate at the expiration of June 30, 2026. No Services shall be performed by the Commission thereafter in the absence of appropriate prior authorization from the Board to do so, including a guarantee that the Commission shall be paid for all of the Services performed and costs incurred after the date of expiration. Notwithstanding the expiration date, either party may terminate this agreement prior to the expiration date of June 30, 2026 by giving sixty (60) days written notice to the other of its intent to terminate. This sixty (60) day termination provision also applies to placement of specific service providers. Termination shall become effective at the end of the notice period unless the Commission requests or agrees to an earlier termination date. Early termination shall not relieve the Board of the obligation to pay for any Services provided by the Commission through the end of the notice period. Any notice of termination shall be sent by certified mail. The notice period shall commence upon receipt of the certified mail. During the sixty (60) day period after such notice is received, the parties shall continue to act towards each other in good faith. Notice of termination to the Board shall be addressed to the Board at their address listed on their website. Notice of termination to the Commission shall be directed to the address set forth on page one (1) of this agreement.

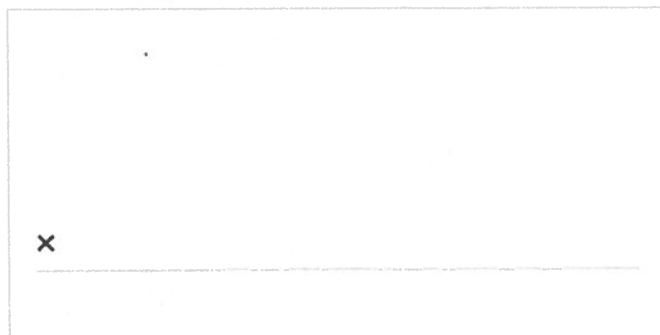
[Skip To Main Content](#)

SIGNATURES BELOW

In witness whereof, and intending to be legally bound, the parties hereby set their hand and seals.

Name of executing LEA *

By (Authorized Signature) *



draw type

Name *

Date *

5/9/2025

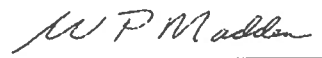


Title *

Confirmation Email Address *

Camden County Educational Services Commission

BY:



W. Patrick Madden
Business Administrator & Board Secretary

DATE: 5/1/2025

Submit

Camden County

**Educational
 Services
 Commission**
 Fiscal Year 2025-2026 Price List

Transportation Services

Contracted Routes	Vendor cost plus 6%	
Aid in Lieu	State limit plus 6%	

Nonpublic School Services

Compensatory Education	Cost not to exceed state funding	
ELL		
Home Instruction		
Supplemental Instruction		
Speech-Language Services		
Examination and Classification		
Instruction (Title I ~ IDEA)	Teacher (6.5 hour day)	Assistant (5.5 hour day)
Regular School Day	\$487.50/diem (6.5 hrs)	\$154/diem
After Hours Services	\$45/hour	

Child Study Team & Professional Services (Subject to staff availability)

Evaluations

Psychological/Educational/Social	\$360	\$505 Bilingual
Three Evaluation Bundle	\$975	\$1,450 Bilingual
Psychoeducational	\$710	\$985 Bilingual (no bundle)
Speech/OT/PT	\$360	\$750 Bilingual Speech

Transition Services

Program Consultation	\$150/hour	
SLE Consultation	\$75/hour	
Job Coaches (Part-Time Staffing)	\$28/hour	
Transportation	Vendor Cost plus 6%	

Other Services

Additional Services	\$75/hour	One-hour minimum
Administrative Consultation / Staffing	\$150/hour	\$1,050/diem

NJ DOE Public School Certificated Professional Staff Services (7 hour day)

Preschool Services

Program Consultation	\$1,260/diem	
Instructional Coach (PIC) Per Classroom	\$6,999/year	
Intervention & Referral Specialist (PIRS) Per Classroom	\$6,999/year	
Collaborative Meeting (Non Members Only)	\$995 (5 sessions)	

PreK-12 Services

Teacher	\$525/diem	
Speech ~ Occupational ~ Physical Therapist		
LDT/C ~ School Psychologist ~ Social Worker		
AAC Evaluation	\$995	
AAC Consultation	\$95/hour	

Related Services - Contracted 3rd Party Providers

Therapy, Consultations, Evaluations, Meetings	Vendor Cost plus 6%	
---	---------------------	--

Compassion ~ Commitment ~ Equity ~ Service ~ Compliance

Board Approved - December 4, 2024

PROFESSIONAL SERVICES CONTRACT

This Professional Service Contract is made and entered into between the WATERFORD TOWNSHIP BOARD OF EDUCATION (hereinafter referred to as the "Board") and HOWARD C. LONG, JR., and the firm of WADE, LONG, WOOD & LONG, LLC (hereinafter referred to as "Solicitor").

It is mutually agreed between the parties to this contract that for and in consideration of the work to be done and services rendered and furnished as hereinafter set forth, the Board has engaged and employed HOWARD C. LONG, JR., and the firm of WADE, LONG, WOOD & LONG, LLC. to serve as Solicitor to the Waterford Township Board of Education upon the condition that Howard C. Long, Jr., Esquire shall be the attorney primarily responsible for performing the work and services required pursuant to the within agreement.

It is further agreed that the Solicitor shall attend all regularly scheduled Board of Education meetings and receive a retainer of \$5,000.00.

It is further agreed that the Solicitor shall represent the Board in such matters of litigation and document preparation as may be required by the Board. The Solicitor shall be available for advice and consultation concerning legal matters pertaining to the Board, and at the direction of the Board. All representation by the Solicitor shall be performed as an attorney under the supervision and direction of the Board. It is agreed that the Solicitor shall receive remuneration for said representation and consultation in the amount of \$160.00 per hour during the term of this contract. The Solicitor shall also be reimbursed for all out-of-pocket expenses such as duplicating, postage, court costs, courier/Federal Express fees and telephone expenses.

The term of this contract shall be for one (1) year commencing on July 1, 2025 and ending on June 30, 2026. It is understood and agreed that the Board and Solicitor may, by mutual consent, extend the Solicitor's employment at the end of this term if the Board so desires and in compliance with all applicable laws and regulations.

The Solicitor, where applicable, will not discriminate against any employee or applicant for employment because of age, race, creed, color, national origin, ancestry, marital status or sex. The Solicitor will take affirmative action to ensure that such applicants are recruited and employed and that employees are treated during employment without regard to their age, race, creed, color, national origin, ancestry, marital status or sex. Such action shall include, but not be limited to the following: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The Solicitor agrees to post in conspicuous places available to employees and applicants for employment notices to be provided by the public agency compliance officer setting forth provisions of this non-discrimination clause.

The Solicitor, where applicable, will in all solicitations or advertisements for employees placed by or on behalf of the Solicitor, state that all qualified applicants will receive consideration for employment without regard to age, race, creed, color, national origin, ancestry, marital status or sex.

The Solicitor, where applicable, will send to each labor union or representative or workers with which it has a collective bargaining agreement or other contract or understanding, a notice, to be provided by the public agency compliance officer advising the labor union or workers representative of the Solicitor's commitments under this act and shall post copies of the notice in

conspicuous places available to employees and applicants for employment.

The Solicitor, where applicable, agrees to comply with any regulations promulgated by the Treasurer pursuant to P.L. 1975, C.127, as amended and supplemented from time to time.

The Solicitor agrees to attempt in good faith to employ minority and female workers consistent with the applicable county employment goals prescribed by section N.J.A.C. 17:27-5.2 promulgated by the Treasurer pursuant to P.L. 1975, C.127, as amended and supplemented from time to time or in accordance with a binding determination of the applicable county employment goals determined by the Affirmative Action Office pursuant to Section N.J.A.C. 17:27-5.2 promulgated by the Treasurer pursuant to P.L. 175, C.127 as amended and supplemented from time to time.

The Solicitor agrees to inform in writing appropriate recruitment agencies in the area, including employment agencies, placement bureaus, colleges, universities, labor unions, that it does not discriminate on the basis of age, creed, color, national origin, ancestry, marital status or sex and that it will discontinue the use of any recruitment agency which engages in direct or indirect discriminatory practices.

The Solicitor agrees to revise any of its testing procedures, if necessary, to assure that all personnel testing conforms with the principals of job-related testing, as established by the statutes and court decisions of the State of New Jersey and as established by applicable federal law and applicable federal court decisions.

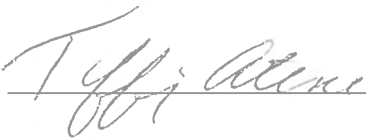
The Solicitor agrees to review all procedures relating to transfer, upgrading, downgrading and layoff to ensure that all such actions are taken without regard to age, creed, color, national origin, ancestry, marital status or sex and confirm with the applicable employment goals,

consistent with the statutes and court decisions of the State of New Jersey and applicable federal law and applicable federal court decisions.

It is hereby agreed by the parties hereto that this agreement may at any time be terminated by either party giving to the other thirty (30) days notice in writing of intention to terminate the same, but that in the absence of any provision herein for a definite number of days notice the agreement shall run for the full term above.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals this _____ day of _____, 2025.

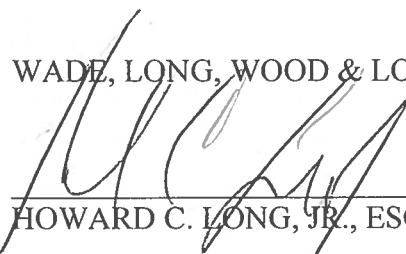
WITNESS:



Secretary

WADE, LONG, WOOD & LONG, LLC

BY:


_____ HOWARD C. LONG, JR., ESQUIRE

WATERFORD TOWNSHIP BOARD
OF EDUCATION

BY:

President

PROFESSIONAL SERVICES CONTRACT

This Professional Service Contract is made and entered into between the WATERFORD TOWNSHIP BOARD OF EDUCATION (hereinafter referred to as the "Board") and HOWARD C. LONG, JR., and the firm of WADE, LONG, WOOD & LONG, LLC (hereinafter referred to as "Negotiator").

It is mutually agreed between the parties to this contract that for and in consideration of the work to be done and services rendered and furnished as hereinafter set forth, the Board has engaged and employed HOWARD C. LONG, JR., and the firm of WADE, LONG, WOOD & LONG, LLC to serve as Negotiator/Labor Consultant to the Waterford Township Board of Education upon the condition that Howard C. Long, Jr., Esquire shall be the attorney primarily responsible for performing the work and services required pursuant to the within agreement.

It is further agreed that the Negotiator shall represent the Board in such matters of litigation and document preparation as may be required by the Board. The Negotiator shall be available for advice and consultation concerning legal matters pertaining to the Board, and at the direction of the Board. All representation by the Negotiator shall be performed as an attorney under the supervision and direction of the Board. It is agreed that the Negotiator shall receive remuneration for said representation and consultation in the amount of \$160.00 per hour during the term of this contract. The Negotiator shall also be reimbursed for all out-of-pocket expenses such as duplicating, postage, court costs, courier/Federal Express fees and telephone expenses.

The term of this contract shall be for one (1) year commencing on July 1, 2025 and ending on June 30, 2026. It is understood and agreed that the Board and Negotiator may, by mutual consent, extend the Negotiator's employment at the end of this term if the Board so desires and in compliance with all applicable laws and regulations.

The Negotiator, where applicable, will not discriminate against any employee or applicant for employment because of age, race, creed, color, national origin, ancestry, marital status or sex. The Negotiator will take affirmative action to ensure that such applicants are recruited and employed and that employees are treated during employment without regard to their age, race, creed, color, national origin, ancestry, marital status or sex. Such action shall include, but not be limited to the following: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The Negotiator agrees to post in conspicuous places available to employees and applicants for employment notices to be provided by the public agency compliance officer setting forth provisions of this non-discrimination clause.

The Negotiator, where applicable, will in all solicitations or advertisements for employees placed by or on behalf of the Negotiator, state that all qualified applicants will receive consideration for employment without regard to age, race, creed, color, national origin, ancestry, marital status or sex.

The Negotiator, where applicable, will send to each labor union or representative or workers with which it has a collective bargaining agreement or other contract or understanding, a notice, to be provided by the public agency compliance officer advising the labor union or workers= representative of the Negotiator's commitments under this act and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

The Negotiator, where applicable, agrees to comply with any regulations promulgated by the Treasurer pursuant to P.L. 1975, C.127, as amended and supplemented from time to time.

The Negotiator agrees to attempt in good faith to employ minority and female workers consistent with the applicable county employment goals prescribed by section N.J.A.C. 17:27-5.2 promulgated by the Treasurer pursuant to P.L. 1975, C.127, as amended and supplemented from time to time or in accordance with a binding determination of the applicable county employment goals determined by the Affirmative Action Office pursuant to Section N.J.A.C. 17:27-5.2 promulgated by the Treasurer pursuant to P.L. 175, C.127 as amended and supplemented from time to time.

The Negotiator agrees to inform in writing appropriate recruitment agencies in the area, including employment agencies, placement bureaus, colleges, universities, labor unions, that it does not discriminate on the basis of age, creed, color, national origin, ancestry, marital status or sex and that it will discontinue the use of any recruitment agency which engages in direct or indirect discriminatory practices.

The Negotiator agrees to revise any of its testing procedures, if necessary, to assure that all personnel testing conforms with the principals of job-related testing, as established by the statutes and court decisions of the State of New Jersey and as established by applicable federal law and applicable federal court decisions.

The Negotiator agrees to review all procedures relating to transfer, upgrading, downgrading and layoff to ensure that all such actions are taken without regard to age, creed, color, national origin, ancestry, marital status or sex and confirm with the applicable employment goals, consistent with the statutes and court decisions of the State of New Jersey and applicable federal

law and applicable federal court decisions.

It is hereby agreed by the parties hereto that this agreement may at any time be terminated by either party giving to the other thirty (30) days notice in writing of intention to terminate the same, but that in the absence of any provision herein for a definite number of days notice the agreement shall run for the full term above.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals this _____ day of _____, 2025.

WITNESS:

Tyffri A. [Signature]

WADE, LONG, WOOD & LONG, LLC

BY:

[Signature]
HOWARD C. LONG, JR., ESQUIRE

WATERFORD TOWNSHIP BOARD
OF EDUCATION

BY:

Secretary

President

“Resolution Establishing the Bid and Quote Threshold”

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

Whereas, the Purchasing Agent, Christopher Eberly, is a Qualified Purchasing Agent; now, therefore, be it

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

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

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

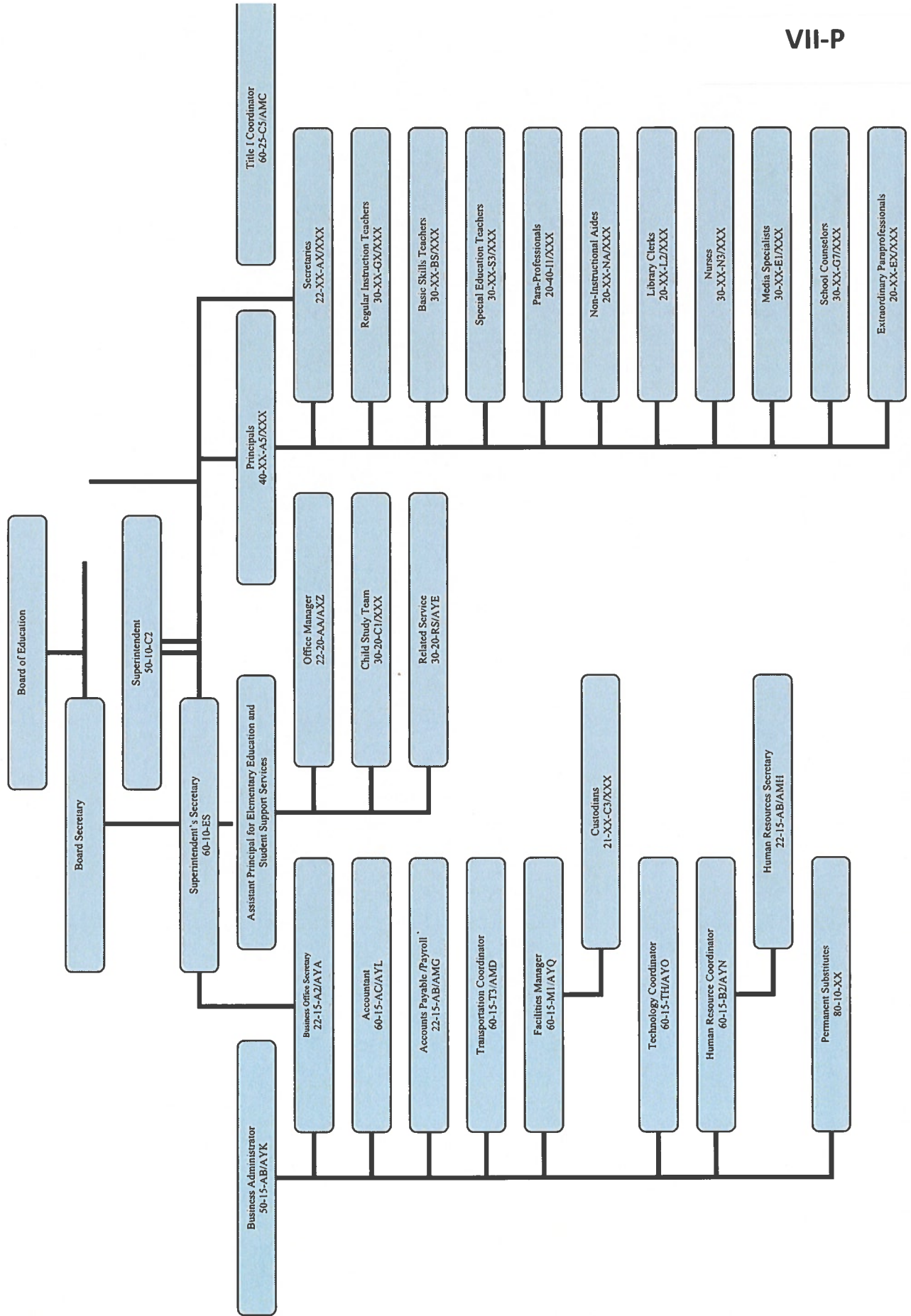
WATERFORD TOWNSHIP SCHOOL DISTRICT
TAX REQUISITION
FOR THE 2025/2026 SCHOOL YEAR

<u>Due Date</u>	<u>General Fund</u>
7/10/2024	\$ 1,319,152.75
8/10/2024	\$ 1,319,152.75
9/10/2024	\$ 1,319,152.75
10/10/2024	\$ 1,319,152.75
11/10/2024	\$ 1,319,152.75
12/10/2024	\$ 1,319,152.75
1/10/2025	\$ 1,319,152.75
2/10/2025	\$ 1,319,152.75
3/10/2025	\$ 1,319,152.75
4/10/2025	\$ 1,319,152.75
5/10/2025	\$ 1,319,152.75
6/10/2025	\$ 1,319,152.75
	<u>\$ 15,829,833.00</u>

WATERFORD TOWNSHIP SCHOOL DISTRICT
SUMMARY OF CONTRACTS AWARDED

Garrison Architects	Architects	Renewal
Cornerstone Insurance	Health Benefits	Renewal
Hardenbergh Insurance	Property & Casualty	Renewal
Wade, Long, Wood & Long	Solicitor	Renewal
Wade, Long, Wood & Long	Negotiator	Renewal
Delta Dental	Dental Insurance	Renewal
Southern Coastal	Health Insurance	Renewal
Camden County Educational Services Commission	Various	Renewal
NJ Schools Insurance Group	Insurance	renewal

WATERFOR TOWNSHIP SCHOOL DISTRICT ORGANIZATIONAL CHART





Waterford Township
School District

TITLE I SCHOOL-PARENT COMPACT
2025 – 2026

The Waterford Township Public School District and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school/district staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards.

This school-parent compact is in effect during school year 2025-2026.

SCHOOL RESPONSIBILITIES

Waterford Township Public Schools will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State academic achievement standards.
2. Hold parent-teacher conferences at least annually in elementary schools, during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their child's progress. Specifically, the district is using a Parent Portal to share student progress with parents.
4. Provide parents access to staff. Parents may schedule appointments through their child's teacher or building principal.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Activities include celebrations, concerts, American Education Week, and school-wide activities.

PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed when assigned.
- Monitoring amount and content of television watched by my children.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, either received by my child or by mail or email, and responding, as appropriate.
- Serving, to the extent possible, on district-wide committees (such as Technology, Title I Stakeholder, ECAC, Ad-Hoc and focus groups) that have parental involvement.

ADDITIONAL SCHOOL RESPONSIBILITIES

The Waterford Township Public Schools will:



Waterford Township
School District

1. Involve parents in the planning, review and improvement of the district's parent and family engagement policy in an organized, ongoing and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parent and family engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

DISTRICT PARENT INTERACTION MEETINGS

To help build and develop a partnership with parents to help their children achieve the challenging State academic standards and provide a bond between the school and community, the district holds our Annual Title I Meeting in the fall, along with other regularly scheduled school/community meetings throughout the year such as Read Across America and Summer Slide/Wellness Fair.

ESEA School-Parent Compact 2025-2026
BOE Approved: May 14, 2025

[< Prev](#) [Next >](#)[To Regulation](#)[Search District Policies](#)[District Policies TOC](#)

District Policy

2415.50 - TITLE 1- SCHOOL PARENT AND FAMILY ENGAGEMENT (M)

Section: Program
Date Created: June 2022
Date Edited: June 2022

[See POLICY ALERT No. 227]

A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
 - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
 - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
 - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
 - f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
 - g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
 - (1) "Parent and family engagement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (a) That parents play an integral role in assisting their child's learning;
 - (b) That parents are encouraged to be actively involved in their child's education at school;
 - (c) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - (d) The carrying out of other activities, such as those described in section 1116 of the ESEA.
 - h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:
(List actions)
 - a. Involve parents/families in joint development of the plan

- b. Open forums for parents/families
 - c. Families serve on communities as needed
2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:
- 1. Meetings held in October (annually) at Waterford Elementary School (evening)
3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:
(Describe how flexibility is provided.)
- 1. Meeting will be recorded for anytime access for those who cannot attend in the evening.
4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
(List activities)
- a. Annual planning meetings
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - (1) The challenging, state academic standards;
 - (2) The state and local academic assessments including alternate assessments;
 - (3) The requirements of Title I, Part A;
 - (4) How to monitor their child's progress; and
 - (5) How to work with educators to improve the achievement of their children.
(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)
 - (a) Workshops
 - (b) Curriculum Articulations
 - (c) PLC's
 - (d) State-endorsed conferences
 - (e) Parent/Family in-district programs
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:
(List activities)
 - (1) Title I Parent/Family Interaction meetings
 - (2) District family nights
 - (3) Stakeholder meetings

- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:
(List activities)

- (1) Stakeholder meetings
- (2) Support attendance at local, state, and national conferences/workshops

- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
(List activities)

- (1) Publicizing talks, workshops, and opportunities for educating parents/families about the importance of literacy and math
- (2) Preschool program

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

- (1) Provide relevant information on district website
- (2) Sending hard copies of communications home with families
- (3) Mass communications via Blackboard.

7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:
(List activities)

- a. _____
- b. _____
- c. _____

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

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

- a. _____
- b. _____
- c. _____

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

- a. _____
- b. _____

c. _____

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

a. _____

b. _____

c. _____

C. Shared Responsibilities for High Student Academic Achievement

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

a. _____

b. _____

c. _____

D. Discretionary School Parent and Family Engagement Policy Components

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

a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.

c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.

d. Train parents to enhance the involvement of other parents.

e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.

f. Adopt and implement model approaches to improve parent and family engagement.

g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.

h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:
(List actions)

(1) _____

(2) _____

(3) _____

E. Accessibility

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

(List actions)

- a. _____
- b. _____
- c. _____

F. Adoption

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

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

Adopted: 15 June 2022



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District Policy

2415.04 - TITLE I - DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT

Section: Program
 Date Created: June 2014
 Date Edited: June 2022

[See POLICY ALERT Nos. 191 and 227]

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

A. General Expectations

The school district agrees to implement the follow statutory requirements:

1. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with Section 1116 of ESEA. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- b. Consistent with Section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
- c. The school district will incorporate this district-wide parent and family engagement policy into its school district's plan developed under Section 1112 of the ESEA.
- d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- e. If the school district's plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan if requested by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools.
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with its definition:
 - (1) "Parent and family engagement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (a) That parents play an integral role in assisting their child's learning;
 - (b) That parents are encouraged to be actively involved in their child's education at school;
 - (c) That parents are fully partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - (d) The carrying out of other activities, such as those described in Section 1116 of the ESEA.
- h. For states where a Parental Information and Resource Center is established, the school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

B. Description of How District Will Implement Required District-Wide Parent and Family Engagement Policy Components

1. The school district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under Section 1112 of the ESEA:
 - a. Open forums for parent's/community members will be conducted by surveys, principal(s), and/or the Title I Director (ongoing).
 - b. Parents/community members serve on committees as needed (ongoing).

2. The district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
 - a. The district website will provide information related to staff, Title I, and which New Jersey Student Learning Standards are targeted at each grade level in the curriculum.
 - b. Presentations to update parents are made at Board of Education meetings, parent interaction meetings, family nights, on the district website, and/or news blasts.
3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. Annual planning meetings
4. The school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:
 - a. Home and School Council meetings
 - b. The WTSD Preschool Program
5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its Parental Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

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

- a. District Title I stakeholder meetings
- b. Feedback forms and surveys, as needed
 - (1) Title I Stakeholder meetings (Person responsible: Title I director coordinates stakeholder meetings; parent representatives are invited to attend and provide feedback).
 - (2) Feedback from surveys (Administrative team develops and sends out surveys via Blackboard to elicit feedback from all families.
6. The school district will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:
 - (1) The challenging State academic standards;
 - (2) The New Jersey and local academic assessments including alternate assessments;
 - (3) The requirements of Title I Part A;
 - (4) How to monitor their child's progress; and
 - (5) How to work with educators:
 - (a) Workshops
 - (b) Curriculum Articulation,
 - (c) PLC
 - (d) Parent/family in-district programs
 - (e) State endorsed conferences
 - b. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - (1) Parent Interaction Meetings
 - (2) Stakeholder Committee
 - (3) Family Nights/Workshops
 - c. The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, Principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - (1) Stakeholder meetings

(2) Supporting attendance at local, state, and national conferences/workshops.

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

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

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

(1) Providing relevant information on the district website.

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

(3) Mass communications via Blackboard.

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

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

a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

b. Providing necessary literacy training for the parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

c. Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

d. Training parents to enhance the involvement of other parents;

e. In order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

f. Adopting and implementing model approaches to improving parent and family engagement;

g. Establishing a district-wide parent advisory council to provide advice to all matters related to parent and family engagement in Title I, Part A programs;

h. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities; and

i. Providing other reasonable support for parent and family engagement activities under Section 1116 as parents may request.

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

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

Adopted: 25 June 2014

Revised: 29 April 2020

Revised: 15 June 2022



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

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AFFIRMATIVE ACTION PROGRAM FOR EQUITY IN SCHOOL AND CLASSROOM
2260 EQUITY IN AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND
CLASSROOM PRACTICES (M)

The Board of Education shall provide **all students with equitable equal** and bias-free access ~~for all students~~ to all school facilities, courses, programs, activities, and services, regardless of the protected categories **listed in N.J.A.C. 6A:7-1.1(a) race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status**, by:

1. Ensuring ~~equal and~~ barrier-free access to all school and classroom facilities;
2. Attaining, **within each school**, minority representation ~~within each school, which~~ that approximates the district's overall minority representation. Exact apportionment is not required, ~~however~~, the ultimate goal is a reasonable plan achieving the greatest degree of a **representative racial** balance, ~~that which~~ is feasible and consistent with sound educational values and procedures;
3. Utilizing, **on an annual basis**, a State approved English language proficiency **assessment that evaluates a student's English language proficiency on the four domains of listening, speaking, writing, and reading** ~~measure on an annual basis~~ for determining the **eligibility and placement** ~~special needs~~ of **students who may be identified as multilingual of English language learners** ~~and their progress in learning English~~ pursuant to N.J.A.C. 6A:15-1.3(a). (b);
4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;
5. Ensuring ~~that~~ support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all students; and
6. Ensuring ~~that~~ a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies ~~that~~ such exclusion is necessary. ~~If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.~~



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AFFIRMATIVE ACTION PROGRAM FOR EQUITY IN SCHOOL AND CLASSROOM

- a. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.

Pursuant to N.J.A.C. 6A:7-1.7(b), t The Board of Education shall ensure that the district's curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS). ~~State's Core Curriculum Content Standards and~~ The Board also shall ensure its curriculum and instruction address the elimination of discrimination by narrowing the achievement and opportunity gap, by providing equity in educational activities and programs and by providing opportunities for students to interact positively with others regardless of the protected categories listed in N.J.A.C. 6A:7-1.1(a) ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status~~, by:

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of the protected categories listed in N.J.A.C. 6A:7-1.1(a) ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status~~;
2. Ensuring courses shall not be offered separately on the basis of the protected categories listed in N.J.A.C. 6A:7-1.1(a) ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status~~;
 - a. Portions of classes that which deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions based on gender identity for male and female students, provided that the course content for such separately conducted sessions is the same.
3. ~~Increasing and promoting equitable representation~~ Reducing or preventing the underrepresentation of all minority, female, and male students in all classes and programs including gifted and talented, accelerated, and advanced classes;
4. Ensuring that schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and ensuring that students understand the basic tenet of multiculturalism;
5. Ensuring the Amistad Commission Curriculum that African American history, as well as the history of other cultures, is infused into the curriculum and is taught



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AFFIRMATIVE ACTION PROGRAM FOR EQUITY IN SCHOOL AND CLASSROOM
~~as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the~~
New Jersey Core Curriculum Content Standards; and

6. Ensuring the Commission that ~~instruction on the Holocaust Education Curriculum and other acts of genocide~~ is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28; and
7. Ensuring all curricular requirements pursuant to N.J.A.C. 6A:8 and the NJSLS are taught, including any curriculum developed concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or curriculum developed by any commissions constituted for the development of curriculum concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

~~The Board of Education shall ensure all students have access to adequate and appropriate counseling services. When informing students about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.~~

The Board of Education shall ensure that the district's physical education program and its athletic programs is in a are equitable, co-educational setting that is developmentally appropriate, and does not discriminate on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for students of each gender shall be comparable;
2. The A school within the school district may choose to operate separate teams based on sex for both genders in one or more sports or single teams open competitively to members of all sexes both genders, as so long as the athletic program as a whole provides equal opportunities for students of all sexes both



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~~AFFIRMATIVE ACTION PROGRAM FOR EQUITY IN SCHOOL AND CLASSROOM~~

~~genders~~ to participate in sports at comparable levels of difficulty and competency;
and

3. The activities comprising such athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

N.J.S.A. 18A:36-20

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.7

Adopted: 25 June 2014

Revised: 15 March 2017

Revised: 21 May 2025



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

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SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS 2418 SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS

The Board will comply with Section 504 of the Rehabilitation Act of 1973, the purpose of which is to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

Guarantee of Rights

The Board will provide a free appropriate public education to each student with a disability regardless of the nature or severity of the disability.

The Board will make reasonable accommodations to ensure that no student with a disability, solely on the basis of the disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this Board, including participation in non-academic and extracurricular services and activities.

The administration will undertake to identify and locate all students with disabilities between the ages of three and twenty-two, who are residing within the district, but not receiving a public school education. The administration will take steps to notify such students and their parents of the district's duty to provide accommodations for students with disabilities as well as procedures to determine eligibility for such accommodations.

Educational Setting

The Board will ensure that a student with a disability participates with nondisabled students in activities and services to the maximum extent appropriate to the needs of the student with a disability.

The school administration will place a student with a disability in the regular educational environment within the district unless the district demonstrates that the education of the student with a disability in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.

Evaluation and Placement

The Board will establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need accommodations, special education, and/or related services because of a disability. Evaluations may include, but are not limited to, a review of work samples, direct observation, interviews, and/or administration of assessment measures.



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WATERFORD TOWNSHIP BOARD OF EDUCATION

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SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS

Enforcement

The ~~Supervisor of Student Personnel Services is designated by the Board~~ shall designate as the a District 504 Coordinator on an annual basis for matters dealing with Section 504 of the Rehabilitation Act of 1973 and can be contacted at the following address or telephone number:

Office Address: 1106 Old White Horse Pike
Waterford, NJ 08089

Telephone: (856) 767-5365

Procedural Safeguards

The district will establish and implement a system of procedural safeguards with respect to the identification, evaluation, or provision of services under Section 504. This system includes notice, an opportunity for the parent to examine relevant records, an impartial hearing with the opportunity for participation by the parent and representation by counsel, and a review procedure. These procedural safeguards shall be in accordance with N.J.A.C. 6A:14 et seq., Policy 2460, Regulation 2460.8, and/or the grievance procedures outlined in Regulation 2418.

Notice

The Board will notify members of the community that the Board does not discriminate on the basis of a disability in violation of Section 504 of the Rehabilitation Act of 1973. Policy and Regulation 2418 may be reprinted in part or in full and distributed to serve as adequate notice.

State or Local Law

The obligation to comply with the Rehabilitation Act of 1973 is not obviated or alleviated by the existence of any State or local law or other requirement that, on the basis of disability, imposes prohibitions or limits upon the eligibility of a student with a disability to receive services.

29 U.S.C. 794 (Section 504 Rehabilitation Act of 1973)

20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Act)

42 U.S.C. 12101 (Americans with Disabilities Act of 1990, as amended)



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SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS

Adopted: 17 May 2017
Revised: 21 May 2025



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Operations
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ATTENDANCE AREAS (M)

8110 ATTENDANCE AREAS

The Board of Education directs the assignment of students to the schools, programs, and classes in a manner that is consistent with the best interests of the students and the best uses of the resources of this district.

The Board shall determine the school attendance areas of the district to determine the assignment of students to school in accordance with Policy No. 5120.

The Superintendent shall annually review existing attendance areas and recommend to the Board such changes as may be justified by considerations of safe student transportation and travel; convenience of access to the schools; financial and administrative efficiency, the effectiveness of the instructional program, and a wholesome and educationally sound balance of student populations.

Adopted: 21 MAY 2025



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CAREER AND TECHNICAL EDUCATION

2421 CAREER AND TECHNICAL EDUCATION

The Board of Education believes a program(s) of career and technical education is important to the educational development of its students. The New Jersey system of career and technical education has as its purpose to:

1. Support developmental career education designed to provide students opportunities to enhance career awareness, exploration, preparation, and decision-making skills necessary for success in the workplace;
2. Provide secondary and postsecondary students with career and technical education programs and programs of study in Department-recognized Career Clusters in accordance with N.J.A.C. 6A:19-1.1(a)2.;
3. Support a comprehensive K-12 career education and counseling system; and
4. Support the workforce development system by helping to ensure quality postsecondary educational opportunities for adult students.

The Board provides a program of career and technical education

~~Select One Option Below~~

-

~~[For County Vocational School Districts~~

-

~~operating as a county vocational school district in accordance with N.J.S.A. 18A:54 and N.J.A.C. 6A:19.]~~

Career and Technical Education

~~[For School Districts That Only Offer The County Vocational School Option For Career and Technical Education Programs~~

___ with students guaranteed the right to apply and, if accepted, to attend a county vocational school district. The district shall provide a county vocational school district and its designated representative(s) with reasonable opportunity, during school hours, to present information about the county vocational school district's programs to all students, grades Kindergarten through six in the schools of the district in accordance with N.J.A.C. 6A:19-2.3(d). The Board of Education may not in any manner inhibit student access to such information.]



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WATERFORD TOWNSHIP BOARD OF EDUCATION

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CAREER AND TECHNICAL EDUCATION

~~[For School Districts That Offer The County Vocational School Option And Local Career and Technical Education Programs Established In Accordance With N.J.A.C. 6A:19~~

~~— with students guaranteed the right to apply and, if accepted, to attend a county vocational school district. The district shall provide a county vocational school district and its designated representative(s) with reasonable opportunity, during school hours, to present information about the county vocational school district's programs to all students, grades Kindergarten through twelve in the schools of the district in accordance with N.J.A.C. 6A:19-2.3(d). The Board of Education may not in any manner inhibit student access to such information.—~~

~~In addition, the district has established local career and technical programs and programs of study approved pursuant to N.J.A.C. 6A:19-3.1 as part of a separate career and technical high school or as part of a comprehensive high school curriculum in accordance with the provisions of N.J.A.C. 6A:19-2.16. These programs shall be approved by the Commissioner of Education.~~

~~Admission to the district's career and technical education programs will be open to regularly enrolled students in grades _____ through _____ on the basis of their potential for achieving the occupational or other objective of such instruction.]~~

~~All students participating in career and technical education programs within this district or in shared time career and technical programs are considered to be regularly enrolled in the schools of this district and are subject to the policies and rules of this Board. The district shall establish admission requirements that include equity and access for all populations, including special populations and special education students. No student shall be denied admission or participation in any career and technical education programs due to race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, socioeconomic status, or disability.~~

Students may be permitted to enroll in programs of vocational instruction offered by a county vocational school district outside the county only as required in the provisions of N.J.A.C. 6A:19-2.3(a)2.

The district will comply with the general program requirements for career and technical education as defined in N.J.A.C. 6A:19-3.1. Students participating in part-time school and part-time employment career and technical programs will not be exploited, illegally employed, or employed under conditions that fail to safeguard the student's health and interest. These students shall receive wages commensurate with wages paid to other employees for similar work and shall be protected by provisions of the Worker's



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WATERFORD TOWNSHIP BOARD OF EDUCATION

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CAREER AND TECHNICAL EDUCATION

Compensation Act and any other acts of the State pertaining to such training and employment. The school district will comply with all safety and health standards contained in N.J.A.C. 6A:19-6.1 for career and technical education programs, programs of study, and structured learning experiences.

Career and technical education programs offered by the school district shall comply with the provisions of N.J.S.A. 18A:54 and N.J.A.C. 6A:19.

The Superintendent shall seek and utilize all available Federal, State, and private sources of revenue for the financial support of career and technical education programs in the district.

~~[See POLICY ALERT Nos. 173 and 223]~~

N.J.S.A. 18A:35-4.2; 18A:38-15; 18A:54
N.J.A.C. 6A:19

Adopted: 15 September 2021



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Program
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GUIDANCE COUNSELING (M)

2411 GUIDANCE COUNSELING (M)

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the schools to assist students in making and implementing informed educational and occupational choices including academic, career and personal/social development.

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all students in this school district and shall ~~include the services of teaching staff members certified as guidance personnel and other designated teaching staff members.~~ involve the coordinated efforts of all teaching staff members under the leadership of certified guidance and counseling personnel.

The Superintendent is directed to implement a guidance program that carries out the purposes of this policy and:

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each student;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parent(s) and shares parents' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the student's interest;
7. ~~Is available equitably to all students and prohibits biased counseling and the use of materials that discriminate among students on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, social or economic status, or disability; and~~
Ensures all students have access to adequate and appropriate counseling services, pursuant to N.J.A.C. 6A:7-1.7(c).



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GUIDANCE COUNSELING (M)

- a. When informing students about possible careers or professional or vocational opportunities, the board shall not restrict or limit options presented to students on the basis of the protected categories listed in N.J.A.C. 6A:7-1.1(a).
 - b. The Board shall not use tests or guidance or counseling materials that are biased or stereotyped on the basis of the protected categories listed in N.J.A.C. 6A:7-1.1(a).
8. Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the efficacy of such referrals.

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.7; 6A: 8-2.25; 6A:8-3.2; 6A:19-1.2
~~6A:19-1.2; 6A:8-2.2~~
~~N.J.A.C. 6A:7-1.7; 6A:8-3.2~~

Adopted: 25 June 2014
Revised: 15 March 2017
Revised: 21 May 2025



POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

Program

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EDUCATIONAL PROGRAM EVALUATION (M)

2610 EDUCATIONAL PROGRAM EVALUATION (M)

The Board of Education directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the educational program against the educational goals established by this Board. ~~To this end, The Superintendent shall employ such tests and methods as may be indicated by sound professional judgment. that~~ **will ensure decision making is data driven and a variety of sources of data are used to analyze and monitor student achievement and progress, as well as evaluate school programs.** Wherever possible, the assessment program shall follow evaluation procedures set forth in the course guides.

The Superintendent shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board **that evaluate the progress of students and the effectiveness of staff members.** ~~during the school year. Findings of the assessment program may be used to evaluate the progress of students and the effectiveness of staff members.~~ **The Superintendent shall use multiple (more than two) sources of data to monitor student achievement and the progress of students. The Superintendent shall also use multiple (more than two) sources of data to evaluate the effectiveness of programs, initiatives, and strategies.**

The Board will annually make available to the public the collective progress of students toward the goals of the district. The Board will annually, prior to the end of the school year and in conjunction with appropriate members of the administrative staff, conduct a review of the educational progress of the district, assess district and student needs, and establish long range and short range objectives for the educational program. The Board's annual report will be submitted to the Commissioner of Education as required.

The Superintendent shall annually recommend improvements in the educational program based on the Board's evaluation of the district's program. The Board reserves the right to employ experts from outside the school district to serve in the evaluation process.

N.J.S.A. 18A:7A-11

N.J.A.C. 6A:8-4.1 et seq.

Adopted: 25 June 2014

Revised: 15 March 2017

Revised: 21 May 2025



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HARASSMENT, INTIMIDATION, AND BULLYING (M)

5512 HARASSMENT, INTIMIDATION, AND BULLYING (M)

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A. ~~Policy Statement Prohibiting Harassment, Intimidation or Bullying~~

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

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



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HARASSMENT, INTIMIDATION, AND BULLYING (M)

B. **Definition of Harassment, Intimidation, and Bullying** ~~Definition~~

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

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

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

The Board of Education recognizes that bullying is unwanted, aggressive behavior that may involve a real or perceived power



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imbalance. Recognizing “a real or perceived power imbalance” may assist school officials in identifying harassment, intimidation, or bullying within the context and relative positions of the alleged aggressor and target.

“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or remotely activating paging device in accordance with N.J.A.C. 6A:16-1.3.pager.

In accordance with the Board’s Code of Student Conduct and this Policy, all acts of harassment, intimidation, or bullying that occur off school grounds, such as “cyber-bullying” (e.g., the use of electronic means to harass, intimidate, or bully) are addressed in this Policy.

C. Student Behavior ~~Expectations~~

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

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

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



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

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

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, ~~students, school employees instructional staff, student support services staff, school administrators, and school~~ volunteers, ~~students and as well as~~ community ~~representatives organizations, such as faith-based, health and human service, business and law enforcement,~~ in the development of this Policy.

~~Based on locally determined and accepted core ethical values adopted by the Board,~~ Pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board ~~must~~ developed guidelines for student conduct ~~pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will~~ taking take into consideration the nature of the behavior; the nature of the students disability, if any and to the extent relevant; ~~developmental ages of students,~~ the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

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



HARASSMENT, INTIMIDATION, AND BULLYING (M)

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

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

D. Consequences and Appropriate Remedial Actions

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

~~The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate and the consequences and remedial responses measures for staff members who commit one or more each acts of harassment, intimidation, or bullying by students.~~

In every incident found to be harassment, intimidation, or bullying, the school Principal, in consultation with appropriate school staff, may apply disciplinary consequences and/or remedial actions, such as the provision of counseling, behavioral interventions, or other measures.

Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses; consider the developmental ages of the student offenders; the nature of the student's disability, if any and to the extent relevant; and the students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.



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The following factors, at a minimum, shall be given full consideration by the school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Factors for Determining Consequences

- Age, disability (if any and to the extent relevant), developmental and maturity levels of the parties involved and their relationship to the school district;
- Degrees of harm;
- Surrounding circumstances;
- Nature and severity of the behaviors;
- Incidences of past or continuing patterns of behavior;
- Relationships between the parties involved; and
- Context in which the alleged incidents occurred.

Factors for Determining Remedial Measures

Personal:

- Life skill deficiencies;
- Social relationships;
- Strengths;
- Talents;
- Traits;
- Interests;
- Hobbies;
- Extra-curricular activities;
- Classroom participation;
- Academic performance;
- Relationship to peers; and
- Relationship between student/family and the school district.

Environmental:

- School culture;
- School climate;
- Student-staff relationships and staff behavior toward the student;



HARASSMENT, INTIMIDATION, AND BULLYING (M)

- General staff management of classrooms or other educational environments;
- Staff ability to prevent and manage difficult or inflammatory situations;
- Availability of programs to address student behavior;
- Social-emotional and behavioral supports;
- Social relationships;
- Community activities;
- Neighborhood situation; and
- Family situation.

Examples of Consequences and Remedial Measures

The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences:

- Admonishment;
- Temporary removal from the classroom (any removal of .5 days or more must be reported in the Student Safety Data System);
- Deprivation of privileges;
- Classroom or administrative detention;
- Referral to disciplinarian;
- In-school suspension during the school week or the weekend;
- Out-of-school suspension (short-term or long-term);
- Reports to law enforcement or other legal action;
- Expulsion; and
- Bans from receiving certain services, participating in school-district-sponsored programs or being in school buildings or on school grounds.

Examples of Remedial Measures

Personal:

- Restitution and restoration;
- Peer support group;



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- Recommendations of a student behavior or ethics council;
- Corrective instruction or other relevant learning or service experience;
- Supportive student interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
- Behavioral management plan, with benchmarks that are closely monitored;
- Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- Involvement of school "disciplinarian;"
- Student counseling;
- Parent conferences;
- Alternative placements (e.g., alternative education programs);
- Student treatment; and
- Student therapy.

Environmental (Classroom, School Building, or School District):

- School and community surveys or other strategies for determining the conditions contributing to HIB;
- School culture change and school climate improvement;
- Adoption of research-based, systemic bullying prevention programs;
- School policy and procedures revisions;
- Modifications of schedules;
- Adjustments in hallway traffic;
- Modifications in student routes or patterns traveling to and from school;
- Supervision of student before and after school, including school transportation;
- Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
- Teacher aides;
- Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;



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- General professional development programs for certificated and non-certificated staff;
- Professional development plans for involved staff;
- Disciplinary action for school staff who contributed to the problem;
- Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- Parent conferences;
- Family counseling;
- Involvement of parent-teacher organizations;
- Involvement of community-based organizations;
- Development of a general bullying response plan;
- Recommendations of a student behavior or ethics council;
- Peer support groups;
- Alternative placements (e.g., alternative education programs);
- School transfers; and
- Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.

~~Consequences—Students~~

~~Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student~~



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~~Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.~~

In every incident found to be harassment, intimidation, or bullying, the school Principal, in consultation with appropriate school staff, may apply disciplinary consequences and/or remedial actions, such as the provision of counseling, behavioral interventions, or other measures.

Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses; consider the developmental ages of the student offenders; the nature of the student's disability, if any and to the extent relevant; and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

The following factors, at a minimum, shall be given full consideration by the school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Factors for Determining Consequences — ~~Student Considerations~~

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

Factors for Determining Remedial Measures Consequences — ~~School Considerations~~

1. ~~School culture,~~
2. ~~School climate,~~



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- ~~3. Student-Staff relationships and staff behavior toward the student~~
 - ~~4. General staff management of the classrooms or other educational learning environment;~~
 - ~~5. Staff ability to prevent and manage difficult or inflammatory situations~~
 - ~~6. Availability of Programs to address student behavior;~~
 - ~~7. Social, emotional, and behavioral supports;~~
 - ~~3. Student-staff relationships and staff behavior toward the student;~~
 - ~~8. Social relationships~~
 - ~~9. Community Activities~~
 - ~~4. Family, community, and Neighborhood situations; and~~
 - ~~5. Family situation~~
- ~~Alignment with Board policy and regulations/~~
~~procedures.~~

Examples of Consequences and Remedial Measures

~~The consequences and remedial measures may include, but are not limited to, the examples listed below:~~

Examples of Consequences

- ~~1. Admonishment;~~
- ~~2. Temporary removal from the classroom (any removal of .5 days or more must be reported in the Student Safety Data System);~~
- ~~3. Deprivation of privileges;~~
- ~~4. Classroom or administrative detention;~~
- ~~5. Referral to disciplinarian;~~
- ~~6. In school suspension (during the school week or the weekend);~~
- ~~7. Out of school suspension (short term or long term);~~
- ~~8. Reports to law enforcement or other legal action; or~~
- ~~9. Expulsion.~~
- ~~10. Bans from receiving certain services, participating in school district-sponsored programs or being in school buildings or on school grounds~~

~~In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a~~



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~~student;~~ The Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan **when a student is found to be an offender in three harassment, intimidation, or bullying incidents and each subsequent incident occurring within one school year.** The student intervention plan may include disciplinary consequences and/or remedial actions and may require the student, accompanied by a parent, to satisfactorily complete a class or training program to reduce harassment, intimidation, or bullying behavior. Each student intervention plan must be approved by the Superintendent ~~which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.~~

~~Appropriate Remedial Actions—Students~~

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

~~Factors for Determining Remedial Measures~~

~~Personal~~

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

~~Environmental~~



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

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

~~Examples of Remedial Measures~~

~~Personal Student Exhibiting Bullying Behavior~~

1. ~~Develop a behavioral contract with the student.~~
~~Ensure the student has a voice in the outcome and~~
~~can identify ways they can solve the problem and~~
~~change behaviors;~~
2. ~~Meet with parents to develop a family agreement to~~
~~ensure the parent and the student understand~~
~~school rules and expectations;~~
3. ~~Explain the long-term negative consequences of~~
~~harassment, intimidation, and bullying on all involved;~~
4. ~~Ensure understanding of consequences, if~~
~~harassment, intimidation, and bullying behavior~~
~~continues;~~
5. ~~Meet with school counselor, school social~~
~~worker, or school psychologist to decipher~~
~~mental health issues (e.g., what is happening and why?);~~
6. ~~Develop a learning plan that includes consequences~~



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- ~~_____ and skill building;~~
- 7. ~~_____ Consider wrap-around support services or~~
~~_____ after school programs or services;~~
- 8. ~~_____ Provide social skill training, such as impulse~~
~~_____ control, anger management, developing empathy,~~
~~_____ and problem solving;~~
- 9. ~~_____ Arrange for an apology, preferably written;~~
- 10. ~~_____ Require a reflective essay to ensure the student~~
~~_____ understands the impact of their actions on others;~~
- 11. ~~_____ Have the student research and teach a lesson to~~
~~_____ the class about bullying, empathy, or a similar topic;~~
- 12. ~~_____ Arrange for restitution (i.e., compensation,~~
~~_____ reimbursement, amends, repayment), particularly~~
~~_____ when personal items were damaged or stolen;~~
- 13. ~~_____ Explore age-appropriate restorative (i.e., healing,~~
~~_____ curative, recuperative) practices; and~~
- 14. ~~_____ Schedule a follow-up conference with the student.~~

Personal Target/Victim

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

Parents, Family, and Community

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

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



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



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

Consequences and Appropriate Remedial Actions – Adults

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

Target/Victim Support

~~Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further~~



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~~their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.~~

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

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

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

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

The Board of Education requires the Principal at each school to be responsible for receiving all complaints alleging harassment, intimidation or bullying committed by an adult or youth against a student violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged acts of harassment, intimidation or bullying violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a New Jersey Department of Education-approved HIB 338 Form report in writing to the Principal within two school days of the verbal report. Failure to make the required report(s) may result in disciplinary action. The written report shall be on a numbered form developed by the New Jersey



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~~Department of Education in accordance with N.J.S.A. 18A:37-15.b.(5). A copy of the form shall be submitted promptly by the Principal to the Superintendent. The HIB 338 Form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal Law.~~

The district may not fail to initiate an investigation of harassment, intimidation, or bullying solely because written documentation was not provided. Failing to conduct a harassment, intimidation, or bullying investigation solely because a parent or student did not submit written documentation violates the Anti-Bullying Bill of Rights Act and this Policy. If a parent makes a verbal allegation of harassment, intimidation, or bullying to a district staff member, but does not complete and submit the HIB 338 Form, the staff member or a designee must complete and submit the HIB 338 Form.

The Principal or designee is required to will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. ~~The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents. Pursuant to N.J.A.C. 6A:16-7.7(a)2.viii.(2), when providing notification to the parents of all students involved, t~~The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation. The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents.

Students, parents, and visitors are encouraged to report alleged acts of harassment, intimidation and bullying violations of this Policy to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident. The school district shall provide a person an online means to complete the HIB



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338 Form to anonymously report an act of harassment, intimidation, or bullying. Formal action for violations of the Code of Student Conduct may not be taken solely on the basis of an anonymous report.

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

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

The Principal shall promptly submit a copy of each completed HIB 338 Form to the Superintendent.

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

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, **in addition to making the HIB 338 Form available online**, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, or and bullying or who determines a reported incident or complaint, assuming all facts presented are true, is a report within the scope of N.J.S.A. 18A:37-14 ~~from a district employee~~, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action. **The district also should consider procedures and disciplinary action when it is found that someone had information regarding a harassment, intimidation, or bullying incident, but did not make the required report(s).**



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

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

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
- d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
- e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;



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

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;



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- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

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

G. Investigating Allegations of Harassment, Intimidation, or Bullying ~~Harassment, Intimidation, and Bullying Investigation~~

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

Prior to initiating an investigation regarding a reported incident or complaint, the Principal or designee, in consultation with the Anti-Bullying Specialist, shall make a preliminary determination as to whether a reported incident or complaint, assuming all facts are presented as true, is a report within the scope of N.J.S.A. 18A:37-14.

Should the Principal or designee, in consultation with the Anti-Bullying Specialist, determine that a reported incident or complaint, assuming all facts presented are true, is not a report within the scope of N.J.S.A. 18A:37-14, the incident will be addressed through the Board's Code of Student Conduct policy. The HIB 338 Form shall be completed, even if a preliminary determination is made not to conduct an investigation of harassment, intimidation, or bullying because the reported incident or complaint is a report outside



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the scope of the definition of harassment, intimidation, or bullying, and must be submitted to the Superintendent. The Principal will provide the parents of the alleged offender(s) and victim(s) with formal notice of the decision not to initiate a harassment, intimidation, or bullying investigation.

The HIB 338 Form shall be kept on file at the school and will only be added to a student record if the alleged incident is founded, disciplinary action is imposed or is otherwise required to be contained in a student's record under State or Federal law.

The Superintendent may require the Principal to conduct a harassment, intimidation, or bullying investigation of the incident if the Superintendent determines that the incident is within the scope of harassment, intimidation, or bullying and shall notify the Principal of this determination in writing. Should the Superintendent require the Principal to conduct a harassment, intimidation, or bullying investigation, the Principal will immediately initiate an investigation of harassment, intimidation, or bullying by referring the matter to the school Anti-Bullying Specialist.

Additionally, any preliminary determination that finds the incident or complaint is a report outside the scope of N.J.S.A. 18A:37-14 may be appealed to the Board, pursuant to the Board policies and procedures governing student grievances, and thereafter to the Commissioner in accordance with N.J.A.C. 6A:16-7.7(a)ix(1) and (a)ix(1)(A). Should the preliminary determination not to conduct an investigation of harassment, intimidation, or bullying be overturned, the Principal will immediately initiate an investigation of harassment, intimidation, or bullying by referring the matter to the school Anti-Bullying Specialist.

The Board requires a thorough and complete investigation to be conducted for each reported incident or complaint, assuming all facts presented are true, that is determined to be a report within the scope of N.J.S.A. 18A:37-14. The investigation shall be initiated by the Principal or designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school anti-bullying specialist appointed by the Principal. The Principal may appoint additional personnel who are not school anti-bullying specialists to assist the school Anti-Bullying Specialist in the



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investigation. Investigations of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. The Anti-Bullying Specialist may not participate in an investigation regarding their supervisor or staff at a higher administrative level.

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

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

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



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

A parent may request a hearing before the Board after receiving the information. Any request by the parents for a hearing before the Board concerning the written information about a harassment, intimidation, or bullying investigation, pursuant to N.J.S.A. 18A:37-15(b)(6)(d), must be filed with the Board Secretary no later than sixty calendar days after the written information is received by the parents. The hearing shall be held within ten business days of the request. Prior to the hearing, the Superintendent shall confidentially share a redacted copy of the HIB 338 Form that removes all student identification information with the Board. The Board shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the alleged incident; the findings from the investigation of the alleged incident; recommendations for consequences or services; and any programs instituted to reduce such incidents, prior to rendering a determination.

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

A school administrator who receives a report of harassment, intimidation, or bullying and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient



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action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

The Board also requires the thorough investigation of complaints or reports of harassment, intimidation, or bullying, occurring on district school buses, at school-sponsored functions, and off school grounds involving a student who attends an approved private school for students with disabilities. The investigation will be conducted by the Board's Anti-Bullying Specialist in consultation with the approved private school for students with disabilities.]

~~{Option — Principal's Preliminary Determination~~

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

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

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



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

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

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

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

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

~~The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A.~~



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~~52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling as a result of the finding of the investigation, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action including seeking further information, as necessary.~~

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

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

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



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

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

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

The Board of Education authorizes the Principal of each school to define the range of ways in which school staff will respond once an incident of shall establish a range of responses to harassment, intimidation, and bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, or bullying, according to the parameters described below and in this Policy. incidents or and the Principal and the Anti Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring that the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term suspensions, N.J.A.C.



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6A:16-7.3, Long-term suspensions, and N.J.A.C. 6A:16-7.4, Expulsions.

In considering whether a response beyond the individual is appropriate, school officials shall consider the nature and circumstances of the act; the degree of harm; the nature and severity of the behavior; past incidences or past or continuing patterns of behavior; and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation, or bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

This Policy and the Code of Student Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds.

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

1. Individual responses can include ~~consistent and appropriate~~ positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and ~~punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report or other legal action) intended to remediate the problem behaviors.~~
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays ~~(when implemented with sensitivity to a student's situation or involvement with harassment,~~



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~~intimidation, and bullying~~), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, ~~“acts of kindness” programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, “natural helper” or peer leadership programs, “upstander” programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected student behavior, and harassment, intimidation, and bullying prevention curricula or campaigns.~~
4. District-wide responses can **include community involvement in policy review and development; professional development programs; adoption of curricular and school-wide programs, coordination** ~~comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations), and disseminating information on the core ethical values adopted by the Board’s Code of Student Conduct, per N.J.A.C. 6A:16-7.1(a)2 launching harassment, intimidation, and bullying prevention campaigns.~~

In providing support for victims of harassment, intimidation, or bullying, the district should identify a range of strategies and resources, which may include, but is not limited to, the following actions for individual victims:

- **Counseling;**
- **Teacher Aides;**
- **Hallway and playground monitors;**
- **Schedule changes;**
- **Before and after school supervision;**
- **School transportation supervision;**
- **School transfers; and**
- **Therapy.**



HARASSMENT, INTIMIDATION, AND BULLYING (M)

I. Reprisal or Retaliation ~~Prohibited~~

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

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

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

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

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

J. ~~Consequences and Appropriate Remedial Action for False Accusation of Harassment, Intimidation, or Bullying~~

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



HARASSMENT, INTIMIDATION, AND BULLYING (M)

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

**K. Additional Policy Requirements ~~Harassment, Intimidation, and Bullying Policy~~
Publication and Dissemination**

The Board of Education requires the Superintendent to annually disseminate this Policy to all school employees, contracted service providers who have contact with students, school volunteers, students and parents who have children enrolled in a school in the school



HARASSMENT, INTIMIDATION, AND BULLYING (M)

district, along with a statement explaining that this Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14, that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall post a link to this Policy that is prominently displayed on the home page of the school district's website. The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post the name, school phone number, school address, and school email address of the district anti-bullying coordinator on the home page of the school district's website. Additionally, the Superintendent shall post the contact information for the School Climate State Coordinator on the school district home page alongside this Policy.

Each Principal or designee shall post the name, school phone number, school address, and school email address of both the school Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

The Superintendent shall post the New Jersey Department of Education's Guidance for Parents on the Anti-Bullying Bill of Rights Act on the district homepage and on the homepage for each school in the district with a website.

The Superintendent and the Principal(s) shall provide training on the school district's harassment, intimidation, or bullying policies to school employees contracted service providers and volunteers who have significant contact with students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district policy against harassment, intimidation, or bullying, which



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shall be provided to full-time and part-time staff, contracted service providers and school volunteers who have significant contact with students.

The Superintendent shall develop and implement a process for annually discussing this Policy on harassment, intimidation, or bullying with students. The Superintendent and the Principal(s) shall annually conduct a re-evaluation, reassessment, and review of this Policy and any report(s) and/or finding(s) of the School Safety/School Climate Team, with input from the school Anti-Bullying Specialists, and recommend revisions and additions to this Policy as well as to harassment, intimidation, or bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

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

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

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

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



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~~district's and on each school's website in the same location as this Policy is posted.~~

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

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

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

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

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

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



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

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

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

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

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

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

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



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The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, ~~or~~ ~~and~~ bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

NO. School and District Grading Requirements

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

OP. Reports to Law Enforcement

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

Law enforcement officials may request a suspension or stay of the district's harassment, intimidation, or bullying investigation if the conduct is being investigated by law enforcement. If law enforcement officials request a suspension or stay of a harassment, intimidation, or bullying investigation, school officials will follow the provisions of the MOA regardless of where the district is in the harassment, intimidation, or bullying investigation timeline.

School officials will immediately memorialize the request, in writing, from law enforcement and advise the parent(s) of the alleged perpetrator(s) and alleged victim(s) of law enforcement's request. The notice to parents must include notice that the district is obligated under New Jersey's Law Against Discrimination to address student-on-student bias-based harassment and the statute of



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limitations for filing a complaint in the Division of Civil Rights will not be extended due to law enforcement's request.

If law enforcement has not affirmatively requested a stay or suspension of a harassment, intimidation, or bullying investigation, but the school district believes the action(s) involved may constitute a criminal offense(s), school officials will contact law enforcement to inquire as to whether law enforcement may want to investigate the matter.

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

PQ. Collective Bargaining Agreements and Individual Contracts

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

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

QR. Students with Disabilities

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

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

~~In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school~~



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~~sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.~~

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

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

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

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – **August 2022**
~~April 2011~~ – New Jersey Department of Education

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

**A Uniform State Memorandum of Agreement Between Education and Law
Enforcement Officials – 2023 Revisions**

Adopted: 25 June 2014

Revised: 15 June 2022

Revised: 21 May 2025



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ANTI-HAZING

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ANTI-HAZING

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Hazing is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. The Board of Education prohibits acts of hazing and adopts this Policy against hazing in accordance with N.J.S.A. 18A:37-32.2. The provisions of this Policy apply to elementary school(s)] in the school district.

"Hazing" in a school setting includes, but is not limited to, conduct by an individual(s) who is a member and/or representative of a school-sponsored student organization, club, or athletic team where such individual(s) conditions a student's acceptance as a member into such group on whether the student engages in activities that are humiliating, demeaning, intimidating, and exhausting to the student.

N.J.S.A. 2C:40-3.a. indicates hazing may also include, but is not limited to, the conduct outlined below:

1. An individual(s) causes, coerces, or otherwise induces a student to commit an act that violates Federal or State criminal law;
2. An individual(s) causes, coerces, or otherwise induces a student to consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm or is otherwise deleterious to the student's health;
3. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a physical nature, including, but not limited to, whipping, beating, branding, excessive calisthenics, or exposure to the elements;
4. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a mental or emotional nature, including, but not limited to, activity adversely affecting the mental or emotional health or dignity of the individual, sleep deprivation, exclusion from social contact, or conduct that could result in extreme embarrassment;
5. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a sexual nature; or



6. An individual(s) subjects a student to any other activity that creates a reasonable likelihood of bodily injury to the student.

Board of Education members, school employees, and contracted service providers are required to report an alleged incident of hazing that may take place or has taken place on or off school grounds to the Principal or designee on the same day when the individual witnessed or received reliable information regarding such an incident. Students, parents, volunteers, or visitors are encouraged to report an alleged incident of hazing that may take place or has taken place on or off school grounds to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident.

Any report of an alleged incident of hazing shall be immediately investigated by the Principal or designee in accordance with procedures used to investigate alleged violations of the Student Discipline/Code of Conduct and Policy and Regulation 5600. A Principal or designee who receives a report of an alleged incident of hazing and fails to initiate or conduct an investigation and fails to minimize or eliminate the hazing may be subject to disciplinary action.

The Principal or designee may identify behavior when investigating an alleged incident of hazing indicating harassment, intimidation, or bullying (HIB) pursuant to N.J.S.A. 18A:37-14 et seq. – the New Jersey Anti-Bullying Bill of Rights Act (ABR). If the Principal or designee identifies behavior indicating HIB, the Principal or designee shall ensure a separate investigation is conducted in accordance with the ABR and Policy 5512.

The Superintendent or designee shall report to local law enforcement any hazing incident that rises to the level of mandatory reporting under the “Uniform Memorandum of Agreement Between Education Officials and Law Enforcement Officials” or any other agreement between local law enforcement and the school district pursuant to N.J.A.C. 6A:16-5.1(b).

Hazing that involves the participation of a coach, teacher, or other adult may constitute child abuse and shall be addressed in accordance with N.J.S.A. 18A:36-25 and Policy and Regulation 8462.

The Board shall enforce any penalty for violation of this Policy in accordance with the student code of conduct and Policy and Regulation 5600, or any other applicable Board Policy or Regulation. In accordance with N.J.S.A. 18A:37-32.3 appropriate penalties for a violation of this Policy may include, but are not limited to:



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ANTI-HAZING

1. Withholding of diplomas or transcripts pending compliance with the rules;
2. Rescission of permission for the organization or group whose student member(s) are being penalized under this Policy, to operate on school property or to otherwise operate under the sanction or recognition of the school district; and
3. The imposition of probation, suspension, dismissal, or expulsion of a student member(s).

Any discipline instituted in response to a violation of this Policy may be in addition to discipline for a violation of Policy 5512, Policy and Regulation 5600, and any other applicable Board Policy and Regulation.

The school district shall ensure that students are informed of this Policy, including the rules, penalties, and program of enforcement under this Policy. This Policy shall be posted on the school district's publicly accessible Internet website.

N.J.S.A. 18A:36-25; 18A:37-13.2; 18A:37-14 et seq.;
18A:37-32.2; 18A:37-32.3
N.J.A.C. 6A:16-5.1

Adopted: 21 MAY 2025



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EQUAL ACCESS OF STUDENT PUPIL ORGANIZATIONS 5842 EQUAL ACCESS OF PUPIL ORGANIZATIONS

The Board of Education will permit the use of school facilities by **student pupil**-initiated organizations for non-curricular pupil activities. A **student pupil**-initiated organization, regardless of the size of the group, will not be denied an opportunity to meet and use school facilities on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or the religious, political, philosophical, or other content of the speech at their meeting.**

An application for permission to meet on school premises shall be made to the Principal or designee, who shall grant permission provided it is ~~that he/she~~ determined that:

1. The activity has been initiated by pupils;
2. Attendance at the meeting is voluntary;
3. ~~No agent or employee of the district will promote, lead, or participate in the meeting;~~
34. The meeting is for a lawful purpose;
45. The meeting does not materially and substantially interfere with the orderly conduct of instructional activities in the school;
56. Nonschool persons do not direct, conduct, control, or regularly attend the activity; and
67. The activity is adequately supervised by appropriately certified school district staff.

A **student pupil**-initiated group granted permission to meet on school premises shall be subject to the same rules and regulations that govern the meetings of pupil organizations sponsored by this Board, except as provided by this Policy. Participation in a **student pupil**-initiated meeting must be available to all pupils who wish to attend and cannot be denied on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) a pupil's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability.** The Board will not permit the organization of a fraternity, sorority, or secret society in accordance with N.J.S.A. 18A:42-5 and 18A:42-6. ~~A student pupil-initiated meeting may be attended by no more than two outside resource persons.~~



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EQUAL ACCESS OF STUDENT ~~PUPIL~~ ORGANIZATIONS

Access to school facilities by pupil organizations will be provided within the governing principles of the First Amendment of the Constitution of the United States.

School district staff involvement in student organizations shall be in accordance with the governing principles of the First Amendment of the Constitution of the United States.

An appropriately certified staff member shall be assigned to attend a **student pupil--** initiated meeting in a custodial capacity and shall not participate in the activity while serving in this custodial capacity. No teaching staff member shall be **required compelled** to attend a pupil-initiated meeting if the content of the speech at the meeting is contrary to **their his/her beliefs**.

The ~~Building~~ Principal or designee may take such actions as may be necessary to maintain order and discipline on school premises and to protect the safety and well-being of **students pupils** and staff members.

20 U.S.C.A. 1701 et seq.

United State Department of Education - Guidance on
Constitutionally Protected Prayer in Public Elementary and
Secondary Schools

N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted: 25 June 2014

Revised: 21 June 2025



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EQUITABLE ~~EQUAL~~ EDUCATIONAL OPPORTUNITY (M) **5750 ~~EQUITABLE~~ EQUAL EDUCATIONAL OPPORTUNITY (M)**

The Board of Education **will ensure** ~~directs that~~ all students enrolled in the schools of this district shall be afforded **an equitable** ~~equal~~ educational **opportunity** ~~opportunities~~ in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.~~ The Board shall assure that all students are free from harassment, sexual or otherwise.

The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:~~

1. School climate/learning environment;
2. Courses of study, including ~~p~~Physical ~~e~~Education;
3. Instructional materials and strategies;
4. Library materials;
5. Software and audio-visual materials;
6. Guidance and counseling;
7. Extra-curricular programs and activities; **and**
8. Testing and other assessments.

~~The school district's curricula will include Multi-cultural Education content and practices, instruction on African American History in the teaching of U.S. History and instruction on the Holocaust and genocide.~~

Affirmative action shall be taken to ensure that students are protected from the effects of discrimination, in accordance with Policy 2260. Students who experience less than equal



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educational opportunities or experience discrimination shall use the procedure established by Regulation 5750 to report and appeal any harassment or discriminatory practice.

The conduct of teaching staff members shall exemplify the highest principles of equality and democracy. Conduct and attitudes that display discrimination are contrary to the policies of this Board and, further, are destructive to the self esteem that this Board wishes to encourage in all students. A teaching staff member's act of derision or enmity, in any form, against a person or persons on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~ shall be considered to be conduct unbecoming to a professional staff member of this district and shall be subject to appropriate discipline.

The Superintendent shall develop and promulgate a procedure by which a student or parent may appeal Board policy, district practice, or the act or omission of any district employee that allegedly violates this **P**olicy.

42 U.S.C.A. 12101

N.J.S.A. 10:5-1 et seq.

N.J.S.A. 18A:4A-1, et seq.; 18A:6-5 et seq.; 18A:36-20

N.J.A.C. 6A:7-1.1 ~~et seq.~~; **6A:7-1.3**; 6A:14-1.2

Adopted: 25 June 2014

Revised: 15 March 2017

Revised: 21 May 2025



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ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS (M)

5111 ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS (M)

The ~~Waterford Township~~ Board of Education shall admit to its schools, free of charge, persons over five and under twenty years of age, pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education.

Eligibility to Attend School – N.J.A.C. 6A:22-3.1, 3.2, and 3.3

The Board shall admit students eligible to attend school free of charge that are domiciled within the district as defined in N.J.A.C. 6A:22-3.1 and Regulation 5111 – Section B.

The Board shall also admit any student that is kept in the home of a person other than the student's parent ~~or guardian~~, and where the person is domiciled in the school district and is supporting the student without remuneration as if the student were their own child in accordance with N.J.A.C. 6A:22-3.2 and Regulation 5111 – Section C.

Pursuant to N.J.S.A. 18A:38-1. c., any person who fraudulently allows a child of another person to use their residence and is not the primary financial supporter of that child and any person who fraudulently claims to have given up custody of their child to a person in another district commits a disorderly person's offense.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38-1. d. if the student's parent ~~or guardian~~ temporarily resides within the school district and elects to have the student attend the school district of temporary residence, notwithstanding the existence of a domicile elsewhere pursuant to N.J.A.C. 6A:22-3.1(a)4. and Regulation 5111 – Section B.

A student is eligible to attend this school district free of charge in accordance with N.J.A.C. 6A:22-3.2 and Regulation 5111 – Section C.

Notwithstanding the provisions of N.J.S.A. 18A:38-1 or any other law, rule, or regulation to the contrary, a student who moves out of the school district as a result of domestic violence, sexual abuse, or other family crises shall be permitted to remain enrolled in the school district for the remainder of the school year pursuant to N.J.S.A. 18A:38-1.1 and in accordance with the provisions of N.J.A.C. 6A:22-3.2(h) and Regulation 5111 – Section C.

Except as set forth in N.J.A.C. 6A:22-3.3(b)4., immigration/visa status shall not affect eligibility to attend school. Any student who is domiciled in the school district or otherwise eligible to attend school in the school district pursuant to N.J.A.C. 6A:22-3.2 shall be enrolled without regard to, or inquiry concerning, immigration status. A



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student's immigration/visa status and their eligibility to attend school shall be in accordance with N.J.A.C. 6A:22-3.3(b) and Regulation 5111 – Section D.

Proof of Eligibility

The Board of Education shall accept a combination of forms of documentation from persons attempting to demonstrate a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.A.C. 6A:22-3.4 and Regulation 5111 – Section E.

In the case of a dispute between the school district and the parent of a student in regard to the student's eligibility to enroll in the school district or to remain enrolled in the school district pursuant to the provisions of N.J.S.A. 18A:38-1, the school district may request from the New Jersey Motor Vehicle Commission (NJMVC) the parent or guardian's name and address for use in verifying a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.S.A. 18A:38-1.3.

Registration Forms and Procedures for Initial Assessment – N.J.A.C. 6A:22-4.1

Registration and procedures for initial determinations of eligibility will be in accordance with N.J.A.C. 6A:22-4.1 and Regulation 5111 – Section F.

Initial eligibility determinations shall be made upon presentation of an enrollment application, and enrollment shall take place immediately except in cases of clear, uncontested denials. Enrollment shall take place immediately when an applicant has provided incomplete, unclear, or questionable information, but the applicant shall be notified that the student will be removed from the school district if defects in the application are not corrected, or an appeal is not filed, in accordance with subsequent notice to be provided pursuant to N.J.A.C. 6A:22-4.2 and Regulation 5111 – Section F.

When a student appears ineligible based on the information provided in the initial application, the school district shall issue a preliminary written notice of ineligibility, including an explanation of the right to appeal to the Commissioner of Education in accordance with N.J.A.C. 6A:22-4.1(c)2. and Regulation 5111 – Section F.

When enrollment is denied and no intent to appeal is indicated, applicants shall be advised they shall comply with compulsory education laws in accordance with N.J.A.C. 6A:22-4.1(d) and Regulation 5111 – Section F.

Enrollment or attendance at the school shall not be conditioned or denied pursuant to N.J.A.C. 6A:22-4.1(e) through (i) and Regulation 5111 – Section F.



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Notices of Ineligibility – N.J.A.C. 6A:22-4.2

When a student is found ineligible to attend the school district pursuant to N.J.A.C. 6A:22 or the student's initial application is found to be deficient upon subsequent review or investigation, the school district immediately shall provide to the applicant notice that is consistent with Commissioner-provided sample form(s) and meets requirements of N.J.A.C. 6A:22-4.2 and Regulation 5111 – Section G.

Removal of Currently Enrolled Students – N.J.A.C. 6A:22-4.3

Nothing in N.J.A.C. 6A:22-4, this Policy, and Regulation 5111 shall preclude the Board of ~~Education~~ from identifying through further investigation or periodic requests for revalidation of eligibility, students enrolled in the school district who may be ineligible for continued attendance due to error in initial assessment, changed circumstances, or newly discovered information pursuant to N.J.A.C. 6A:22-4.3 and Regulation 5111 – Section H.

When a student who is enrolled and attending school based on an initial eligibility determination is later determined to be ineligible for continued attendance, the Superintendent may apply to the Board for the student's removal in accordance with the provisions of N.J.A.C. 6A:22-4.3 and Regulation 5111 – Section H.

Appeal to the Commissioner – N.J.A.C. 6A:22-5.1

An applicant may appeal to the Commissioner of Education the school district's determination that a student is ineligible to attend its schools in accordance with N.J.A.C. 6A:22-5.1 and Regulation 5111 – Section I.

Assessment and Calculation of Tuition

If no appeal to the Commissioner is filed by the parent, guardian, adult student, or district resident keeping an affidavit student following notice of an ineligibility determination, the Board of Education may assess tuition for up to one year of a student's ineligible attendance, including the twenty-one-day period provided by N.J.S.A. 18A:38-1 for appeal to the Commissioner in accordance with N.J.A.C. 6A:22-6.1 and Regulation 5111 – Section J. Tuition will be assessed and calculated in accordance with N.J.A.C. 6A:22-6.3 and Regulation 5111 – Section J.

If an appeal to the Commissioner is filed by the parent, guardian, adult student, or district resident keeping an affidavit student and the petitioner does not sustain the burden of



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demonstrating the student's right to attend the school district, or the petitioner withdraws the appeal, fails to prosecute, or abandons the appeal by any means other than settlement agreeing to waive or reduce tuition, the Commissioner may assess tuition in accordance with the provisions of N.J.A.C. 6A:22-6.2(a) and Regulation 5111 – Section J. Upon the Commissioner's finding that an appeal has been abandoned, the Board may remove the student from school and seek tuition in accordance with N.J.A.C. 6A:22-6.2(a)1. and Regulation 5111 – Section J.

Nonresident Students

The Board shall receive the approval of the Executive County Superintendent (ECS) to establish a uniform tuition amount for any Board-approved nonresident student to be admitted to the school district.

~~{Select if Option 2(b) is selected below.~~

The Board shall set a tuition amount for nonresident students of teaching staff members, as defined in N.J.S.A. 18A:1-1, that may or may not align with the tuition amount approved by the ECS for other nonresident students.]

~~{Select if Option 2(c) is selected below.~~

~~The Board shall not charge tuition for nonresident students of teaching staff members, as defined in N.J.S.A. 18A:1-1}~~

~~Any person not resident in the school district, if eligible except for residence, may be admitted to the schools of the district with the consent of the Board of Education upon such terms, and with payment of tuition, as the Board prescribes. The Board of Education, with the approval of the Executive County Superintendent, shall establish a uniform tuition amount for any nonresident student admitted to the schools of the district pursuant to N.J.S.A. 18A:38-3. a. The continued enrollment of any nonresident student shall be contingent upon the student's maintenance of good standards of citizenship, discipline, attendance, and payment of tuition.~~

~~Children Who Anticipate Moving to or from the District~~

~~A nonresident whose parent/guardian anticipates school district residency and has entered a contract to buy, build, or rent a residence in this school district may be enrolled for a period of time not greater than four weeks prior to the anticipated date of residency. The~~



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~~Board may require payment of a tuition rate approved by the Executive County Superintendent.~~

~~Students whose parent or guardian have moved away from the school district on or after the first day of the third trimester and sixth grade students whose parent or guardian have moved away will be permitted to finish the school year in this school district. The board may require payment of a tuition rate approved by the Executive County Superintendent.~~

~~Children of District Employees~~

~~A child of a Board of Education employee who does not reside in this school district may be admitted to school in this district with or without the payment of tuition for the child if the child's educational program can be provided in a school in the district. If the Board requires the payment of tuition, the Board shall establish and approve a tuition rate for the child of a Board employee upon a request from the employee for their child to attend a school in the district. The tuition amount for the student is not required to follow the amount established in the uniform tuition amount charged pursuant to N.J.S.A. 18A:38-3, if applicable. This provision shall not supersede a provision included in any collective bargaining agreement.~~

~~{Option 1 Select if a nonresident staff member will not be permitted to enroll their children in the educational program in the district.~~

Children of Nonresident Staff Members

~~Any staff member who does not reside in this school district will not be permitted to enroll their children in the educational program of the school district.~~

~~{Option 2 Select one of the following options if Option 1 above was not selected.~~

Children of Nonresident Teaching Staff Members

Option (a)

~~For the purpose of this section of the Policy "teaching staff member" shall mean, a member of the professional staff of any district or regional Board of Education, or any Board of Education of a county vocational school, holding office, position or employment of such character that the qualifications, for such office, position or employment, require them to hold a valid and effective standard,~~



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~~provisional or emergency certificate, appropriate to their office, position or employment, issued by the State Board of Examiners and includes a school nurse and school athletic trainer, pursuant to N.J.S.A. 18A:1-1.~~

~~A teaching staff member who does not reside in this school district will not be permitted to enroll their children in the educational program of the school district.~~

Option (b)

— For the purpose of this section of the Policy “teaching staff member” shall mean, a member of the professional staff of any district or regional Board of Education, or any Board of Education of a county vocational school, holding office, position or employment of such character that the qualifications, for such office, position or employment, require them to hold a valid and effective standard, provisional or emergency certificate, appropriate to their office, position or employment, issued by the State Board of Examiners and includes a school nurse and school athletic trainer, pursuant to N.J.S.A. 18A:1-1.

A teaching staff member who does not reside in this school district will be permitted to enroll their children in the educational program of the school district with the payment of tuition if the child’s educational program can be provided in a school in the district. The amount charged for tuition shall be a uniform amount for children of all nonresident teaching staff members that shall be set at the Board’s discretion.

Option (c)

— ~~For the purpose of this section of the Policy “teaching staff member” shall mean, a member of the professional staff of any district or regional Board of Education, or any Board of Education of a county vocational school, holding office, position or employment of such character that the qualifications, for such office, position or employment, require them to hold a valid and effective standard, provisional or emergency certificate, appropriate to their office, position or employment, issued by the State Board of Examiners and includes a school nurse and school athletic trainer, pursuant to N.J.S.A. 18A:1-1.~~



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~~A teaching staff member who does not reside in this school district will be permitted to enroll their children in the educational program of the school district without the payment of tuition if the child's educational program can be provided in a school in the district.~~

~~{Option 3—Select one of the following options if Option 1 above was not selected.~~

Children of Nonresident Non-Teaching Staff Members

Option (a)

~~— A non-teaching staff member who does not reside in this school district will not be permitted to enroll their children in the educational program of the school district.~~

Option (b)

— A non-teaching staff member who does not reside in this school district will be permitted to enroll their children in the educational program of the school district with the payment of tuition if the child's educational program can be provided in the district.

If the Board permits the enrollment of a child of a non-teaching staff member who does not reside in the district, the Board must establish and approve a tuition rate for the child. The tuition amount charged for the student is required to follow the amount established in the district's uniform tuition amount pursuant to N.J.S.A. 18A:38-3, if applicable.]

Students Who Anticipate Moving to or from the District During the School Year

~~{Option—Select One Option~~

~~— A nonresident student whose parent anticipates residency in this school district and has entered into a contract to buy, build, or rent a residence in this school district will not be enrolled prior to the date of residency.~~



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- A nonresident student whose parent anticipates residency in this school district and has entered into a contract to buy, build, or rent a residence in this school district will, with Board approval, be enrolled with payment of a uniform tuition amount approved by the Executive County Superintendent for a period of time not greater than four (4) weeks prior to the anticipated date of residency, pursuant to N.J.S.A. 18A:38-3.]

~~{Option Select One Option~~

- ~~— A student whose parent has moved away from the school district during the course of the school year will not be permitted to finish the school year in the school district.~~
- ~~— A student who is in grade _____ and in their graduation year of the school and whose parent has moved away from the school district during the course of the school year will, with Board approval, be permitted to finish the school year in the school district with the payment of a uniform tuition amount as approved by the Executive County Superintendent, pursuant to N.J.S.A. 18A:38-3.~~
- A student whose parent has moved away from the school district during the course of the school year will, with Board approval, be permitted to finish the school year in the school district with the payment of a uniform tuition amount as approved by the Executive County Superintendent, pursuant to N.J.S.A. 18A:38-3.]

F-1 Visa Students

The school district is not required to, but may permit the attendance of F-1 Visa students into the school district only with the payment of full tuition and a signed tuition contract. The district may require advance payment of full tuition before providing the requested I-20 Form, in accordance with the provisions of Federal regulation 8 CFR 214.3. A F-1 Visa is granted to a foreign student through an application process that must include, but is not limited to, signed approval by the receiving school district exhibiting the receiving school district will accept the foreign student for enrollment and the foreign student's proof of financial means to pay the full tuition to the receiving school district for the academic year. The host family must be domiciled in the school district and shall submit a request to the Superintendent of Schools with supporting documentation as determined by the Superintendent or designee. A student with a F-1 Visa must be approved by the



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Board for attendance in the school district. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.

J-1 Visa Students

The school district is not required to, but may permit the attendance of J-1 Visa students into the school district. The host family must be domiciled in the school district and shall submit a request to the Superintendent of Schools with supporting documentation as determined by the Superintendent or designee. A student with a J-1 Visa must be approved by the Board for attendance in the school district and shall not pay tuition. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.

N.J.S.A. 18A:38-1; 18A:38-1.1; 18A:38-1.3; 18A:38-3; 18A:38-3.1;
N.J.A.C. 6A:14-3.3; 6A:17-2.1 et seq.; 6A:22

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