

August 2025 Attachments

I-C	Resolution Authorizing Closed Session	NEED
V-A	July 16, 2025 Board Meeting Minutes	Complete
V-B	July 16, 2025 Closed Board Meeting Minutes	Complete
VI-A-1	Monthly Wellness Report	Complete
A-3	Student Code of Conduct	Complete
A-5	Mentoring Plan	Complete
A-6	Professional Development Plan (PDP)	Complete
A-8	Independent Educational Evaluation Rates	Complete
A-9	Diagnostic Consultants	Complete
A-10	Parent/Student Handbook	Complete
A-14	Staff Handbook	Complete
A-15	Standing Orders	Complete
A-16	Home and School Fundraisers	Complete
A-19-a	Policy #2422- Comprehensive Health and Physical Education	Complete
A-19-b	Policy #5339.01- Student Sun Protection	Complete
A-20-a	Policy #8505- Wellness Policy/Nutrient Standards for Meals and Other Foods	Complete
A-20-b	Policy #2365- Acceptable Use of Generative Artificial Intelligence (AI)	Complete
B-9-a	Policy #1636.01- Notification of Promotion, New Job, and Transfer Opportunities	Complete
C-1	Board Secretary's Certification for June 2025	Complete
C-3	Financial Reports for June 2025	Complete
C-4	Bills Lists	Complete
C-5-a	Resolution Awarding Contract to W.J. Gross for Window Replacement Resolution Awarding Contract for School District Auditor	Complete
C-7	Donation of Chairs and Desks from Howell Township Schools	Complete
C-8-a	Indoor Air Quality Plan	Complete
C-8-b	Hazard Communication Written Plan	Complete
C-9-a-1	Policy # 1570- Internal Controls	Complete
C-9-c-1	Regulation #1570- Internal Controls	Complete

**WATERFORD TOWNSHIP BOARD OF EDUCATION
REGULAR BOARD MEETING – July 16, 2025
WATERFORD ELEMENTARY SCHOOL**

I. MEETING CALLED TO ORDER 6:30 P.M.

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

A. ROLL CALL OF ATTENDANCE

Members Present: Matthew DeNafo, Benjamin De Vuyst, Barbara Libak Fanz, Daniel Hoover, Thomas Leach, Michael McClintock, Rosemarie Hunter, Ehren O'Donnell

Members absent: Jason Galante

Others present: Dr. Michael A. Nolan, Superintendent, Christopher Eberly, Business Administrator /Board Secretary, Dan Fox Assistant Superintendent for Business
Howard Long, Solicitor.

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

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

C. MOTION TO APPROVE THE RESOLUTION AUTHORIZING CLOSED SESSION

A motion was made by Mr. De Vuyst, seconded by Mr. O'Donnell, and carried by unanimous voice consent to approve the resolution authorizing closed session at 6:31.

D. MOTION TO APPROVE THE RETURN TO OPEN SESSION

A motion was made by, Ms. Hunter, seconded by Ms. Libak Fanz and carried by unanimous voice consent to return to open session at 7:03 p.m.

E. FLAG SALUTE

Mr. DeNafo led the Pledge of Allegiance.

F. MISSION STATEMENT

Mr. De Vuyst read the Mission Statement.

G. STATEMENT TO THE PUBLIC

Mr. DeNafo read the Statement to the Public.

II. COMMITTEE REPORTS

- A. EDUCATION-** none
- B. PERSONNEL-** none
- C. BUSINESS-** none

III. PRESENTATIONS- none

IV. COMMENTS FROM THE PUBLIC ON AGENDA ITEMS ONLY

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

None

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

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V. MINUTES

A motion was made by Mr. De Vuyst, seconded by Mr. McClintock, and carried by unanimous voice consent to approve the minutes for the following meeting as submitted by the Business Administrator/Board Secretary. (Ms. Hunter abstained from items A & B.)

- A. Board Meeting June 11, 2025
- B. Closed Session June 11, 2025
- C. Board Meeting June 30, 2025
- D. Closed Session June 30, 2025

VI. SUPERINTENDENT'S REPORT

A motion was made by Ms. Hunter, 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	6.03.2025	10:15 AM	75 degrees and Sunny	Fire	211	42
Atco	6.12.2025	2:38 PM	87 degrees and Sunny	Bomb Threat	211	41
Atco	6.12.2025	13:00	87 degrees and Sunny	Emergency Buttons	210	42
TR	6/2/2025	2:15	70 degrees and sunny	fire	242	68
TR	6/3/2025	2:19 PM	N/A	Shelter in Place	242	64
WES	6/2/2025	9:22 AM	61 degrees, sunny	Fire	399	69
WES	6/6/2025	2:32 PM	N/A	Lock down	378	77

B. Enrollment:

Grade	2024-2025 # of Students	2025-2026 # of Students
PK (3 yr. old)	83	61
PK (4 yr. old)	72	106
PK (5 yr. old)	1	0
Sub Total:	156	167
K	110	84
1 st	111	111
2 nd	108	114
3 rd	96	109
4 th	110	99
5 th	114	113
6 th	114	116
Sub Total:	763	746
Total:	919	913

Grade	2023/2024 Title I/ESY	2024/2025 Title I/ESY
PK	22	11
K	20	24
1 st	25	19

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2 nd	22	24
3 rd	11	9
4 th	16	11
5 th	20	9
6 th	0	4 (@ Hammonton)
Total:	136	111

C. Suspension Report:

Suspension:	TR	Atco	WES
In School Suspension	0	0	0
Out of School Suspension	0	2	4

VIII. SUPERINTENDENT'S RECOMMENDATIONS

A. EDUCATION

Upon the recommendations of the Superintendent, a motion was made by Ms. Libak Fanz, seconded by Ms. Hunter, and carried by a roll call vote to approve the items 1 through 9. (Mr. DeNafo abstained from items 4 & 5)

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

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

2. Waterford Township School District Remote Learning Plan 2025-2026 School Year:

Approve the submission of the Waterford Township School District Remote Learning Plan for the 2025-2026 school year. (See Attachment A-2).

3. School Safety and Security Plan for the 2025-2026 School Year:

Approve the School Safety and Security Plan for the 2025-2026 school year. (Available upon request).

4. College Clinical Practice I Placement for Fall, 2025:

Approve the following student placement:

Name	College	Location	Grade	Teacher	Dates	# of Hours
McFadden Grace	Rowan	District	5	DeNafo Borman	9/2/2025-12/9/2025	Monday/Wednesday or Tuesday/Thursday

5. College Clinical Practice II Placement for Spring, 2026 Semester:

Approve the following student placement:

Name	College	Location	Grade	Teacher	Dates	# of Hours
McFadden Grace	Rowan	District	5	DeNafo Borman	1/20/2026-5/8/2026	5 days a week

6. Full-Time Student Teaching / Final Clinical Practice Placement for Spring, 2026 Semester:

Approve the following student placement:

Name	College	Location	Grade	Teacher	Dates	# of Hours
Kelly	Stockton	District	1	Raso	1/2/2026-	15 weeks

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Akras					4/25/2026	
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7. **Approve the following policy for the first reading:**
 - a. Policy #8505- Wellness Policy/Nutrient Standards for Meals and Other Foods
 - b. Policy #2365- Acceptable use of Generative Artificial Intelligence (AI)
8. **Approve the following policy for the second reading:**
n/a
9. **Acknowledge receipt of the following regulations:**
n/a

B. PERSONNEL

A motion was made by Mr. De Vuyst, seconded by Ms. Hunter, and carried by a roll call vote to approve items 1 through 8 and addendum items 9-12.

1. **Appointment of Certified Staff for the 2025-2026 School Year:**
Please approve the following staff member for the position listed below:

Name	Assignment	From	To	Step	Salary	FTE
Sorce, Alyssa	Long-Term Substitute (Elem. K-6: Kdg)	8.26.25	12.11.25	1	\$61,025	1.0

2. **Transfer of Support Staff Members:**
Approve the transfer of the following Support Staff member:

Name	Current Location	Current Assignment	Current UPC	New Location	New Assignment	New UPC	Effective Date
Bowling, Vanessa	District	Perm. Para Substitute	23-80-PP / BAQ	TR	Paraprofessional	20-45-EX / AOD	8.26.25
Parham-Bush, Arlisha	District	Perm. Para Substitute	23-80-PP / BAM	TR	Paraprofessional	20-45-EX / BDA	8.26.25

3. **Position Change of Support Staff Member for the 2025-2026 School Year:**
Approve the change of position for the following Support Staff member for the 2025-2026 school year effective 8.26.25:

Name	Curr Pos.	Curr UPC	Curr Loc	Curr Step	Curr Rate/Hr	Curr Hrs/Day	Curr Days/Yr	New Pos.	New UPC	New Loc	New Step	New Rate/Hr	New Hrs/Day	New Days/Yr
Campione Alicia	Paraprof.I	20-45-P2 / ARI	TR	2	\$18.88	6	185	Parapro f.	20-45-EX/ BDB	TR	2	\$18.88	4	185
Erasmus, Sarah	Non-Instr. Aide (café)	20-40-NA / XY	Atco	1	\$16.74	2.5	185	Parapro	20-40-EX / BBM	Atco	1	\$17.31	6	185
Rowan, Amanda	Parapro	20-40-EX / BBF	Atco	2	\$18.88	4	185	Parapro	20-40-EX / BBN	Atco	2	\$18.88	6	185

4. **Resignation of Non-Certified Staff Member(s):**
Approve the resignation of the following staff member(s):

Name	Location	Position	UPC	Effective Date
Dobbins, Maxine	TR	Paraprofessional	20-45-P2 / ALT	6.30.25
Parker, Destini	Atco	Paraprofessional	20-40-EX / BCV	7.03.25

5. **Adjustment of Position Account Numbers:**

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Approve the adjustment of the following position account numbers for the 2025-2026 school year:

UPC	Name	Previous	Position	FTE	New Account	%
30-45-P2/AXT	Bednarek, N.	20-218-100-101-00-99-060	Preschool Relief Teachers	1.00	20-218-100-101-00-00-060	1.00
30-45-P2/BBQ	Biggs, M.	20-218-200-102-00-00-000	Preschool Supervisor	1.00	20-218-200-102-00-00-000	.60
30-45-P2/BBQ			Elem Ed Supervisor		11-000-221-102-00-00-000	.40
22-40-A2/AGM	Walczak, E.	11-000-240-105-00-00-040	Atco Secretary	.5	11-000-240-105-00-00-040	0
22-45-A2/AGN	Walczak, E.	11-000-240-105-00-00-060	TR Secretary	.20	11-000-240-105-00-00-060	.40
22-45-A2/AGN	Walczak, E.	20-218-200-105-00-00-060	Preschool Secretary	.30	20-218-200-105-00-00-060	.60
30-45-C1/AEF	Ervolini, J.	20-218-200-173-00-00-060	Preschool Parent Liaison	1.0	20-218-200-173-00-00-060	.75
30-45-C1/AEF	Ervolini, J.		Preschool Social Worker		20-218-200-104-00-00-060	.25
21-50-C3/AHK	Boehm, J.	11-000-262-110-00-00-060	TR Custodian	.40	11-000-262-110-00-00-060	.30
21-50-C3/AHK	Boehm, J.	20-218-262-110-00-00-060	Preschool Custodian	.60	20-218-262-110-00-00-060	.70
21-10-C3/BCS	Valentino, R.	11-000-262-110-00-00-060	TR Custodian	.40	11-000-262-110-00-00-060	.30
21-10-C3/BCS	Valentino, R.	11-000-262-110-00-00-060	Preschool Custodian	.60	11-000-262-110-00-00-060	.70
21-45-C3/ALE	Wressig-Sharbo, T.	11-000-262-110-00-00-060	TR Custodian	.40	11-000-262-110-00-00-060	.30
21-45-C3/ALE	Wressig-Sharbo, T.	11-000-262-110-00-00-060	Preschool Custodian	.60	11-000-262-110-00-00-060	.70

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

n/a

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

n/a

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

n/a

9. Approve to terminate the contract of employee #4555 effective August 15, 2025 and to reissue a new contract starting August 15, 2025 on the Secretary A guide, Step 14, \$25.80 per hour, 35 hours per week.

10. Approve to terminate the contract of employee #4742 effective July 1, 2025 and to reissue a new contract starting July 1, 2025 on the Custodian guide, Step 7, \$18.21 per hour, 40 hours per week.

11. To rescind action taken on June 11, 2025 on the termination of employee #5029 and to accept their resignation effective July 11, 2025. . (Pending signature of the separation agreement provided by the board attorney.)

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12. Appointment of Certified Staff for the 2025-2026 School Year:

Approve the following staff member for the position listed below:

Name	Assignment	From	To	Step	Salary	FT E
Poulton, Paige	Long-Term Substitute (Elem. K-6: Grade 5)	8/26/25	1/2/26	Step 6	\$63,625	1.0

13. Create Support Staff Position:

Approve the created support staff position for the 2025-2026 school year:

Position	Location	Create/Abolish	UPC	FTE	Account Number
Part-Time Secretary	Atco	Create	22-40-A2 / BDJ	.58	11-000-240-105-00-00-040

C. BUSINESS

Upon the recommendation of the Superintendent, a motion was made by Mr. Leach, seconded by Mr. De Vuyst, and carried by a roll call vote to approve items 1 through 10 and addendum item 11.

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

In accordance with 18A:17-9 for the month of May 2025, the Cash Reconciliation Report and the Board Secretary's report are in agreement. In accordance with 18A:17-9 for the month of May 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 Secretary, in accordance with N.J.A.C. 6A:23A-16.10(c)2, certifies that the following changes in anticipated revenue amounts and revenue sources.

2. Board of Education Monthly Financial Certification:

Pursuant to N.J.A.C. 6A:23A-16.10(c) 4, the Waterford Township Board of Education certifies that as of May 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 May 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.
- e. Transfers by transfer number

4. Approval of Expenditures (as per attached):

Approve the payment of bills and claims:

- Bills List #1 (paid 6/26/25)- \$168,269.14
- Bills List #2 (paid 6/26/25)- \$1,189.97
- Bills Lists #1- \$ 535,222.49
- Bills List #2- \$ 119,290.52

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- Bills Lists #3- \$ 11,778.08
- Nutri-Serve- \$ 40,693.25

5. Contracts:

Vendor	Purpose	From	To	Amount	Attachment
South Jersey Paper DBA SupplyITALL	Supplies	07/01/2025	06/30/2026	Various – ESCNJ Contract #21/22-18	No
Northeast Mechanical Services Inc.	Mechanical	07/01/2025	06/30/2026	Various – NJ State Contract 24-GNSV197475	No
Northeast Plumbing Services Inc.	Plumbing	07/01/2025	06/30/2026	Various – Ed Data Bid: 12743, Package 27	No
Northeast Electrical Services Inc.	Electrical	07/01/2025	06/30/2026	Various – Ed Data Bid: 12197, Package 11	No

6. Tuition Contracts:

SID #	School	From	To	Amount	Send/Receive	Attachment
3435952984	Archway Programs	7/7/25	6/30/26	63,300.30	Send	N/A
8682489479	YALE School West	7/7/25	6/30/26	85,753.50	Send	N/A
6546263294	YALE School West	7/7/25	6/30/26	85,753.50	send	N/A
4951490958	Archway Programs	7/7/25	6/30/26	63,300.30	Send	N/A
3676707168	Archway Programs – Creative Achievement	7/7/25	6/30/26	79,682.40	Send	N/A
9605318945	Hamilton	7/7/25	6/30/26	17,936.00	Receive	N/A
7013112395	Hamilton	7/7/25	6/30/25	17,936.00	Receive	N/A
4796827764	Kingsway Learning Center	7/7/25	6/30/26	76,143.90	Send	N/A
8255330387	Kingsway Learning Center	7/7/25	6/30/26	113,943.90	Send	N/A
4232157242	Kingsway Learning Center	7/7/25	6/30/26	113,943.90	Send	N/A
2297423588	Kingsway Learning Center	7/7/25	6/30/26	113,943.90	Send	N/A
9814852611	Kingsway Learning Center	7/7/25	6/30/26	76,143.90	Send	N/A
9697520564	Kingsway Learning Center	7/7/25	6/30/26	113,943.90	Send	N/A

7. Out of District Professional Development for the 2025-2026 School Year:

Name	Date Submitted	Date of Workshop	Location	Topic	Cost	Account #
All Administrators & Board Members	07/07/2025	10/20/2025 10/21/2025 10/22/2025 10/23/2025	Atlantic City, NJ	NJ School Boards Association Workshop 2025	\$2300.00	11-000-230-585-58-23-000
Nolan, M.	7/8/2025	8/14/2025	Philadelphia,	Administrator's Retreat	\$1,000	11-000-230-580-58-23-000

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Eberly, C. Fox, D. Magenta, A. Davidson, P. Kondas, H. Manna, C. Biggs, M.			PA			
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8. Facilities:

- a. Application for Dual use of Educational Space for the 2025-2026 school year.
- b. Toilet Room Facilities for Early Intervention, Pre-Kindergarten, and Kindergarten Classrooms for the 2025-2026 school year.

9. To approve Preschool curriculum renewal with Teaching Strategies, LLC for \$28,068.29.

10. Business-Related Policies:

- a. Approve the following policies for the first reading:

n/a

- b. Approve the following policies for the second reading:

1. Policy #6470- Payment of Claims

- c. Acknowledge receipt of the following regulations:

1. Regulation #8310.2- Disposal of Required Records
2. Regulation #8310- Public Records

11. Approve a joint transportation contract with Hamilton Township for \$3,048.55 from 9/2/25-6/30/26.

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

VIII. REPORTS

- a. **Legislation-** Mr. Leach gave an oral report.
- b. **Camden County School Boards Association-** Mr. O'Donnell said nothing to report.
- c. **New Jersey School Boards Association-** Mr. Hoover said nothing to report.
- d. **Camden County Educational Services Commission-** Mr. De Vuyst gave an oral report.
- e. **Hammonton-** Ms. Hunter gave an oral report.
- f. **Board President's Report-** Mr. DeNafo gave an oral report.

IX. BOARD OF EDUCATION BUSINESS

- A. **OLD BUSINESS** - none

- B. **NEW BUSINESS** - none

X. COMMENTS FROM MEMBERS OF THE PUBLIC ON GENERAL TOPICS

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

none

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

XI. MEETING ADJOURNMENT at 7:11

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

Respectfully Submitted,

Christopher Eberly
Business Administrator/Board Secretary

JULY MONTHLY WELLNESS REPORT						
Date	Description	School	Class(es) Involved	Menu	Celebration/Curricular	CCS
7/31	EOY Celebration	TR	All ESY and Title I Summer Program	Pizza and Mr. Softee	Celebration	

Waterford Township School District



Student Code of Conduct September 2025

INTRODUCTION

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

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

The Code of Conduct 2025-26 is based on five principles that articulate our expectations for student behavior while at school or school-related activities:

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

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

Student Wholeness:

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

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

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

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

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

Application of the Code of Conduct:

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

Behavioral Foundations for Early Learners:

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

RIGHTS & RESPONSIBILITIES

Students have the right and responsibility to:

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

Parents have the right and responsibility to:

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

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

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

District administrators have the responsibility to:

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

Community-based/local organizations and agencies should:

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

Collecting and Monitoring Discipline Data:

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

Student Attendance:

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

INTERVENTION AND DISCIPLINARY RESPONSES

Description of Levels:

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

Levels of Intervention and Disciplinary Response:

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

LEVEL 1

Interventions and Referral Responses:

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

Examples, but Not Limited To:

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

Disciplinary Options:

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

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

LEVEL 2

Intensive Interventions and Referral Responses:

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

Examples, but NOT Limited to:

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

Disciplinary Options:

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

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

Student support team interventions and responses:

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

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

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

LEVEL 3

Short-term suspension and Referral Responses:

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

Examples, but Not Limited To:

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

Disciplinary Options:

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

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

LEVEL 4

Long-term suspension and Referral Responses:

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

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

LEVEL 5

Extended suspension, expulsion, and referral responses:

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

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

LEVELS of RESPONSE

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

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

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

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

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

Physical Contact with School Personnel or Other Adult	Level(s) of Offense						Notes
	Unintentional physical contact with school personnel or other adults	Level 1	Level 2				
	Unintentionally striking a staff member who is intervening in a fight or other disruptive activity		Level 2	Level 3		School Resource Officer Involvement	
	(pre-k to grade 2) Attack against school personnel or another adult: physically attacking an employee of Schools or another adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity	Level 1	Level 2	Level 3		School Resource Officer Involvement	
	(grades 3 to 6) Attack against school personnel or another adult: physically attacking an employee of Schools or another adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity			Level 3	Level 4	Level 5	School Resource Officer Involvement
Physical Contact Student-to-Student	Level(s) of Offense						Notes
	Physical aggression with another student (e.g., shoving, pushing, poking, roughhousing)	Level 1	Level 2				
Portable Electronic Communications and Recording Device (ECRD) Policy Violation	Level(s) of Offense						Notes
	Use of portable ECRD, electronic game devices, and other similar items at unauthorized times	Level 1	Level 2				

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

or serious disfigurement, loss of function of any part of the body, or impairment of the function of any part of the body						Officer Involvement	
Sexual Assault or Offense (601.1)	Level(s) of Offense						Notes
Forced Sexual act					Level 5	School Resource Officer Involvement	School staff are required to refer students to appropriate counseling and contact Child Protective Services as appropriate.
Sexual Contact	Level(s) of Offense						Notes
Sexual harassment (602.1) E.g., unwelcome sexual advances; inappropriate touching, request for sexual favors; other inappropriate verbal, electronic, written, or physical conduct of a sexual nature)		Level 2	Level 3	Level 4			School staff are required to refer students to appropriate counseling and contact Child Protective Services and/or School Police as appropriate.
pre-k to grade 6 Sexual activity or sexual misconduct (603.1) (e.g., indecent exposure, engaging in sexual activity, etc.)		Level 2	Level 3				
Tardiness (102.1)	Level(s) of Offense						Notes
Persistent or excessive tardiness to class or school	Level 1	Level 2					
Theft (803.1)	Level(s) of Offense						Notes
Principal reserves the right to adjust discipline according to the value of the theft.	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer Involvement	<i>It is recommended that police not be contacted for students in grades pre-k through 2.</i>
Tobacco Possession or Use (204.1)	Level(s) of Offense						Notes
Possession, use, sale, or distribution of tobacco products, e-cigarettes, or vapes		Level 2	Level 3	Level 4	Level 5		School staff is required to refer students to appropriate substance abuse counseling services.

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

compromise wellness/ safety or cause bodily harm other than a firearm or other gun including, but not limited to, biochemical substances such as bodily fluids or poisons; chemical or electrical devices such as electroshock devices, chemical sprays, or laser pointers; metallic knuckles; knives)						Officer Involvement	Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or the welfare of the school community; expulsion for no less than one calendar year is mandated.
Use of any other weapon of any kind in the commission of an aggressive act toward another person			Level 3	Level 4	Level 5	School Resource Officer Involvement	
Use of a toy gun, water gun, or look-alike gun in the commission of an aggressive act toward another person (302.3, 893.7)			Level 3	Level 4	Level 5	School Resource Officer Involvement	
Other guns (possession of any gun of any kind, loaded or unloaded, operable or inoperable - e.g., BB guns, pellet guns, etc.)				Level 4	Level 5	School Resource Officer Involvement	
Firearms (possession of a firearm as defined in 18 USC921 of the federal code - e.g., handguns, rifles, shotguns, and bombs)					Level 5	School Resource Officer Involvement	

Harassment, Intimidation, and Bullying (HIB):

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

- A reasonable person should know that, under the circumstances, it will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- Has the effect of insulting or demeaning any student or group of students;
- Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Infractions	1 st Offense	Subsequent Offense
Harassment, Intimidation, and Bullying (meets one of the protected classes listed above)	Consequences will vary depending upon the severity of the action; hence, a comprehensive list of consequences. • Counseling Referral • Parent Conference • Detention (Principal's Discretion) • Suspension	• Parent Conference • Suspension

Cyber Bullying:

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

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

PREVENTION

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

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

Due Process:

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

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

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

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

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

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

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

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

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

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

WATERFORD TOWNSHIP SCHOOLS

New Teacher Induction Program & Local Mentoring Plan August 2025



Waterford Township
School District

District Mentoring Support Team

Superintendent of Schools
Principal, Atco Elementary
Principal, Thomas Richards Early Childhood Center
Principal, Waterford Elementary
Supervisor of Student Support Services
Supervisor of Elementary Education

Michael A. Nolan, Ed. D
Heather Kondas
Patrick Davidson
Christine Manna
Amanda Magenta
Michelle Biggs

District SCIP Committee
District Evaluation Advisory Committee

District Instructional Coach

District Mentoring Plan

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District Mentoring Plan Introduction

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

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

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

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

District Mentoring Plan Needs Assessment

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

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

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

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

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

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

District Mentoring Plan Vision and Goals

Vision:

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

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

Goals:

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

District Mentoring Plan Mentor Selection

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

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

District Mentoring Plan Roles and Responsibilities

The Mentor will . . .

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

The Building Principal will . . .

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

The District Administration will . . .

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

The Novice Teacher will . . .

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

The Board of Education will . . .

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

District Mentoring Plan

Professional Learning Components for Mentors

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

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

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

District Mentoring Plan

Professional Learning Components for Novice Teachers

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

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

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

District Mentoring Plan

Action Plan for Implementation

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

District Mentoring Plan Resource Options Used

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

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

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

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

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

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

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

District Mentoring Plan Funding Resources

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

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

Appendix A

Teacher Mentor Application

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

Directions: Answer the following questions and forward the completed form to the Supervisor of Elementary Education, no later than May 30th.

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

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

Appendix B

Waterford Township Public Schools Mentoring Contract

The mentor and the novice teacher hereby agree:

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

The mentor hereby agrees:

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

The novice teacher hereby agrees:

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

The building principal hereby agrees:

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

All signers agree:

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

Mentor

Date

Novice Teacher

Date

Principal

Date

Appendix C

Mentoring Activities Checklist

Mentor: _____ Signature: _____

New Teacher: _____ Signature: _____

MENTORING PERIOD: 30 weeks

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

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

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

***Mentors: Please also complete and submit Mentor Teacher Summative Survey (pages 23-25)**

***Mentees: Please also complete and submit Mentoring Program Feedback (page 21)**

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

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

Principal's Signature: _____

Appendix D

Mentoring Program Feedback

Novice Teacher _____ School _____ Grade _____

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

*PLEASE SUBMIT TO SUPERVISOR OF ELEMENTARY EDUCATION WITH MENTORING ACTIVITIES CHECKLIST
(PAGES 26-30) BY MAY 31st

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

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

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

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

_____ 9. My mentor was helpful in identifying and modeling exemplary teaching strategies and educational practices.

_____ 10. I felt personally supported by my mentor.

_____ 11. I felt prepared to work with colleagues and parents.

_____ 12. I received adequate assistance in securing needed resources.

_____ 13. My mentor and I had ample time together.

_____ 14. The mentoring and induction process was positive and successful.

Part C. Please respond to the following items:

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

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

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

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

_____ 17. New Teacher Orientation

_____ 18. Grade Level/Department Meetings

_____ 19. Professional Development Workshops (In District Workshops, PLC, Out of District Workshops, etc.)

_____ 20. Teachers' Association New Member Activities

_____ 21. Building Level Support from Administrators and Colleagues

_____ 22. District Level Support from Administration

MENTOR TEACHER SUMMATIVE SURVEY

Name: _____ **Date:** _____

Novice Teacher: _____ **School:** _____

*PLEASE SUBMIT TO SUPERVISOR OF ELEMENTARY EDUCATION WITH MENTORING ACTIVITIES CHECKLIST
(PAGES 26-30) BY MAY 31st

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

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

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

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

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

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

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

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

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

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

Open-ended Questions

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

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

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

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

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

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

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

Rate your impact on the following:

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

Appendix E

Mentoring Activities Checklist

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

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

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

PRE-PLANNING

Instructional Planning		Month
	Review curriculum guides and general course syllabi.	
	Obtain teacher's editions of textbooks and login codes for teacher resources and student accounts.	
	Identify the major areas to teach for the first four to six weeks.	
	Look at the school calendar for the first six weeks. Develop a timeline of topics and skills for the time frame. Match your outline to the mandated allotment of time required for each subject.	
	Create a Professional Development Plan (PDP) and submit to the building administrator for approval within the first 30 days of employment.	
Organizational Policies and Procedures		Month
	- Review school policies and student handbooks. Specifically check: - Bus Duty - Homework and Grading policies - Field Trips - Dress Code - Emergency Procedures and Crisis Procedures	
	- Review school district policies/staff handbook. Specifically check: - Sick/personal leave procedures - Conduct Code - Crisis Plan - Attendance - Substitute Procedures - Grading Procedures	

	Review the school goals and/or school improvement plans, including SGO's.	
	- Find out about the school culture as it relates to: - Induction orientation activities - Staff development programs - Teacher mentoring options - Emphasis on professional development - Reassignment and transfer procedures - Supervision and evaluation - Contracts, regulations and waivers	
Classroom Organization		Month
	- Think about the first week of school and design the physical layout: - Large group arrangement - Small group areas - Bulletin boards - Arrangement of technology - Position of your desk - Organization of materials and supplies - Filing system - Traffic flow - Seating arrangement and seating charts	
	- Plan how to handle/record daily routines and student interactions: - Entering the room - Assigning seats - Lunch money - Receipt books - Grade books - Attendance - Absentees' excuses - Plan book - Textbook distribution and login codes	
	- Plan how to manage student behavior: - Establishing class rules and procedures - Teaching class rules and procedures - Helping students monitor and self-correct their own behavior - Minimizing transitions between learning tasks - Establishing a positive, purposeful learning environment - Setting reasonable expectations	

Instructional Preparation		Month
	- Assess lesson plans: - Engaging, motivating, and differentiated for all students - Directions are easy to follow and not overly complicated - Plans follow approved district templates	
	- Size up activities, projects, groups and learning centers: - Planned in advance and match learning objectives - Procedures and sequence of events are clearly described - Resources and materials ordered/prepared well ahead - Provides differentiation and allows for flexible grouping	
	- Develop substitute teacher plans: - Includes the daily schedule for each class - Includes the seating roster for each class - Lesson plans are detailed and all materials are prepared, ready for distribution, and easily found in your room - Classroom rules and procedures are outlined	
	- Think about supervision and evaluation: - Review Danielson Framework - Ask for preliminary evaluation before the first official observation	
Managing Individual Preferences		Month
	- Identify student needs and interests: - As a class - As individuals	
	- Assess and evaluate students by: - Observing students - Varying the type of assessment (hands-on, performance-based, pencil/paper, observational, etc.) - Placement of students - Utilize formative and summative assessments	
	- Assign students to groups: - Devising procedures for group work - Communicating expectations to group members, including roles and assignments	

	• Develop modified education plans for special needs students • Monitor student progress to keep groups flexible	
	• Design alternative lessons and activities for students with special needs	
	• Formulate homework policy: ◦ Amount and frequency ◦ Weight and impact on course grades (see homework & grading policies) ◦ Coordination with team or department	
Classroom Management		Month
	• Establish rules and procedures and post	
	• Reinforce positive behavior routinely	
	• Enforce rules and procedures consistently	
	• Document student behavior systematically	
	• Ensure plan is aligned with district philosophy (ex - PBIS); share plan with peers and administrative team	
Home - School Communications		Month
	• Orient parents at night meeting: ◦ Review grade level/subject area content expectations and procedures ◦ Student expectations ◦ How parents can help	
	• Develop personal communication skills: ◦ Oral expression ■ Voice tone and modulation ■ Proper grammar and mechanics ■ Clear directions ◦ Written Expression ■ Proper grammar and mechanics ■ Clear and concise writing ■ Professional yet inviting tone	
	• Develop a system for home-school communications, sending work home, etc.	
	• Develop an objective and descriptive (rather than a judgemental) communication style when communicating	

	with students, parents and peers.	
	● Prepare report cards/evaluation for students: ○ Filling in information accurately ○ Marking attendance ○ Determining grades ○ Reporting student conduct ○ Checking for signatures and conference requests	
Professional Development		Month
	● Monitoring professional development by: ○ Observing/modeling good practices of/for a colleague ○ Recording your lessons and assessing your performance ○ Attending staff-development workshops ○ Seeking feedback from a colleague ○ Preparing for your first official evaluation ○ Revisiting your PDP mid-year and end of year (update with evidence of success) ○ Creating high-quality SGO's and monitor your progress with respect to goal attainment	

Waterford Township School District Professional Development Plan

2025-2026 School Year

District Name		Superintendent Name	Plan Begin/End Dates
Waterford Township School District		Michael A. Nolan, Ed. D	2025-2026 School Year

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	The superintendent, in cooperation with the administrative team and staff, will enhance instructional effectiveness across the district.	Superintendent Administrators Teachers	- Through local and state assessment data, we identified the need for improvements in the instructional effectiveness across the district. - Student performance on the NJSLA and local assessments indicated gaps in student performance. - NJSLA and Linkit data
2	The superintendent, in cooperation with the administrative team and teaching staff, will enhance educators' capacity to effectively implement differentiated instruction strategies that address the diverse academic needs of all students in	Superintendent Administrators Teachers	- Through local and state assessment data, we identified the need for improvements in the way we differentiate to meet the needs of our students. - With less push in and pull out supports, teachers will need to increase their capacity to differentiate and provide interventions.

	all educational settings.		• Student performance on the NJSLA indicated significant gaps in student performance. • State and local data
3	The superintendent, in cooperation with the administrative team and teaching staff, will improve overall school culture by implementing the Character Strong SEL curriculum, participation in NJPBSIS, and trauma-informed and healing-centered practices.	Superintendent Administrators NJPBSIS Consultant Teachers Staff	• Through professional meetings with staff and data reviews, we identified the need for improvements in the area of SEL training. Harmony SEL curriculum was implemented sporadically and ineffectively throughout the district. • Implementing research based lessons each morning will target improved school climate and culture for students. • Discipline and Attendance Data

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities
1	- Analyze 2024 NJSLA assessment data (as well as other district assessments) to identify trends and patterns to analyze curriculum, program, and instructional delivery. - Build teacher understanding of integrating innovative technology, implementing inclusive and equitable teaching practices, and curriculum development. - Support educators in designing and delivering instruction that accommodates varied levels. - Provide professional development training on integrating innovative technology, implementing inclusive and equitable teaching practices, and curriculum development. - Provide ongoing, job-embedded professional development and collaborative planning opportunities.	- Continue grade level meetings to regularly review and address staff and student needs. - Continue with additional professional development and training, as needed. - Conduct walk-throughs & observations to monitor progress. - Provide grade-level/department/PLC articulation and follow-up. - Provide opportunities to share instructional strategies during grade-level/department meetings or within professional learning communities. - Provide opportunities to peer observe implementation.

2	- Analyze NJSLA assessment data (as well as other district assessments) to identify trends and patterns to analyze curriculum, program, and instructional delivery. - Build teacher understanding of differentiated instructional practices grounded in current research and best practices. - Support educators in designing and delivering instruction that accommodates varied levels. - Provide ongoing, job-embedded professional development and collaborative planning opportunities focused on differentiation. - Utilize formative assessment data to guide instructional decisions and tailor supports for individual learners.	- Continue grade level meetings to regularly review and address staff and student needs. - Continue with additional professional development and training, as needed. - Conduct walk-throughs & observations to monitor progress. - Provide grade-level/department/PLC articulation and follow-up. - Provide opportunities to share instructional strategies during grade-level/department meetings or within professional learning communities. - Provide opportunities to peer observe implementation.
3	- Analyze discipline and attendance data to identify trends and patterns to analyze areas of improvement. - Build teacher understanding of Character Strong/NJPBSIS through professional development sessions. - Support educators in designing and delivering Character Strong lessons and implementation of NJPBSIS. - Provide ongoing, job-embedded professional development and collaborative planning opportunities.	- Continue grade level meetings to regularly review and address staff and student needs. - Continue with additional professional development and training, as needed. - Conduct walk-throughs to monitor progress. - Provide opportunities to share instructional strategies during grade-level/department meetings or within professional learning communities. - Provide opportunities to peer observe implementation.

	Utilize formative assessment data to guide instructional decisions and tailor supports for individual learners.	
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3: PD Required by Statute or Regulation

State-mandated PD Activities	
See attached (below).	

4: Resources and Justification

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

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

Signature: ***Michael A Nolan***
Superintendent Signature

7-1-25
Date

Mandated Professional Development
Waterford Township School District
2025-26 School Year

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

		Click here for additional information re: Seizure Action Plans			
PREVENTION: SUICIDE, SUBSTANCE ABUSE, HARASSMENT, INTIMIDATION & BULLYING					
Suicide Prevention: All teaching staff members must attend instruction in suicide prevention as part of an individual's PD requirement. While this is not an annual requirement for all teaching staff members, the district must ensure that it is made available annually to those who have not completed the requirement (e.g., new staff, absent staff during last session)	5350	2 hours per five years Will need to reup in 2021-2022; 2026-2027	Teaching staff members (similar to "School staff," a member of the professional staff of any BOE who holds a valid and effective standard, provisional or emergency certificate, including teachers, administrators, school nurse)	George Scott November 2021 Note: will be adding to safe schools for new teachers to complete Chris Eberly (added to Safe Schools: "Youth Suicide: Awareness & Prevention") Mike handles in-person presenter every 5 years	
HIB: The district BOE is required to review the training needs of district staff for the effective implementation of the HIB policies, procedures, programs, and initiatives and to implement locally determined staff training programs.	5512	Training on District Policy: Annually; Training on prevention: 2 hours per 5 years	Public School Teachers School Employees Volunteers with student contact Contracted service providers	First Day Faculty meetings in August - Principals New employees: add to Safe Schools See Keeping Our Kids Safe - HIB	Heather Chris Christine
Recognition of Substance Abuse	5530	No minimum req.; training must be reviewed/updated annually	Public School Instructional Teachers	New Employees -Safe Schools (52 mins.) Repeating Training Set (52 min)	Chris

SCHOOL SAFETY, SECURITY & CODE OF STUDENT CONDUCT						
School Safety: In-service training program to enable employees to recognize and appropriately respond to Safety and Security concerns, including emergencies and crises, consistent with the District Board of Education plans, procedures, and mechanisms for School Safety and Security.	7430	Within 60 days of employment; must be reviewed and updated annually	District employees	Crisis team training in August (part of School Safety)	Kondas	
Law Enforcement Operations: In-service training must be provided on policies and procedures established in the subchapter on law enforcement operations for substances, weapons, and safety and the exchange of information regarding the practices of the education and law enforcement agencies.	9320	Not specified	School Staff	Crisis team training in August (part of School Safety)	Nolan	
Mandatory Gang Awareness Training for School Administrators: Administrators in their initial year of employment must attend a seminar developed by the Office of the Attorney General and provided annually in each County on the topic of how to recognize signs of gang involvement or activity	5615	During first year of employment as an administrator	School administrators	Safe Schools for New Employees <u>See Keeping Our Kids Safe - Gangs</u>	Nolan	
Recognition of Substance Abuse: In-service training program instruction for the identification and symptoms of behavioral patterns; appropriate intervention strategies; and the prevention, early intervention, treatment, and rehabilitation of individuals who show symptoms of substance abuse.	5530	Public school instructional teachers	School Staff	Crisis team training in August (part of School Safety)	Nolan	

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

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

Training of Delegates for Epinephrine Administration: The certified school nurse, in consultation with the Board of Education, or the chief School administrator of a non-public school, shall recruit and train volunteer designees who are determined acceptable candidates by the school nurse within each school building.	5331	N/A	Appropriate staff	As needed See <u>Epinephrine Training Protocols</u>	Amanda Magenta Nurse
General Student Needs Recognition: Training in human growth and development; substance abuse and dependency; and human and intercultural relations; and formal inclusion into each endorsement holder's PD plans.		20 hours during the initial 3 years	School nurse endorsement holders	The PD requirements should be incorporated into each endorsement holder's professional development plan.	Amanda Magenta Nurse
Bloodborne Pathogens: Staff designated as at risk of exposure under the district's Exposure Control Plan require training and schools must also identify students at risk of exposure due to occupational training programs and provide equivalent training.	7420	Annually	"School Staff" (WTSD: Nurses, Teachers, Aides, Cafeteria Aides)	Safe Schools new employee and Repeating Training Plan Refresher 17 min	Chris
Alcohol, Tobacco, and Other Drug Prevention and Intervention: District Board of Education must ensure all education staff members receive in-service training in Alcohol, Tobacco, and other drug abuse prevention and intervention.	5530	Annually	Educational Staff Members	For educational staff members: Safe Schools ("Recognition of Substance Abuse," 52 mins.) Doubles with "Recognition of Substance Abuse" category	Chris
Career & Technical Education		N/A	N/A	N/A	N/A
CPR/AED Training Required: All public schools must have individuals trained in CPR and AED	5300	N/A	Every school must have at least 5	CPR Training date (in-service)	Amanda Magenta

use.				school employees certified in CPR/AED as part of their action plan for responding to a cardiac arrest event See Janet's Law FAQ	August 23rd & 30th Ongoing as needed	Amanda Magenta Nurse
Lyme Disease: Training of all teachers to instruct students with Lyme disease which emphasizes the special needs and problems of students with the disease, in order to provide information about how best to teach those students.	2422	Annually	Teachers of students with Lyme disease	As needed		
Hazardous Communication	7433	Initial and Bi-Annual	All Staff	Safe Schools Repeating Training Plan(25 min)		Chris James
Personal Protective Equipment		Once	Maintenance Nurse	Safe Schools New Employee (17 min)		Chris James
Asbestos Awareness		Annual	Custodial/Maintenance			James
Indoor Air Quality	7421	Designated Person				James
Interscholastic Athletic Head Injury Safety Training Program		N/A	N/A	N/A		N/A
Cardiac Screening		N/A	N/A	N/A		N/A
Athletic Screening		N/A	N/A	N/A		N/A
ADDITIONAL PROFESSIONAL DEVELOPMENT TOPICS						

Educator Evaluation: Training on the district's evaluation rubrics, policy, and procedures and any relevant educator practice instrument. Teachers new to the district require more thorough training.	3221	Annually	Teaching Staff Members	New Teacher Training (TBD if needed - currently no new teachers) Grade level or Faculty Meetings Danielson Training • Article reading • Small-group discussions • Debrief/feedback w/admin	Nolan Manna Heather Patrick
Educator Evaluation (for supervisors/principals): Training on the teacher and principal practice instruments for any supervisor who will conduct observations for the purpose of evaluation of teachers, principals, assistant principals, or vice principals.		Before conducting any observations; refreshed annually	Supervisors who conduct observations of teachers, principals, assistant principals or vice principals for the purpose of evaluation	Administrative Meeting (TBD)	Nolan
Ethics, Law, Governance, HIB: A school leader shall complete training on issues of school at ethics, School law, and school governance as part of the professional development for school leaders required pursuant to State Board of Education regulations. Information on the prevention of harassment, intimidation, and bullying shall also be included in the training .		Specific training needs of each school leader are to be reviewed annually	Active School leader serving on a permanent or interim basis whose positions require possession of the supervisor, principal, or Chief School Administrator endorsement	Met through the individual professional development planning process to ensure School leaders' knowledge of these topics remains up-to-date	In administrators PDP's Nolan

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

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

facilitating adult learning, and leading reflective conversations about teaching practice.						
I & RS Referral: The function of the system of intervention and referral services in each school building shall be to provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties.	2417		N/A		Staff members who identify learning, behavior & health difficulties through the I&RS process	Ongoing: CST (each CST member will sit in on I&RS) Amanda Magenta I&RS team Principals
Attendance: The Principal shall meet with the teaching staff members and paraprofessionals assigned to his/her building at the beginning of each school year to inform employees of Board policy and district regulations on attendance, to familiarize employees with the forms to be used in reporting and verifying absences, to review with employees the cost of absenteeism to the district and the value of accumulated sick leave to the employee, and to acquaint employees with the degree to which attendance will affect evaluation reports.	3212 4212		Annually		All Staff	August PD Days Principals
NJ SMART: The school district shall ensure that teachers, school administrators and central office supervisors receive training in NJ SMART and its query resources.	2428.1		Not specified		Teachers School administrators Central office supervisors	Diane Lisa
Staff Handbook			Annual		All	Safeschools: Dan uploads annually Chris

WATERFORD TOWNSHIP PUBLIC SCHOOLS
STUDENT SUPPORT SERVICES

Approval of Independent Educational Evaluation Rates for the 25 - 26 School Year	
Evaluation component	Rates
Assistive Technology	\$120 per hour to \$2450 per evaluation
Audiological	\$73 - \$650
Comprehensive Psychological Speech Evaluation	\$4000
Comprehensive Psychological Educational Evaluation	\$4000
Dyslexia / Reading Evaluation	\$1200 - \$2300
Dyscalculia / Math Evaluation	\$2300
Functional Behavior Assessment	\$675 - \$1600
Learning / Educational	\$350 - \$3500
Neurological Evaluation	\$830
Neuropsychological Evaluation	\$2000 - \$4292
Occupational Therapy	\$350 - \$2800
Physical Therapy	\$350 - \$525
Psychiatric Evaluation	\$550 - \$700
Psychological Evaluation	\$350 - \$700
Social Assessment	\$350 - \$650
Speech Evaluation	\$350 - \$2300
Translation Services	\$72 - \$1200

WATERFORD TOWNSHIP PUBLIC SCHOOLS
STUDENT SUPPORT SERVICES

A-9

2025 - 2026
DIAGNOSTIC CONSULTANTS

Organization	Contact Information	Service	Cost
Atlantic County Special Services	4805 Nawakwa Blvd Mays Landing, NJ 08330 609-625-5590	Provides: FBA, OT, PT, CST and Speech Evaluations, Functional Listening Evaluation, Behavioral Consulting	Varies: See 25-26 Fee Schedule
Camden County Educational Services Commission	225 White Horse Avenue Clementon, NJ 08021 856-784-2100	Provides: Speech, OT, PT, CST, Psychoeducational Evaluations, Bilingual Evaluations	Varies: See 25 - 26 Fee Schedule
Gloucester County Special Services School District (CRESS)	1340 Tanyard Road Sewell, NJ 08080 856-415-7530	Provides: Educational Consultation Services, FBA, Speech, OT, PT Evaluations, Assistive Technology Services	Varies: See 25 - 26 Fee Schedule
ENT & Allergy Associates (Formerly Advanced ENT)	200 Bowman Drive Suite D 285 Voorhees, NJ 08043 856-602-4000	Provides: Audiological screenings, Comprehensive Audiometry threshold evaluation with speech recognition	\$30 - \$125
Audiology Services, Hearing Life, formerly REM Audiology	Glendale Executive Campus 1000 White Horse Road #510 Voorhees, NJ 08043 856-627-4400	Provides: Comprehensive diagnostic audiological evaluations, Central Auditory Processing Disorder Evaluations	\$295 - \$595

Bancroft	Bancroft Lebensfeld Center 201 Kings Hwy South Cherry Hill, NJ 800-774-5516	Provides: Neuropsychological Evaluations, Autism Assessments, ADHD Assessments, Psychoeducational Evaluations	\$2200 - \$4292
Centra Comprehensive Psychotherapy and Psychiatric Associates	5000 Sagemore Drive Suite 205 Marlton, NJ 08053 856-983-3866	Provides: Psychiatric Evaluations, CST Evaluations, Zero Tolerance Evaluation	\$550
CNNH/ Neurabilities	2050 Voorhees Town Center Voorhees, NJ 08043 856-346-0005	Provides: Neurological and Neuropsychological evaluations, Behavior services/ FBA	\$830 \$3495 - \$3950 \$150 per hour
Cooper Learning Center	4011 Main St Voorhees, NJ 08043 856-673-4900	Provides: Dyslexia, Reading & Language Evaluations	\$95 - \$105 per hour \$1200 - \$1500 per evaluation
Empower AAC, LLC	PO Box 8582 Cherry Hill, NJ 08022 856-441-2300	Provides: Assistive Technology Evaluations & Consultations	\$1100 per evaluation \$120 per hour consult fee
Hewitt Psychiatric	442 Warwick Road Lawnside, NJ 08045 856-547-1166	Provides: Psychiatric Evaluations, Neuropsychiatric Evaluations	\$600 - \$700 per evaluation
Interactive Kids	101 East Gate Drive Cherry Hill, NJ 08034 856-810-7599	Provides: Functional Behavior Assessments	\$130 per hour
Para Plus Translations	2 Coleman Ave Cherry Hill, NJ 856-547-3695	Provides: Translations Services	\$72 - 131 per hour

Robinowitz Center partnering with TCNJ	Education Building Room 105 2000 Pennington Road Ewing, NJ 08628 609-771-3180	Provides: Dyslexia Screenings, Dyslexia/Reading Diagnostic Evaluation, Dyscalculia/Math Diagnostic Evaluation, Comprehensive Psychological/Speech Evaluation, Comprehensive Psychological/ Educational Evaluation, Speech/Language and OT Evaluations	Varies: See 25 - 26 fee schedule
Speak to Me Kids	851 Route 73 Suite C Marlton, NJ 08053 856-983-3390	Provides: Comprehensive Speech and Language Evaluation, Comprehensive Speech Sound Evaluation	\$500 \$250
Medford Family Psychiatry	520 Stokes Road, A7, Medford, NJ 08055 609-257-3157	Provides: Psychiatric Evaluations, APN Evaluations, School District Staff consultation	\$575
Dr. Sarah Woldoff	615 Walnut Avenue Laurel Springs, NJ 08021 484-904-7499	Provides: Neuropsychological evaluations	\$3200

Welcome to Our District

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

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

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

Mission Statement

Waterford Township School District, through our progressive, student-centered curriculum and comprehensive system of supports, provides all students with a safe, equitable learning environment that cultivates academic, social and emotional growth. We encourage the development of personal strengths, a positive self-image, and an appreciation for the uniqueness of each individual. Through community partnerships and engagement, the district provides a strong foundation for students to reach their full potential as they continue their educational journey.

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

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Start The Year Right

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

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

Phone Directory

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

School Hours

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

Student Dress Code

Appropriate Dress (Policy #5511—Dress and Grooming)

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

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

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

PARENTAL NOTE: DRESS CODE WILL BE STRICTLY ENFORCED.

Marking System Philosophy

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

Grading Criteria

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

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

Qualifications:

All A's = Principal's Honor Roll

Combination of all A's and B's = Honor Roll

Parent-Teacher Conferences

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

Important Dates:

Parent-Teacher Conferences/Marking Period#1 Report Card Distribution - December 3-5, 2025 (during conferences)

Marking Period #2 Report Card Distribution - February 19, 2026

Marking Period #3 Report Card Distribution - April 16, 2026

Marking Period #4 Report Card Distribution- June 11, 2026 (Last day of school)

Student Records

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

Board of Education

Matthew DeNafo	President
Barbara Libak Fanz	Vice President
Ben DeVuyst	Member
Jason Galante	Member
Daniel Hoover	Member
Roe Hunter	Member
Thomas Leach	Member
Michael McClintock	Member
Ehren O'Donnell	Member

Administrative Staff

Michael A. Nolan, Ed.D.
Christopher Eberly Business Administrator
Amanda Magenta
Patrick Davidson
Heather Kondas
Christine Manna
Michelle Biggs
James Weaver
Ed Leypoldt

Asst. Principal Elementary Ed./SPS
Thomas Richards Principal
Atco Elementary School Principal
Waterford Elementary School Principal
Supervisor of Elementary Education
Certified Educational Facilities Manager
Technology Director

Administrative Support Staff

District Offices:

Diane Cicchino Superintendent's Secretary
Denise Niedoba Accountant/Certifying Officer
Jill Emmons B.A. Secretary/Board Office Secretary
Nancy Gibbins Human Resources Coordinator
Heather Chew Human Resources/Maint. Secretary
Lisa DiRenzo Basic Skills/Rtl Coordinator
Gail Cunningham SPS Officer Manager

Transportation:

Aimee Poris

Schools:

Ashley Kowalski-Atco
Dawn Stafford/Betty Anne Walczak-TR
Marielena DiGianvittorio/Pat Habinowski-WES

ATCO ELEMENTARY

Grade 1

Carla Brown Mary Campanella
Deanna Griffin Georgiann Raso
Jennifer Ercole Chelsea Scanzano

Grade 2

Casey Bromley Jaclyn McGovern
Alison Schafer Donna Wallen
Christina Iadonisi Jill O'Donnell

Special Ed

Rachel Sindoni MD
Candice Weidmann BD K-2

POR:

Gabrielle Wagner

Counselor: Gabrielle Holwell

Nurse: Kami Hall, RN

Staff Directory

THOMAS RICHARDS

Preschool

Nicole Bednarek Joelle Martins
Katherine Paulson Samantha Peterson
Rachel Intessimoni Kyle Iacono
Karen Litchko Diana Antolik
Jessica McGowan Stephanie Meeler
Elaine Oleson Jessica Pagano
Briana Smerciak Prudence Phillips
Elizabeth DiPasquale

CPIS/Social Worker: Jenn Ervolini

PIRS/Counselor: Valerie Meslin

Kindergarten

Amy Allen Madeline Bowden
Alex Handzus Megan Fieger
Anna Russomanno Caitlin Fanz

Nurse: Kate Saunders

WATERFORD ELEMENTARY

Grade 3

Alison Dimitratos Mary Low
Sally Schaller Jamie Stephan
Emily Anders Carol Young
Sandra Romsteadt

Grade 4

Dawn Agoston Patricia Chance
Tina Kennevan Ashley Wisniewski
Michele Oriente

Grade 5

Jessica Borman Heather DeNafo
Lauren Ingemi Jessica Shropshire
Katie Fitzpatrick Jessica Mark
James Moore

Grade 6

Lauren Gray Margaret Johnson
Dana King Barry Cohen
Frank Ambroselli Colleen Kalusa

Counselor: Ryan Ciavaglia
Gabrielle Holwell

Special Ed

Josh Diamond- POR
Carley Marsh-POR
Ashley Wisniewski-Gr4/ICR
Erin Papeika-Gr5/POR
Dana King-Gr6/ICR
Kelly Walsh-Gr6/POR
Al Vitarelli- Gr6/POR
Ashley Heusken-BD
Danielle Komis-LLD

Nurse: Erica Ravenkamp, RN

Enrichments - as indicated

Art - Christine Bozzuffi -WES/TR
Shaun Kin-Leavey - Atco
GT - Deb Parker
Media - Andrea Bowman-TR
Candice Michelini-Atco
Media/Library- Liz Seth- WES
Music - Shaun Kin-Leavey-Atco
Emma Gibbins-TR/WES
PE/Health - Meaghan Knoll - WES/TR
Shaun Larito - Atco
Spanish - Lucia Moreira - WES
STEAM - Andrea Bowman-WES
SEL- Shaun Laurito-Atco
Katherine Paulson-TR

Instructional Coach

Candice Michelini - WES

Board of Education meetings are held on the 3rd Wednesday of the month in the Waterford Elementary School Cafeteria at 7:00 pm.
The public is welcome and encouraged to attend.

School Attendance Procedures

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

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

Procedure

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

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

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

Parents are advised to adhere to the following procedures:

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

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

Waterford Township Home & School Association (WTH&SA)

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

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

President - Brandi Sylvia
Vice President - Tierney Medvedik
Secretary - Alisa Johnson
Treasurer - Jackie Galante
Fundraising Chairs– Mary and Andrew Traenkner
Hospitality Chair– Jill Evans
6th Grade Chair– Heather DeNafo
Dine and Donate Chair– Maria Knapp
Spirit Wear Chair– Jaime Umosella
Social Media Chairs– Jen Fischer
Paper Sales– Lauren Kirk

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

School Security/Visits to School

For the 2025-2026 school year, the district is only allowing essential visitors to enter the building. All visitors who are permitted to enter the building for essential purposes will be required to follow district policy regarding school security (i.e., bag checks and identification), prior to entering.

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

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

VISITOR and VOLUNTEER REGISTRY

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

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

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

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

Waterford Township School District

2025-2026 School Calendar

August 26-28	Staff Only (school closed for students)	Professional Development Days
August 29-September 1	School Closed	Labor Day
September 2	WELCOME – First Day for Students	School Opens
October 13	School Closed	Columbus Day
November 3-7	School Closed	Fall Break/Election Day/Veteran's Day Observed/NJEA Convention
November 26	Early Dismissal - Students & Staff	Thanksgiving Recess - Early Dismissal
November 27-28	School Closed	Thanksgiving Recess
December 3-5	Early Dismissal - Students	Parent - Teacher Conferences
December 5	Staff Only (school closed for students)	Professional Development Day
December 23	Early Dismissal - Students & Staff	Winter Recess - Early Dismissal
December 24-January 1	School Closed	Winter Recess
January 2	Staff Only (school closed for students)	Professional Development Day
January 5	WELCOME BACK (for students)	School Reopens
January 19	School Closed	Martin Luther King Jr. Day
February 16	School Closed	President's Day
April 1	Early Dismissal– Students and Staff	Spring Recess
April 2-6	School Closed	Spring Recess
May 25	School Closed	Memorial Day
June 5-10	Early Dismissal - Students	PM Teacher PLC
June 11	Early Dismissal - Students & Staff	Last Day of School

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

Student Code of Conduct

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

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

The Code of Conduct 2025-2026 is based on five principles that articulate our expectations for student behavior while at school or school-related activities:

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

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

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

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

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

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

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

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

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

Transportation

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

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

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

Rules and Regulations for School Bus Riders

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

Suspension of Bus Privileges

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

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

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

Any questions or concerns regarding student transportation, please contact the Transportation Office (856) 767-8293 ext. 5041 or transportation@wtsd.org

Bicycles

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

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

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

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

Wellness Policy

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

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

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

Emergency Closing Procedures

Emergency School Closing #594

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

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



www.facebook.com/WTSDSchool



Twitter@WT.Schools

District Website: www.wtisd.org

Harassment, Intimidation & Bullying

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

"Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory [handicap] disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function [or], on a school bus, or off school grounds as provided for in section 16 of P.L.2010, CHAPTER 122, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- a) a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; [or]
- b) has the effect of insulting or demeaning any student or group of students [in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school]; or
- c) creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

The District has the following key personnel assigned to implement and enforce the policy on Harassment, Intimidation and Bullying for the 2025-2026 academic year:

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

School Anti-Bullying Specialists

Atco Elementary	(856)767-4200	Ms. Gabrielle Holwell – School Counselor gholwell@wtisd.org Mr. Ryan Ciavaglia – School Counselor rciavaglia@wtisd.org
Thomas Richards	(856)767-2421	
Waterford Elementary	(856)767-8293	

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

Just Kids School Age Childcare: Before and Afterschool

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

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

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

Atco Elementary: 856-905-2048

Thomas Richards: 609-280-9931

Waterford Elementary: 856-905-2046

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

School Health Services and Regulations

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

The Use of Crutches and Injury Clearance

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

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

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

PLEASE NOTE:

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

Affirmative Action

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

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

The designated Affirmative Action Officer shall:

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

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

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

The Affirmative Action Officer for the Waterford Township School District is: Christopher Eberly
Business Administrator

1106 Old White Horse Pike, Waterford, NJ 08089

Student Personnel Services/Guidance

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

IEP Progress Reports – Student Personnel Services

Special Services teachers and providers will assess progress for IEP goals and objectives at the end of each marking period. Results will be provided to parents.

PRESCHOOL DISABILITIES PROGRAM

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

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

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

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

Intervention and Referral Services (I&RS)

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

Title I Services

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

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

District Policies and Regulations

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

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

Waterford Township School District

Lighting a path to success, one child at a time.



Staff Handbook

2025-26

PREFACE

Welcome to the new school year! As a member of the Waterford Township School District staff, it is important that you are thoroughly familiar with the school district policies and regulations, state law, educational philosophy, and general information related to the day-to-day procedures. The information contained in this manual must be read and understood by everyone in contact with students to ensure consistent implementation of all policies and procedures. Changes or additions to the information in the manual will be issued throughout the school year.

This manual is not a finished product, but rather, it is a continual work in progress. Future revisions to this manual will depend on changes to state laws and regulations and changes to Board policies and administrative regulations as well as your thoughtful consideration of positive suggestions to improve the operation of our school district. Please contact your school principal if you have any questions or concerns or if you have any suggestions for improving the contents of this manual.

MISSION STATEMENT:

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

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

District Motto: Lighting a path to success, one child at a time.

DISTRICT GOALS:

- **Goal #1:** The superintendent, in cooperation with the administrative team and staff, will enhance instructional effectiveness across the district.
- **Goal #2:** The superintendent, in cooperation with the administrative team and teaching staff, will enhance educators' capacity to effectively implement differentiated instruction strategies that address the diverse academic needs of all students in all educational settings.
- **Goal #3:** The superintendent, in cooperation with the administrative team and teaching staff, will improve overall school culture by implementing the Character Strong SEL curriculum, participation in NJPBSIS, and trauma-informed and healing-centered practices.

PHILOSOPHY OF EDUCATION

The primary goal of the Board of Education and district staff shall be to offer each child opportunities that will enable him or her to effectively engage and interact in a democratic society, while reaching his / her full potential. As the agent responsible for the education of the children of our District, the Board will support a comprehensive, equitable program that helps the district achieve its goals. The Board appreciates the need for continual improvement of the instructional program to reflect mastery of the New Jersey Student Learning Standards, as well as meet the needs of the whole child.

In an effort to support students with this understanding, members of the Waterford Township School District will model the importance of:

- Treating others fairly and equitably, with compassion and respect;
- Demonstrating empathy;
- Working to one's full potential;
- Becoming a critical thinker and problem-solver;

- Developing the tools to acquire relevant knowledge and skills;
- Fostering curiosity and a love of learning.

NJ PROFESSIONAL STANDARDS FOR TEACHERS (see attached)

The Waterford Township School District's professional staff is required to comply with the New Jersey Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.2 – 3.3. The standards provide a clear vision of the knowledge, performance, and dispositions that teachers need in order to support student learning and achievement of New Jersey Student Learning Standards. These standards will be used to guide the development of the teacher evaluation system as well.

Additional Information from the NJ DOE:

Effective May 5, 2014, the New Jersey Professional Standards for Teachers have been updated to incorporate current research on teaching practice, new understandings of learners and the learning process, and to align to the 2011 the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. These standards:

- Describe the performances, knowledge, and dispositions that teachers need to be effective in supporting college and career readiness for all students;
- Outline the principles of teaching practice that cut across all subject areas and grade levels and are necessary to improve student achievement; and
- Serve as the common foundation for pre-service teacher education, certification, induction and mentoring, educator evaluation, and professional development.

According to InTASC, these updated standards:

Articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching (Council of Chief State School Officers, April 2011).

The standards are now organized under four domains:

The Learner and Learning

- o Standard 1: Learner Development
- o Standard 2: Learning Differences
- o Standard 3: Learning Environments

Content

- o Standard 4: Content Knowledge
- o Standard 5: Application of Content

Instructional Practice

- o Standard 6: Assessment
- o Standard 7: Planning for Instruction
- o Standard 8: Instructional Strategies

Professional Responsibility

- o Standard 9: Professional Learning
- o Standard 10: Leadership and

Collaboration

- o Standard 11: Ethical Practice

Within each standard, the elements continue to be organized under the following criteria:

- Performances: the aspect that can be observed and assessed in teaching practice;
- Essential knowledge: the understandings that one needs to support effective practice; and
- Critical dispositions: the habits of professional practice that underlie performances and knowledge and play a key role in how teachers practice.

(Source: New Jersey Department of Education)

STATEMENT OF NON-DISCRIMINATION / AFFIRMATIVE ACTION

The Waterford Township School District complies with Title VI of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990 and the Discrimination on the basis of race, color, national origin, sex, disability and age, respectively. The District provides equal access and opportunity in employment, as well as enrollment in all of its programs and activities, regardless of race, color, national origin, sex, disability, or age. Through the designated responsible personnel, the District will guarantee that no persons shall on the basis of sex, race, religion, creed, ancestry, national origin, affectional or sexual orientation, social or economic status and/or handicap be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity.

Anyone who feels that his or her rights have been violated may file a grievance or complaint with the Waterford Township School District through the Affirmative Action / Title IX Officer pursuant to Board Policies and Administrative Regulations (copies of which are available in the school offices and library / media centers).

School District Affirmative Action and Compliance Officers

Affirmative Action Officer for Employment Contracts and Practices:

Mr. Chris Eberly

Affirmative Action Officer for School and Classroom Practices:

Mr. Chris Eberly

Affirmative Action Officer for Public Contracts and Vendor Compliance:

Mr. Chris Eberly

Compliance Officer for Equal Protection for the Handicapped:

Mr. Chris Eberly

ACCEPTABLE USE OF COMPUTER NETWORKS (Policy 2360 & 3321)

The Board of Education recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated, and transferred that those changes will alter the nature of teaching and learning. The Board expressly limits the use of its computer network. Users may NOT use the District systems for business other than an educational purpose as defined in Policy No. 2360 & 3321.

ACCEPTABLE USE OF CELLULAR TELEPHONES (Policy 3322)

Staff members may NOT use personal cellular telephone to make personal telephone calls, send or receive text messages, or use any other feature of a cellular telephone while a staff member is performing assigned duties and responsibilities. Personal use of a cellular telephone must be reserved for the time period when a staff member is on duty free lunch. Personal calls should be made outside of the presence of students. Refer to Policy No. 3322

AFFIRMATIVE ACTION (Policy 2260)

As indicated in Board of Education Policy No. 2260, the board shall comply with the law in its effort to monitor district procedures to ensure continuing compliance with anti-discrimination laws and regulations. All matters of alleged discrimination based on race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation or sexual, social or economic status or disability should be reported to the Affirmative Action Officer.

ANIMALS IN THE SCHOOLS (Policy 2560)

The principal must approve, in writing, the use of any animal in a course of instruction or the establishment of an animal habitat in a classroom. The use of live animals in the schools must be in accordance with Policy No. 2560.

ATTENDANCE-STAFF (Policy 3212/4212)

Absence from Duty

Any employee who wishes to leave the building during duty-free lunch period must inform the secretary of such.

Principals may approve requests to leave the building during teacher preparation periods.

Lateness

Staff members who determine that they will be late must contact the main office and notify the Principal of the circumstances and projected time of arrival. Notification should occur prior to the beginning of "homeroom."

Personal Leave

Unless an emergency results in the need for an unanticipated absence, personal leave must be arranged for three (3) days in advance per WTEA contract.

Sick Leave

No teaching staff member shall be discouraged from the prudent and necessary use of sick leave. Sick days may be used to care for sick members of your family. A physician's note will be required to document any absence in excess of three (3) consecutive days (see Policy No. 3212). Sick Leave must be posted to Aesop at least 2

hours before the absence starts. Should an emergency occur after that time, the principal/immediate supervisor must be contacted directly.

Substitute Lesson Plans

It is expected that all teachers will prepare emergency / contingency lesson plans that will provide for three (3) days of instruction in the event of an unforeseen emergency. These plans must be updated regularly and kept in a file folder labeled substitute folder by the Red Security Drill Flip Chart.

PLEASE LEAVE THE FOLLOWING IN A FILE FOLDER THAT IS MARKED:

Substitute Information

- ❖ Welcome Letter
- ❖ Floor Plan and Phone Extensions
- ❖ Discipline Form
- ❖ Schedules: Daily (Specific)
 - Master (Full Day and Reduced Day)
 - Enrichment
 - Duty
 - Dismissal (after-school care)
- ❖ Class/Student List - Seating Chart if applicable
- ❖ Any pertinent information about your students and their needs
- ❖ Lesson Plans can be found _____

BATHROOM USE

Students should NEVER be denied the opportunity to use the bathroom. Please contact the School Nurse, School Counselor, or Main Office if a problem arises.

CARE OF SCHOOL PROPERTY (Policy 5513)

CHILD ABUSE AND NEGLECT (Policy 8462)

Allegations of child abuse and neglect are matters of serious concern. N.J.A.C. 6A:16-11.1 establishes uniform statewide policies and procedures for public school personnel to report allegations of child abuse and neglect to the Department of Child Protection & Permanency (DCP&P), New Jersey Department of Human Services, and to cooperate with the investigation of such allegations. Any allegation of child abuse and/or neglect MUST be reported to the principal and DCP&P (possibly police officials).

CLASSROOM RESPONSIBILITIES

Staff members are responsible and accountable for the areas and/or classes to which they are assigned. **At no time may a student be left unsupervised by a certified staff member.** In the event of an emergency, request and wait for another staff member to arrive.

When leaving a classroom, at the end of the day, teachers must secure their assigned area by turning off lights, placing chairs on top of desks, and shutting and locking doors.

CLASS TRIPS (Policy 5850)

Class trips are not the same as field trips. Class trips are not related or are only indirectly related to the curriculum. A social event or class trip may be considered to have been approved by this Board only when the Board has duly assigned one or more chaperones to supervise participating pupils. Social events or class trips are not part of the thorough and efficient system of education provided by the Board. Participation in them is therefore not a right and may be denied to any student without the due process of notice and an opportunity to be heard. A student who demonstrates disregard for school rules may summarily be denied participation in social events and class trips.

Co-Curricular Activities (Policy 2430)

Any student in Grades PK-6 who is staying after school for any reason MUST have a note giving permission which is signed by a parent or guardian. Any student who is kept after school for any activity MUST be at the designated activity and at no other location (unless previously arranged by a teacher or parent/guardian).

CODE OF CONDUCT (Policy 5600)

[Code of Conduct here](#)

CODE OF ETHICS (Policy 3211)

The Board of Education endorses the code of ethics for professional educators published by the National Education Association.

COPYRIGHTED MATERIALS (Policy 2531)

The Board of Education expressly forbids the use of any school equipment, supplies and/or materials for the illegal reproduction of copyrighted materials.

CORPORAL PUNISHMENT (Policy 3217)

Corporal punishment, as defined in 18A:6-1, is not an acceptable form of discipline at any time. Any staff member using corporal punishment as a form of discipline will be subject to possible criminal charges and other action, as prescribed by law, up to and including termination of employment.

CORRECTIVE ACTION FOR PROFESSIONAL RESPONSIBILITIES **(Policy 3150 & 4150)**

The Superintendent shall deal with disciplinary matters on a case by case basis. Discipline measures will include verbal and written warnings as appropriate and will provide, wherever possible, for progressive penalties for repeated violations. Penalties may include suspension, withholding one or more increments, and dismissal.

Staff members that do not adhere to the policy and procedures of the Board of Education will be addressed in the following manner.

1. Notification/Verbal Warning
 - a. Followed by written email to document conversation
2. Written Warning
 - a. Documented in Personnel File
3. Letter of Reprimand
 - a. Documented in Personnel File
4. Increment withholding/suspension
5. Dismissal

CUMULATIVE RECORDS (IEPs/504 PLANS)

Cumulative records, for each student, are maintained in the main office. It is the responsibility of each teacher to review all of the information for each student assigned.

CUSTODIAL SERVICES (Policy 7410)

Requests for custodial and/or maintenance service must be submitted through the maintenance request section on the staff web page.

DETENTION (Policy 5600)

Families must be notified of an after school detention when one is assigned. Detentions are held twice a week after school. When a detention is assigned to a student, the principal will notify the parent(s) of the detention and the date that it is scheduled.

DISCIPLINE OF STUDENTS (Policy 5600)

It is expected that staff members will manage student behavior in accordance with board policy. The management of student discipline begins with the teacher. Parent contact should occur as necessary.

If a student displays inappropriate behaviors that disrupt the educational process, poses a threat to the health and safety of others, or is insubordinate the main office should be contacted to allow the Administrator, Head Teacher, or CPI team to address the matter.

DISMISSAL (Policy 8601)

Dismissal from class and/or school is the responsibility of the teacher and must be accomplished in an orderly manner.

Procedure: Students should be seated and quiet; students should walk to the doorway; students should enter the hallway in a quiet and orderly manner; and, most importantly, students should not be dismissed without direction from the teacher.

DISTRICT ORGANIZATION- CHAIN OF COMMAND (Policy 1100)

If a concern arises a staff member should follow the Chain of Command to resolve the issue. To begin, one should speak with his/her building Principal. Should the matter not be resolved, then the staff member may continue up the Chain of Command. In addition, matters can be brought to the Superintendent through the Faculty Council.

DRESS AND GROOMING (Policy 3216/4216)

The Board of Education has established specific guidelines regarding dress and grooming. It is the position of the Board that dress and grooming guidelines are necessary in order to ensure respect for staff and establish a safe and secure environment that is conducive to maximize student learning. The Board has established these guidelines in Policy No. 3216.

EMERGENCY PROCEDURES (Policy 8420)

Staff members must review the procedures outlined in the Safety and Security Plan (attached). Drills will be held periodically throughout the school year.

FIELD TRIPS (Policy 2340)

Field trips properly planned and integrated with the curriculum are an educationally sound and important part of the program of the schools that can supplement and enrich classroom instruction by providing learning experiences in an environment outside the schools.

FIRST AID (Policy 8441)

In all cases, the primary responsibility for the care and treatment of students and staff should be shifted to the School Nurse (and/or police, fire or EMS personnel).

Procedure: Contact the main office; send someone to the School Nurse to report the event; keep the student or staff member immobile, quiet; attempt to determine the nature and extent of the incident; remain calm; remain in place until the school Nurse or other personnel arrives. Escort students to another area at an appropriate time.

GIFTS, GRANTS & DONATIONS (Policy 7230)

The Board of Education accepts its responsibility to provide from public funds sufficient supplies and equipment for an effective instructional program. The Board recognizes, however, that from time to time individuals or organizations in the community may wish to contribute additional supplies or equipment to enhance or extend the instructional program.

The Board may accept by resolution duly passed at a public meeting any gift or grant of land, with or without improvement, and of money or other personal property, except that the Superintendent may accept on behalf of the Board any such gift less than \$2,500 in value. Any gift accepted by the Board shall become the property of the Board.

GRADING (Policy 2624)

As indicated in Policy No. 2624, grading should acknowledge a student's demonstrated proficiency in the New Jersey Student Learning Standards. Grading should be appropriate to the course of study and maturity of the students.

The marking period schedule reflects four (4) marking periods and is included in the teacher packet.

Please follow the grading criteria below:

E (Exceeds)	The student exceeds the grade-level standard for the marking period.
M (Meets)	The student meets the grade-level standard for the marking period.
P (Progressing)	The student is progressing toward the grade-level standard for the marking period.
NI(Needs Improvement)	The student is demonstrating minimal or no progress and is at risk for not meeting the grade level standard for the marking period.

The grading system for Grades 1-6, and Enrichments in Grades 3-6, is a combination of traditional numerical/letter grades with the following scale

A- Excellent Progress	92.5 to 100
B- Good Progress	84.5 to 92.4
C- Above Average	76.5 to 84.4
D- Limited Average	69.5 to 76.4
F- Unsatisfactory Progress	69.4 and below

NOTE: Students are not to be assigned a grade less than 50 to calculate their average.

The grading for Enrichments in Grades K-2 is as follows:

O- Excellent Progress	94.5 to 100
S Satisfactory/Average Progress	74.5 to 87.4
N- Needs Improvement	69.5 to 74.4
U- Unsatisfactory	Below 69.4

GRANTS FROM PRIVATE SOURCES (Policy 6160)

Any proposal for private funding must be submitted to the Superintendent by an administrator before it is formally submitted to the Board of Education for approval. The rationale for the proposal must set forth the objectives for the funding, the proposed program statement, and the means by which the objectives will be evaluated.

HARASSMENT, INTIMIDATION, AND BULLYING (Policy 5512)

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. 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.

All School employees and volunteers are required to verbally report alleged violations of the Harassment, Intimidation, or Bullying Policy to the Principal or the Principal's designee on the same day that the individual witnessed the incident to receive reliable information regarding any such incident. All school employees and volunteers must submit a report in writing to the Principal within two (2) school days of the verbal report.

HEALTHY WORKPLACE ENVIRONMENT (Policy 3351/4351)

A significant characteristic of a healthy workplace environment is that employees interact with each other with dignity and respect regardless of an employee's work assignment or position in the school district. Employees who believe the conduct prohibited by this policy has been directed toward them or to another employee of the school district shall submit a written report to the Superintendent of Schools.

HOMEROOM- Opening Exercises (Policy 8820)

Homeroom procedures are described below:

IN-SERVICE TRAINING (Policy 3240)

The Board of Education believes that the continuing improvement of the professional skills of teaching staff members is essential to the provision of a thorough and efficient system of education. As such, staff members must attend all scheduled in-service programs unless specifically excused by the Principal.

INTERVENTION AND REFERRAL SERVICES (I&RS) (Policy 2417)

The Student Intervention and Referral Services has been established to assist students who are experiencing learning, behavior, and/or health difficulties. In addition, I&RS is intended to assist staff who have difficulties in addressing students' learning, behavior or health needs. The intervention and referral services are available to aid students in general education, but may also provide assistance to students who have been determined to be in need of special education programs and/or services. Staff members should refer to Policy No. 2417 and the informational pamphlet.

JURY DUTY (Policy 3439)

The Board of Education will assure any teaching staff member(s) against loss of pay incurred by a call to jury duty. No employee will be penalized in any way for an absence caused by service on a panel of grand or petit jurors. The time any such employee is absent on jury duty will not be charged against personal leave and will count as school district service.

Teaching staff members shall report a call to jury duty during the school term to the Principal or their immediate supervisor who shall determine whether or not a replacement is available. Teaching staff members scheduled for jury service during the school term for which the administration indicates a replacement cannot reasonably be found shall seek from the Assignment Judge an excusal or deferment of service. Teaching staff members shall obtain from the Superintendent, or designee, a letter indicating the lack of availability of a substitute in such instances.

LESSON PLANS (Policy 3270)

Lesson plans must be maintained by all teachers. Lesson plans must be submitted each Friday by 3:00 the week before the plans are to be taught.

At a minimum the daily plan must include:

- o Instruction goal(s) and/or objective(s) stated in terms of observable behaviors;
- o Method/Process of Delivery of Instruction;
- o Evaluation/assessment; and,
- o Standards

MANAGEMENT OF LIFE THREATENING ALLERGIES (Policy 5331)

During the course of the school day, the school staff has the responsibility for protecting students from allergens that could trigger life-threatening allergic reactions. Staff members should be aware of the allergens that could impact their students and provide for their safety (including the provision of substitutes for the items that contain the allergens). This includes allergens that may be present in food, educational and/or instructional materials, and resources and/or incentives. Policy No.5331 provides guidance in managing life-threatening allergies and outlines procedures to be used in the event that holiday, birthday, and/or other school celebrations occur.

MEETINGS

Attendance at any school meeting is mandatory. Conflicts must be resolved with the Principal prior to the meeting.

ORGANIZATIONAL CHART (see attached)

PARENT CONTACTS (Policy 9200)

It is expected that staff members will communicate with parents/guardians frequently. Teachers should maintain phone logs for future reference.

PARTIES/SPECIAL EVENTS/CELEBRATIONS (Policy 8505)

Parties/special events must be approved by the Principal. Staff members should refer to Policy No. 5331 regarding the management of life-threatening allergic reactions.

PROFESSIONAL DEVELOPMENT HOURS (Policy 3240)

Individual Professional Development Requirements

- Each teacher must develop an individualized professional development plan (PDP) in consultation with his/her supervisor; this is typically done at the beginning of each school year, and must be done within the first 30 days of employment for those new to a district.
- Each teacher shall be guided by an individualized professional development plan (PDP), pursuant to N.J.S.A. 18A:6-128.a, which shall include at least 20 hours per year of qualifying experiences. The 20-hour annual requirement shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave.
- The content of each individual PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3 and the standards for professional learning in N.J.A.C. 6A:9C-3.3.
- Each teacher's individual PDP shall be updated annually no later than October 31, except:

- If the teacher is hired after October 1, the PDP shall be developed within 30 working days of his or her hire.
- The individual PDP shall be modified during the year, as necessary, and shall specify at least:
 - One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation; and
 - One area for development of professional practice derived from individual, collaborative team, school, or school district improvement goals.
- Progress on the individual PDP shall be discussed at the annual summary conference, pursuant to N.J.A.C. 6A:10-2.4, but may occur more frequently throughout the year.
- Evidence of progress toward meeting the requirements of the teacher's individual PDP may be provided by the teacher and/or his or her designated supervisor, and shall be reviewed as part of each annual summary conference.

Source: NJ Department of Education

PROFESSIONAL RESPONSIBILITIES

Parent communication activities such as Back-to-School Night and Parent Conferences are a professional responsibility that provides teachers with an opportunity to establish a home and school connection.

PROPERTY INVENTORY (Policy 7450)

Staff Members may not move any equipment values over \$250 from its building or room without written permission from the School Business Administrator.

PURCHASING (Policy 6421)

The purchase of goods and/or services by a board of education is governed by state statutes, administrative code and board policy. New Jersey State Law 18A:18A-2 (b) assigns the legal authority to the Purchasing Agent (School Business Administrator) to make purchases for the board of education. The Purchasing Agent is the only individual in the school district that has the authority to make purchases for the board of education. All requests for purchases of goods and/or services must be made through an approved purchase order signed by the Purchasing Agent, prior to the goods or services being ordered.

REPORTING RESPONSIBILITIES--ARREST/INDICTMENT (Policy 3159 & 4159)

All certificate holders must report their arrest or indictment for any crime or offense to the Superintendent of Schools within fourteen (14) calendar days in accordance with the provisions of N.J.A.C. 6A:9-17.1. The report must include the date of arrest or indictment and charge(s) lodged against the certificate holder. Such certificate holders

must also report to the superintendent the disposition of any charges within seven (7) calendar days of the disposition. Failure to comply with these reporting requirements may be deemed "just cause" for revocation or suspension of certification pursuant to N.J.A.C. 6A:9-17.5.

SEXUAL HARASSMENT (POLICY 3362 & 4352)

The Board of Education recognizes that every employee has the right to freedom from employment discrimination including the opportunity to work in an environment free of sexual harassment. Sexually offensive speech and conduct are inappropriate and unacceptable. The sexual harassment of any employee of this district is strictly forbidden. A report to the school Building Principal or an immediate supervisor will be forwarded to the school district Affirmative Action Officer within one working day, even if the school Building Principal or immediate supervisor feels sexual harassment conduct was not present. Board of Education Policy No. 3362 & 4352 provides a clear definition of sexual harassment and outlines the complaint procedure.

SUBSTANCE ABUSE (POLICY 3218 & 4218)

The Board of Education prohibits the unlawful possession, use or distribution of illicit substances, drugs, alcohol and/or anabolic steroids on school premises or as a part of any school-related activity. The Board also strictly prohibits an employee from reporting to work under the influence of any illicit substance, drug, alcohol and/or anabolic steroids. Compliance with this standard of behavior is mandatory. It is expected that staff members will review Policy No. 3218 & 4218 for purposes of information and clarification.

Note: Smoking in school buildings and on school grounds is prohibited.

SUICIDE PREVENTION (Policy 5350)

Suicide is the leading cause of death for young people in New Jersey. The Board of education recognizes that suicide can devastate a community. Moreover, many attempts at suicide which do not result in death nonetheless end in serious injury to the victims and lifelong trauma to their families and those who know them. A person who is considering suicide may exhibit behavioral warning signs. If someone notices the warning signs of suicide, it may be possible to avert a tragedy. With the possible exception of a parent, no one is better situated than a teacher to detect these signs and to initiate appropriate steps to prevent a suicide attempt. As such staff members must report any behavioral warning signs to the School Nurse, School Counselor and/or Principal immediately in order to maintain their certification, staff members *must* participate in suicide prevention training as part of their continuing education requirement. (N.J.S.A. 18A:6-112)

SUPPLIES / MATERIALS (POLICY 2520)

Requests for teaching supplies/materials should be forwarded to the Principal.

TECHNOLOGY DEVICES PROVIDED TO STAFF MEMBERS (Policy 7522)

Staff Member shall not remove technology devices off of school property without written authorization. A staff member shall not download additional software onto the technology device or tamper with software included on the technology device. Only school district authorized staff members may load or download software onto a school district provided technology device. A technology device provided to a staff member shall be used for the sole and express purpose of conducting official school district business.

TUITION ASSISTANCE (Policy 6472)

Staff members are required to obtain approval from the Superintendent of Schools prior to enrollment in any course for which tuition assistance is sought.

WEAPON SUSPECTED ON STUDENT (Regulation 8420.24)

Possession of a weapon on school property is a crime and is best handled by law enforcement personnel. The safety of students and staff is always first. Apprehension of violators and weapon retrieval is second. All actions should be planned with this in mind. Treat all weapon related information (rumor) to be accurate and plan appropriately. Do not put anyone in harm's way.

When faced with a suspected weapon on a person, school personnel should consider the following circumstances:

- Type of weapon
- Age of suspect
- Mental state of suspect
- Factor of becoming a victim
- Past history of suspect, if known
- Suspected location of weapon (on person or elsewhere)

ACTION:

1. Notify Principal/designee/Security.
2. Principal/designee will call police.
3. Don't attempt to stop suspect if flight from building is attempted. Attempt, in a non confrontational way, to get the suspect to a private office near an exit.
4. Allow the student to flee from the building.

5. Do not allow the student to access bookbags, backpacks without first checking contents.
6. Avoid confrontation.

ATTACHMENTS

A. School Calendar 2025-2026