Lakewood
Board Of Education

“IF YOU CAN DREAM IT, YOU CAN DO IT”

Staff Policy Book
2019-2020
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LAKEWOOD PUBLIC SCHOOLS
Lakewood, New Jersey

MISSION STATEMENT

Lakewood Public Schools is a diverse educational community of students, staff and parents who work cooperatively to create a positive and safe environment where all students are provided the opportunity to learn and reach their full potential through an academic emphasis on the New Jersey Student Learning Standards. We recognize that all students are unique individuals and that their differences are to be respected and lauded. Our general education and special education plans implement inclusive practices and programs; make use of pupils' needs, abilities and interests; and emphasize basic skills in mathematics, critical thinking, and oral and written communication. We modify programs and offer supports as necessary to assure access and progress for students with disabilities in the general education programs; help students reach their full potential; and promote intellectual, physical, moral, social and cultural growth through curricular and co-curricular programs available to all.
Employees are expected to avoid engaging in any conduct that creates, or gives the appearance to the public of creating a conflict of interest with job responsibilities with the school district. While there may be other conflicts of interests, employees must follow board directives in the following areas.

**FINANCIAL INTERESTS**

An employee of the Lakewood School District will not engage or have a financial interest, directly or indirectly, in any activity that conflicts with duties and responsibilities in the school district.

1. **Contracts with the Board**
   An employee shall not do any of the following:
   a. obtain a direct benefit from a contract that he/she is involved in making or administering on behalf of the board; or
   b. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board; or
   c. solicit or receive any gift, reward or promise for recommending, influencing or attempting to influence the award of a contract.

   An employee is involved in administering a contract if he/she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. An employee is involved in making a contract if he/she participates in the development of specifications or terms of the contract or participates in the preparation or award of the contract. An employee derives a direct benefit from a contract if the board member or employee or his/her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (2) acquires property under the contract.

2. **Non-School Employment**
   The board recognizes that some employees may, in their own time, pursue additional compensation. **Employees must notify the school district of any non-school employment in writing prior to engaging in it.**

   Any such employee will not engage in the following:

   a. non-school employment which adversely affects the employee's availability or effectiveness in fulfilling job responsibilities for the Board;
   b. work of any type where the sources of information concerning customer, students (current or prior), client or employer originates from any information obtained through the school district;
   c. work of any type that materially and negatively affects the educational program of the school system, unless prior approval is provided by the Superintendent;
d. any type of private business using district facilities, equipment or materials for private business purposes, unless prior approval is provided by the Superintendent; or

e. any type of private business during school time or on school property.

f. using paid sick days to engage in private business.

The Superintendent may grant prior approval for work performed under subsections d and e above if such work enhances the employee’s professional ability or professional growth for school-related work.

Any teacher, guidance counselor, child study team member, speech therapist, occupational therapist, physical therapist, administrator or other staff member may not represent, serve as an advocate for or serve as an expert for a parent in a court of law involving programs or services, as related to their current position with the Lakewood School district, without prior approval from the Superintendent of schools, during the calendar school year, or extended school year while being employed by the district, which includes sick, personal and vacation days.

3. Tutoring for Pay

Principals and teachers will make every effort to help students with their difficulties at school before recommending that parents engage a tutor. However, the board recognizes that some students may need additional help in order to meet promotion standards.

To avoid placing any teacher in a position where he or she may have or appear to have a conflict of interest, teachers are not permitted to receive money for tutoring any student taught by the teacher in the present school year, any student they will be called on to evaluate in any manner in the present school year, nor any student who has previously failed subjects or courses under that teacher’s direction. However, the Superintendent is authorized to waive this requirement when a student needs tutoring and the student’s teacher is the only qualified tutor available (for example, in a foreign language). Such waivers shall only be for a specific time period upon written request of the student’s parent(s) and after consultation with the teacher and Principal involved and written approval of the Superintendent.

Employees may not actively solicit students for tutoring. The board is not involved in setting tutoring fees and is not a party to tutoring contracts between parents and teachers. Fees must be mutually agreed upon by parents and teachers.

The Superintendent may establish additional rules or procedures for the purpose of eliminating potential conflicts of interests.

4. Professional Personnel Consulting

a. The board authorizes the Superintendent to review requests by professional personnel to engage in consulting activities and to approve such requests within the Superintendent’s
discretion. Such activities will not be permitted to infringe upon the contractual obligations of school employees or affect the educational programs of the school district. Activities that include work of any type, where the sources of information concerning customer, students (current or prior), client or employer, originates from any information obtained through the school district will not be permitted.

**RECEIPT OF GIFTS**

No gifts from any person or group desiring or doing business with the school district will be accepted by a school employee except for honorariums for participating in meetings, nominally valued instructional products or advertising items which are widely distributed or meals provided at a banquet.

Students and parents who want to show appreciation for the efforts of employees should do so through oral or written expressions of gratitude, rather than through gifts. Gifts are discouraged. However, employees may accept small tokens of goodwill from students, parents or community members for holidays, special occasions or exceptional occasions, such as concerts, farewells, special achievements or death of a loved one. Employees should ensure that no student is embarrassed or otherwise mistreated because of his/her inability or unwillingness to participate in a gift giving.

No employee shall compromise his/her position by accepting gifts from individuals or special interest groups within the community when such gifts are intended to influence the business of the school or school district.

**CONFIDENTIAL INFORMATION**

Information that pertains to the Lakewood School District, including its vendors and students, is strictly confidential and must not be given to anyone who is not employed by the Lakewood School District, deliberate or accidental.

Lakewood School District employees must avoid any situation in which their loyalty may be divided.

Confidential information can be protected by taking the following precautionary measures:

- Discuss work matters only with other Lakewood School District employees who have a specific reason to know or have access to such information.
- Do not discuss work matters in public places.
- Secure confidential information in locked desk drawers and cabinets at the end of every business day.
PROFESSIONAL RESPONSIBILITIES

Faculty Expectations

To create the best possible learning environment

- Classroom doors will remain open during the instructional day.
- Plan rigorous instruction from your building’s start of day until the end of the school day.
- Use a variety of “Best Practice” instructional strategies.
- Have high expectations and challenge students each and every school day to perform to the best of their ability.
- Follow the subject specific frameworks and pacing guides.
- Each and every assignment given must be rigorous.
- Student work must be graded with a rubric.
- Student work must contain meaningful teacher feedback.
- Give students plenty of opportunities to succeed.
- Use a variety of evaluative approaches.
- Recognize and reward hard work and achievement
- Assign homework according to the Board of Education policy.
- Enforce the school-wide/classroom behavior plan.
- Establish clearly defined consequences for student misbehaviors.
- School wide/classroom rules must be visible at all times and reviewed daily.
- Review the school wide standards and consequences daily for the first two weeks of school, and as often as necessary thereafter.
- Ensure that students adhere to the District Code of Conduct and Dress Code.
- Be patient, supportive, positive and encouraging when dealing with students.
- Demand that all students be polite, respectful, courteous, alert and active at all times.
- Answer student’s legitimate questions.
- Maintain a Parent/Teacher Communication Log. Communicate with parents frequently. (Document speaking to and or meeting with parents.) Return parents' telephone calls / e-mails within twenty-four hours, follow through when parents desire an appointment and offer information to parents concerning their questions and requests.
- Include all students on class trips which are to be a part of the curriculum and educational process.

To demonstrate professionalism

- Pursue knowledge about current thinking, trends, and practices in education and in your field.
- Cooperate and work with others to bring about the success of school programs.
- Seek out professional development opportunities.
- Create a community of learners.
- Offer positive suggestions for change to the administration.
Help to communicate the purposes of the school program to the community.

- Respect the needs and feelings of others, respect confidentiality, and avoid words and actions that hurt.

- Dress in a way that says you are proud of what you do and we are professionals. (See Dress Code)

**To maintain a safe and orderly school**

- Follow all security policies and procedures.
- Report immediately all potential confrontations to an administrator.
- No visitors, parents and/or guardians are allowed to go anywhere in the building without an escort. No exceptions!
- Actively monitor students as they walk through the halls. Students are to walk quietly and be respectful of school property.
- Mark all students that are late to your class in the register.
- Remain calm and objective when dealing with students, even when they are misbehaving and acting out.
- Be on time to school, to class and to duty assignments.
- Do not put anything on top of the heating vents. Please keep desks and furniture two feet away from the heaters.
- Do not use extension cords or microwaves in the classroom.

**ATTENDANCE (STAFF)**

**Recording Attendance-In**

As per the LEA/Board of Education agreement, all staff is required to report for duty five minutes before the opening of the pupil’s school day.

1. All Staff must enter through their assigned location by swiping their ID Badge in the Card Reader located next to the door (Swipe 1).
2. All staff are to indicate their presence for duty daily by swiping their ID Badge in the Card Reader, located in the main office (Swipe 2).

To ensure student and staff safety, **all** staff members are required to wear their identification badge every day. Your identification badge will not only be needed to enter the building, it will be needed to swipe in for attendance purposes. If you need a badge or replacement badge, please contact Ann Baillie at the District Office 732-364-2400 ext. 7045 to schedule an appointment (Replacement Badges are $6.00)

**Recording Attendance-Out**

When leaving the building during the day (lunch, meetings, etc.), staff members must swipe out and swipe back in the building upon return. As per the LEA contract, staff members are not permitted to leave the building during their prep period.
Returning/Entering at a New Location

(1.) Upon returning to a building or reporting to a new location, All Staff must enter their assigned location by swiping their ID Badge in the Card Reader located next to the door (Swipe 1).

(2.) A staff member must report to the building’s main office to swipe their badge for log-in (Swipe 2).

A report will be generated daily for the building Principal to compare to the daily report for absenteeism from Source4Teachers and Liz Ballesteros.

Staff members not swiping their badge on a daily basis will receive a verbal warning. After two verbal warnings, the staff member will receive a discipline letter that will be filed in their personnel folder.

In the event a staff member continues to disregard district policy, additional disciplinary action may be taken.

Please Note: In the event of an emergency and the building has to be evacuated the attendance report will be used to determine that all staff is accounted for and the building is empty. We DO NOT want to risk emergency services personnel by sending them into a dangerous situation needlessly.

Absent - Arranging For A Substitute

If you have an emergency or are unexpectedly ill Paraprofessionals must email the Sub Caller (lballesteros@piners.org) and Certified staff must sign-in to Source4Teachers whether you need a substitute or not. The procedure is as follows:

Paraprofessional / Support Staff (2 steps required for reporting attendance)

1. Please log into your SAMS account at www.Source4Teachers.com/SAMS, before 5:30 a.m. for High School / Middle School or 6:30 a.m. for Elementary and Preschool, or call (856) 482-0300, and follow the Tip Sheet from Source4Teachers.

2. Please email the sub caller, Mrs. Liz Ballestos at lballesteros@lakewoodpiners.org, before 5:30 a.m. for High School / Middle School or 6:30 a.m. for Elementary and Preschool, if you cannot email for any reason then you must call Mrs. Liz Ballesteros at 732-785-3300, and follow the MEMO instructions written by Liz Ballesteros. Please give the sub caller any additional information that the office will need to know.

Certified Staff (excluding School Nurses)

Please log into your SAMS account at www.Source4Teachers.com/SAMS, before 5:30 a.m. for High School / Middle School or 6:30 a.m. for Elementary and Preschool, or call (856) 482-0300, and follow the Tip Sheet from Source4Teachers. Please provide any additional information that the office will
need to know, i.e. Lunch Duty, parent meeting, After School Club, etc. that will need to be covered and/or cancelled.

**School Nurses**
Please use the following procedures in the event that a substitute school nurse is needed at your building.

The school nurse [or Principal] should contact Liz Ballesteros at email lballesteros@lakewoodpiners.org and copy Omaida Segui at osegui@lakewoodpiners.org or call 732-785-3300 to report the absence and to arrange for a substitute if needed.

If possible, excluding an emergency, please provide 1 day notice when requesting a substitute. Please leave a message with the service providing the following information:

**Please provide the following information:**
- Provide your name
- Request the need for a substitute nurse; specify the date and hours of need.
- Provide the name, address and phone number of the school.
- Leave a call back number so a return call will be provided to verify coverage.

You may record an absence 24 hours a day, seven days a week. **It is your responsibility to arrange for a substitute for all sick, personal and professional days.** Please remember to complete a Request Form for any personal or professional days you take.

**Please note:** If you have an emergency or are unexpectedly ill, after 6:00 a.m. for High School / Middle School or 7:00 a.m. for Elementary and Preschool, you must log your absence appropriately and call your building’s main office to ensure the administrator has been informed and your class / duty is covered.

If you have any concerns regarding securing a substitute nurse, please contact Devorie Stareshefsky at dstareshefsky@lakewoodpiners.org.

**A SICK/ABSENT NOTE must contain the following information:**

- The name and qualification of the practitioner issuing the note.
- The contact phone number and Physical Street address of the practitioner issuing the note.
- The proper Practice, Registration or License number of the practitioner issuing the note.
- Words to the effect, that “I have examined (name), and find him/her to be unfit for work for a period of (dates).
- The medical practitioner does not have to give a diagnosis because of doctor/patient privilege.
- The date of the examination.
- The signature of the practitioner.
- **The medical note MUST be an original document and it must be legible.** The staff member may have a copy; however, the district must have the original note.
PERSONAL / PROFESSIONAL DAY REQUEST

1. **PERSONAL DAY REQUESTS** must be submitted at least 48 hours (2 business days) in advance of the requested date on the Source4Teachers/Frontline Absence Management portal.

2. Personal days that are before or after a regularly scheduled school holiday are subject to approval at the discretion of the Superintendent or his/her designee.

3. **PROFESSIONAL DAY REQUESTS** must be submitted on the Source4Teachers/Frontline Absence Management portal a minimum of ten (10) business days prior to a Board Meeting that precedes the date of the Workshop/Seminar, for approval by the Superintendent and the Board, with a justification attached i.e. program, agenda, flyer, email, etc. Professional day forms cannot be processed without this documentation. All staff should be prepared to summarize or present the information from the workshop/seminar at a grade level or PD meeting.

4. When submitting your Professional Day Request in the Absence Management Portal, you must upload a Professional Day Form (available on the website under the Information Tab). All expenses related to the professional day must be included on the Professional Day Form i.e. registration fee, travel, mileage, tolls, etc. (Only expenses listed on the Professional Day Form and approved will be reimbursed.) Also, your Administrator must include the budget account number that the expenses will be charged to. If there is more than one budget account than all accounts numbers MUST be listed and the amount to be charged to each.

5. ALL Professional Day request are subject to approval by:
   a. Building Administrator / Supervisor / Director
   b. Superintendent
   c. Board of Education (When expenses will be incurred. Be sure to allow additional time as it must be presented to the board.)

6. It is your responsibility to arrange for a substitute, report the reason for being absent and arrange for coverage if warranted.

**NOTE:** All Professional Day requests must be approved by the Superintendent and the Board prior to the date of the event (Workshop/Seminar). Requests may be denied if they are submitted after the fact. In the event a Professional Day request is denied it will become the responsibility of the Staff member to pay all costs out-of-pocket. Also, the staff member’s attendance will be changed to a Personal Day. In the event the staff member no longer has a Personal Day available, he/she may be docked for the day.

REQUEST FOR REIMBURSEMENT FOR TRAVEL (see Appendix A)

All requests for travel expenses must be made on the Professional Day Form at the time of submission for approval of the leave. The Professional Day Form must be submitted a minimum of ten (10) business days prior to a Board Meeting that precedes the date of the Workshop/Seminar, for approval by the Superintendent and the Board, with a justification attached i.e. program, agenda, flyer, email, etc. Professional day forms cannot be processed without this documentation. Persons authorized to travel on school business shall be entitled to reimbursement for the following expenses:
• All actual and necessary registration fees. (Only if BOE approved)
• All necessary tuition fees in connection with attendance at conventions, conferences, workshops or similar functions. (Only if BOE approved)
• All actual and necessary expenses of travel, meals and lodging subject to the following limitations (Only if BOE approved):

*All fees / expenses will be determined in accordance with state mandated rates [www.nj.gov](http://www.nj.gov). All reimbursements will be subject to the state guidelines. Any request that does not adhere to the state codes will not be paid.

Individuals traveling together on school business are expected to share room facilities and automobiles, whenever possible.

Requests for actual reimbursement must be submitted on a voucher accompanied by a copy of the approved Professional Day Form, mandated documents (see Appendix A) and receipts for each item with the following exceptions:

• Toll receipts for standard trips need not be submitted especially when you use your own Parkway tokens for which receipts are not given individually.
• Mileage for trips to standard destinations need not be verified by odometer readings.

**NOTE:** When completing your Professional Day Form you must account for the above listed expenses on the form in order to be able to request reimbursement.

**ACADEMIC DOCUMENTATION AND PROCEDURES**

**Lesson Plans**

1) **Lesson Plans** are required and must remain on your desk each and every day for administrative review during walkthroughs and formal observations.
2) Plans are due to administration as per the assigned schedule. When planning, please remember to consider the individual needs of your students.
3) Plans are to be recorded **two week in advance for all grade levels**.
4) Lesson Plans are to indicate instruction blocks, subject areas, and time allotments.
5) Lessons are to be included in your weekly plans for **all areas of the curriculum**.
6) Specific lessons are to be listed for each day.
7) LESSON PLANS WILL BE COLLECTED TWICE A MONTH BEGINNING IN SEPTEMBER.
8) Lesson Plans and record keeping (record book, folders, report cards, etc.) may not be worked on during the day when the students are in the room.
9) All subject areas require a lesson plan. **Letterland** requires its own lesson plan template.

**Grade books will be monitored by administration in RealTime (see District-wide Grading).**
Teachers are required to utilize the RealTime Grade book Module to maintain grades throughout each Marking Period. Grades MUST be entered weekly by ALL teachers (both classroom & special subject teachers).

**In RealTime, explain what the Grade is for and the Date the grade is entered.**

**The range of dates to post grades and comments to Report Cards will be open seven (7) days prior and four (4) days post of the last day of each Marking Period.**

By default, the current average grade from the RealTime Grade book Module will be transferred automatically into the subject grade on the report card.

**At the beginning of the school year students and parents must be informed about grading criteria/requirements.**

**Progress Reports**

Progress reports will be sent home for all students in grades Kindergarten through 5, on the 1st and 3rd Friday of every month. If there is no school on the first Friday of the month, progress reports will go home on the last day of school prior to the first Friday of the month.

Progress Reports are required to be sent for students in grades 6 through 12 mid-marking periods. See appropriate building schedules.

**Warning Notices**

It is imperative that parents are informed when their child is not working up to their ability. Early notification is crucial. A Warning Notice should not be the first attempt to notify the parent of academic problems. Phone calls should be made weekly if necessary and must be documented. If a child is “failing” in a subject, a letter should be sent home to notify parents. **No student shall fail unless the parent has been given adequate and timely notice in writing that the student’s work is unsatisfactory.** If a student has more than one teacher, each teacher should contact the parent.

**Report Cards**

Report cards will be issued at the conclusion of each marking period. **The grade should reflect the true ability and academic progress of each child.** Behavior should be noted on the Social/ Behavioral and Work/Study skills section of the report card and should not be reflected in the grades.

- There must be a comment for every student for every marking period. The comment must match the grade.
  - Comments are available in a drop-down menu
• English and Spanish available
• Two Comments per subject area
• Specials have one comment
• There is no free-write comment box

➢ Attendance/tardiness must be addressed in the comment section.
➢ Above/Below Grade Levels – If a student is working below and/or being given work below level you must indicate below level on the report card. The same would apply if the student is given work above level.
➢ Report Cards will be prepared electronically.
➢ **Report Cards must be approved by administration prior to them being sent home!**
➢ **Reports must be mailed home to parents on the 7th day after end of the Marking Period.**

*Please note:* All Special Education students are to have individualized, personalized Progress Report and Warning Notices based on their IEP goals and objectives.

All ELL students will receive an ESL report card after the second and fourth marking periods.

**Special Education Goals and Objectives**

Special Education teachers must complete a progress report through RealTime for all students with IEPs. They are required to be completed for each marking period. You will use the same schedule dates as the Special Subjects teacher.

**DISTRICT-WIDE GRADING**

• Homework – 5%
• Demonstration of Learning (DOL) – 5%
• Tests – 80% (Students should have a minimum of 4 tests a Marking Period.)
• Quizzes – 10%
• ALL teachers, with the exception of Elementary Special teachers, must input 5 grades into RealTime every week, across all subject areas. Grades must be from a variety of areas (not 5 HW assignments, etc.)

**REPORT CARD GRADING FOR KINDERGARTEN**

**Skills Acquisition**
4 – Completes skill independently
3 - Completes skill with some assistance
2 - Completes skill with much assistance
1 – Cannot complete the skill
N/A - Not applicable
Special Legend
Y – Participates
N – Does Not Participate

REPORT CARD GRADING FOR FIRST AND SECOND GRADE

Skills Acquisition
E - Excellent
G - Good
S - Satisfactory
N - Needs Improvement
U - Unsatisfactory
N/A - Not Applicable

Levels of Support
WI - Works Independently
SN - Sometimes needs Support
FN - Frequently needs Support and Modifications
RA - Requires 1-on-1 Assistance and Modifications

Library Legend
Y – Participates
N - Does not participate

Skills Legend
+ Area of Strength
- Needs Improvement

REPORT CARD GRADING FOR THIRD, FOURTH, FIFTH

Grading Key
A - 100-91
B - 90-81
C - 80-71
D - 70-61
F - BELOW-60
I - INCOMPLETE

Levels of Support
WI - Works Independently
SN - Sometimes needs Support
FN - Frequently needs Support and Modifications
RA - Requires 1-on-1 Assistance and Modifications

Library Legend
Y – Participates
N - Does not participate

Skills Legend
+ Area of Strength
- Needs Improvement

Middle School & High School

Middle School Grading Key
A - 90 – 100
B - 80 – 89
C - 70 – 79
D - 65 – 69
F - 0 – 64
I - Incomplete
M - Medical
NM - No Mark

High School Grading Key:
A - 90 – 100
B - 80 – 89
C - 70 – 79
D - 65 – 69
F - 0 – 64
W - Withdrawn
CR - Credit Recovery

Report Cards for Middle School and High School Students
Mid-terms will count for 10% of final grade, which will be reflected on every student's Report Card.
Final Exam will count for 10% of final grade, which will be reflected on every student's Report Card.

Half-Year courses final grade calculation:
(MP1 20% + MP2 20% + Final Exam 10%) x 2

Electives (Single MP) final grade calculation:
Final Grade = MP Grade

Retention Letters - Possible / Final Notices
• Possible Retention letters must be submitted to the building administration by: 2nd Friday of February.
• Final Retention letters must be submitted to the building administration by: 2nd Friday of May.

ANNOUNCEMENTS
All announcements must be approved by the Principal. All announcements will be read by office personnel at the end of the day.

AUDIO VISUAL PROCEDURE & EQUIPMENT

Equipment
Requests for equipment and materials should be submitted to the AV Coordinator. Videos/DVDs should be borrowed from the Public Library to avoid U.S. Copyright Law violations. Only videos/DVDs with a “G” rating may be shown. “PG” rated videos/DVDs may be shown if administrator and parental written permission is obtained. Videos/DVDs to be shown must relate directly to the curriculum. The title and length of time must be written in the plan book.

Audio-Visual Equipment Usage
Teachers are to approach videos/DVDs with deliberation, selectivity and cautious reflection. The following guidelines should be followed:
• The video/DVD segment, after motivation discussion and direct teaching, is from ten to fifteen minutes in length, not a full teaching period.
• The video/DVD segment is used to enhance understanding of the subject matter, not as a substitute for instruction.
• Students have already read, previewed, or studied the material which is covered by the video/DVD segment.
• A directed question precedes the viewing of a particular video/DVD segment; discussion of that question follows viewing.
• The aim of the lesson is not “to watch a video/DVD.”
• All students have a clear instructional purpose in watching the video/DVD segment, not passive viewing or time killing.
• The objective is product or task oriented.
• The teacher through a writing assignment, small group activity, or other evaluative means checks active viewing.
• As a meaningful homework assignment, students are urged to compare, contrast, evaluate, or perform a critical thinking or writing task related to the video/DVD lesson.
• The teacher provides careful summary notes so those absent students can grasp the essence of the video/DVD lesson, or obtain a sense of continuity.
• The video/DVD does not introduce new and unfamiliar material.
• Video/DVD segments have been carefully previewed, screened and cued.
• Sufficient time has been built into the lesson for student questions and comments following the viewing experience. Viewing does not end at the bell, the lesson does.
• Teachers make clear their expectations concerning student-viewing behavior; they stress respect, politeness, and courtesy before, during and after the viewing experience.
• During the viewing the teacher circulates and actively supervises the class, answers individual student’s questions, and task orientation.
• The teacher avoids sending unintentional, but destructive, double messages through performing clerical tasks during the viewing session.
• **Cartoons and/or Disney movies are not instructional!**

AUTOMOBILE REGISTRATION

All employees are required to:
• Display parking identification on rear view mirror.
• Park only in designated areas or assigned spot.

**Employees who do not follow the above guidelines risk having their vehicle towed at their expense.**

BADGES (DISTRICT IDENTIFICATION CARD [ID] POLICY) POLICIES #3216.1/#4216.1

The purpose of the District Identification Card (ID) is to identify a person(s) as an authorized student or staff member associated with the Lakewood School District, High School, thereby, allowing a quick response to unauthorized person(s). **Students and staff must wear their ID at all times. Failure to do so will result in disciplinary action.**

The procedures are as follows:

1. ID cards must be hung on a lanyard around the neck during the entire school day.
2. ID cards must be worn with the picture facing out.
3. ID cards must not be defaced or altered (no stickers, no coloring, etc.).
4. ID cards must be worn on the outermost layer of clothing (visible at all times).
5. Students must also present their ID cards to enter the lunchroom, the library, and any school sponsored event.
6. Students without an ID should proceed directly to the attendance office and obtain a temporary ID card.
7. The cost for replacement of a lost ID card for student: $2.00, staff: $6.00, and a lanyard is $1.00.
8. Any student or staff member not wearing an appropriate ID card may be refused entrance into the building.

Students without an appropriate ID card and lanyard are in violation and will receive disciplinary consequences.

Staff members without an appropriate ID card will be referred to the building administrator.
To ensure student and staff safety, all staff members are required to wear their identification badge every day. Your identification badge will not only be needed to enter the building, it will be needed to swipe in for attendance purposes. If you need a badge or replacement badge, please contact Ann Baillie at the District Office 732-364-2400 ext. 7045 to schedule an appointment (Replacement Badges are $6.00).

BUILDING SECURITY & STUDENTS

The Lakewood School District is committed to the health, safety, and well-being of all students, staff, volunteers and their families. We take seriously our responsibility to ensure a healthy and safe learning and working environment.

It is important that all staff members understand their responsibility in the buildings for students security and to determine the identity of any stranger in the building. (Stranger is defined as anyone who is not a staff member wearing a district ID badge or a visitor who does not have a visitor pass.)

Staff members may not bring any unauthorized person(s) into any Lakewood School District school-building for any reason before, during, or after school hours without the written consent of the Superintendent. Failure to comply with this mandate may result in disciplinary action, up to and including, termination of employment.

- All outside doors must remain locked and may not be propped open for any reason. When walking in the halls (to/from specials, to lunch, from recess, etc.), please make it a habit to check any outside door you may walk past.
- All students must be instructed not to open locked exterior doors for anyone regardless if the person is known to them or a stranger.
- All visitors must enter through the main door.
- All visitors must report directly to Security.
- All visitors MUST be accompanied by the staff member they are visiting, a building administrator or a Security Specialist. No Exceptions!
- All windows should be closed and locked at the end of each school day.
- Any student being picked-up by a parent or designee must be signed out through the main office. If a parent shows up at your classroom, DO NOT release the child. They MUST be directed back to the main office and follow protocol.
- All classroom DOOR KEYS are to be left in the main office in your mailbox. NO staff member is to take building keys home.

USE OF METAL DETECTOR POLICY #7444

The Board of Education is committed to protecting the health, safety, and welfare of all children, staff, and visitors of the school district. The Board may authorize the school district administration to use walk-through and/or hand-held metal detectors at any school district activity and in the school district’s buildings or on “school grounds”. These metal detectors may be used for entrance into a
school building, on “school grounds”, as defined in N.J.A.C. 6A:16-1.3, or at any school district activity where the Superintendent or his/her designee believes a security threat may be present.

Persons entering a school building or attending a school activity may be subject to daily, regular, or random screening with a metal detector. The metal detector may be a walk-through, hand-held, or other type of metal detection device. The Superintendent or designee shall determine if the screening shall be daily, regular, or random upon evaluating the security threat posed by the situation at the time. The screenings may take place before: entering a school building; gaining access to school grounds (as defined in N.J.A.C. 6A:16-1.3); being admitted to a school activity; boarding or unloading a school bus; and/or before gaining access to any other location and/or activity sponsored by this school district. Persons that do not consent to a metal detection screening may be denied admittance.

The Safety Director shall recommend the Board purchase metal detectors approved for the school district’s intended use; shall schedule training and re-training for all personnel using metal detectors; shall provide additional training for all personnel trained and authorized to use metal detectors in the event there is a security breach near or at the location of a metal detector; and shall coordinate all school district metal detector tests in accordance with the requirements as outlined in the manufacturer’s specifications. The Safety Director shall maintain records for the purchase of metal detectors, training and re-training of personnel in the use of metal detectors and potential security breaches, and the testing of metal detectors.

The Lakewood Police Department will be immediately contacted in the event a person is found to have in their possession any item that poses a threat to the security of the person(s) or others.

All school district parent, pupil, and faculty handbooks will indicate: “The Lakewood Board of Education may use metal detecting devices in all school buildings, on school grounds, and at all school activities.”

SCHOOL VOLUNTEERS POLICY #9180

The Board of Education recognizes the services of volunteers can enrich the educational program, assist teaching staff members in the performance of their duties, and enhance the relationship between the school district and the community. The Board authorizes a program for the utilization of volunteer services in the school(s) of the school district.

An unpaid volunteer, as defined below, shall be required to complete a criminal history record check. The Board of Education shall reimburse the volunteer for the cost of the criminal history record check in accordance with the provisions of N.J.S.A. 18A:6-7.2.

For the purpose of this Policy, a “volunteer” is a “non-parent” volunteer and is not paid by the Board of Education, who assists with classroom or other school activities under the direct supervision of an appropriately certified or licensed school district employee, and provides assistance for school activities on a “regular basis” throughout the school year.
For the purpose of this Policy, “regular basis” means volunteering services once a month during a school year.

For the purpose of this Policy, a “volunteer” is not a person who is invited into a school and provides occasional assistance for school activities, chaperones a class trip, or assists with classroom or other school activities during the school year.

The Superintendent or designee shall determine if a person meets or will meet the requirements to be a “volunteer” for the purpose of this Policy.

A volunteer must be approved by the Board upon the recommendation of the Superintendent.

The Principal or designee shall be responsible for the recruitment and screening of volunteers, may delegate the assignment of volunteers to specific tasks, and must submit their names for Board approval.

Volunteers must be persons of known character, responsibility, and integrity.

Neither the Superintendent nor any Principal shall be obligated to utilize the proffered services of a volunteer whose abilities or interests do not serve the needs of pupils.

Each school volunteer shall be given a copy of this Policy and the rules of conduct.

The following guidelines shall govern the service of school volunteers:

1. Volunteers may serve only under the direction and supervision of an appropriately certified or licensed staff member;
2. Volunteers should clearly understand their duties and responsibilities and perform no service outside those duties;
3. Volunteers serve only in a support capacity; only appropriately certified or licensed staff members are responsible for educational planning and decisions and the teaching of new concepts;
4. Volunteers shall respect the individuality, dignity, and worth of each child;
5. Volunteers are not permitted access to pupil records;
6. Volunteers should exercise discretion in discussing their school activities with others in the community and must maintain confidential any information that if disclosed would violate Federal and State laws;
7. Volunteers may consult with the Principal regarding their duties and responsibilities; and
8. Volunteers shall receive no financial remuneration from the Board.
BATHROOM / LAVATORY PROCEDURES

1) Log Books must be maintained daily for each room (i.e. classroom, resource, speech, etc.) The Log Book will be reviewed by the administration. Classes should not be lined up in the hall to go to the bathroom. (This is a waste of instructional time.)
2) Students must have a pass to leave the room in order to use the lavatory.
3) Review restroom rules with your students.
4) Please do not limit the number of times a student goes to the restroom. If you suspect they are fooling around, send them with a monitor. In addition, check with the nurse and parent/guardian to see if there is an underlying medical problem.

BULLETIN BOARDS

Effective use of bulletin boards can and should be an integral part of the learning environment. In addition to being informative and interesting, bulletin boards must display rigorous student work with meaningful comments. Bulletin Boards must be updated the 1st of every month.

ALL WORK DISPLAYED IS REQUIRED TO HAVE THE FOLLOWING:
- A rubric utilized and posted
- Visible meaningful feedback
- Relevant themes/topics
- All boards should contain grade appropriate written student work!
- Objective

Building Administrators instruct staff regarding the procedure for Bulletin Board schedules.

DISPLAYS AND DECORATIONS

Use only Fun Tack on the walls and thumb tacks/staples on the particleboard. If using thumb tacks please keep in mind the students’ safety. Please do not use tape of any kind as it pulls the paint off.

DISMISSAL

All students, including walkers, will be dismissed according to the announcements on the loud speaker. Walkers may exit the room when the announcement is made to “dismiss all walkers”. Elementary Bus students should be dismissed as their bus number is announced.

Dismissal will begin at the end of last period. Students may not be dismissed 30 minutes prior to the end of the school day. If you have last period special, make sure your students are prepared to be dismissed from the special.

It is the teacher’s responsibility to ensure that all Elementary students are dismissed when their bus is called. It is also the teacher’s responsibility to contact an administrator immediately if one of their students misses the bus.
CELL PHONES

Staff members are not to use cell phones during classroom instruction or when students are present.

Parents/Guardians that are volunteering to be on school grounds MUST keep their cell phones on vibrate/silent, as not to disturb the learning environment.

STAFF MEMBER’S USE OF CELLULAR TELEPHONES  POLICY #3322

The Board of Education recognizes a teaching staff member may need to electronically communicate on a non-school related, personal matter using a personal cellular telephone or other personal communication device during their workday. Electronic communications include, but are not limited to: voice conversations, text-messaging, accessing social networking or other internet sites, or any other type of electronic communication.

In the event the teaching staff member needs to electronically communicate on a non-school related, personal matter using a personal cellular telephone or other personal communication device during their workday, the teaching staff member may do so provided the communication is made during the teaching staff member’s duty free lunch or break periods and/or preparation periods for teaching staff and is made outside the presence of students either in an area inside or outside the school building designated by the teaching staff member’s Principal or immediate supervisor.

A teaching staff member’s personal cellular telephone or other personal communication device shall be secured by the teaching staff member and outside the view of others when the teaching staff member is performing assigned school district responsibilities.

An electronic communication by a teaching staff member on a non-school related, personal matter using a personal cellular telephone or other personal communication device shall not be made while the teaching staff member is performing assigned school district responsibilities.

In the event the teaching staff member has an emergency requiring immediate attention that requires such a communication while performing assigned school district responsibilities, the teaching staff member shall inform their Principal or immediate supervisor before or immediately after the communication, depending on the nature of the emergency.

The Board of Education is not responsible if a teaching staff member’s personal cellular telephone or other communication device is lost, stolen, or missing.

ALSO, SEE ELECTRONIC DEVICES
HOW AND WHEN TO REPORT CHILD ABUSE/NEGLECT

In New Jersey, any person having reasonable cause to believe that a child has been subjected to abuse or acts of abuse should immediately report this information to the State Central Registry (SCR). If the child is in immediate danger, call 911 as well as 1-877 NJ ABUSE. A concerned caller does not need proof to report an allegation of child abuse and can make the report anonymously.

What information will I be asked to provide to the hotline screener?

SCR screeners are trained caseworkers who know how to respond to reports of child abuse/neglect. Whenever possible, a caller should provide all of the following information:

- **Who:** The child and parent/caregiver’s name, age and address and the name of the alleged perpetrator and that person’s relationship to the child.
- **What:** Type and frequency of alleged abuse/neglect, current or previous injuries to the child and what caused you to become concerned.
- **When:** When the alleged abuse/neglect occurred and when you learned of it.
- **Where:** Where the incident occurred, where the child is now and whether the alleged perpetrator has access to the child.
- **How:** How urgent the need is for intervention and whether there is a likelihood of imminent danger for the child.

Do callers have immunity from civil or criminal liability?

Any person who, in good faith, makes a report of child abuse or neglect or testifies in a child abuse hearing resulting from such a report is immune from any criminal or civil liability as a result of such action. Calls can be placed to the hotline anonymously.

Is it against the laws of New Jersey to fail to report suspected abuse/neglect?

Any person who knowingly fails to report suspected abuse or neglect according to the law or to comply with the provisions of the law is a disorderly person and subject to a fine of up to $1,000 or up to six months imprisonment, or both.

What happens after I make the call?

When a report indicates that a child may be at risk, an investigator from the Division of Child Protection & Permanency will promptly investigate the allegations of child abuse and neglect within 24 hours of receipt of the report.

New Jersey Title 9
9:6-1. ABUSE, ABANDONMENT, CRUELTY AND NEGLECT OF CHILD; WHAT CONSTITUTES
Abuse of a child shall consist in any of the following acts: (a) disposing of the custody of a child contrary to law; (b) employing or permitting a child to be employed in any vocation or employment injurious to its health or dangerous to its life or limb, or contrary to the laws of this State; (c) employing or permitting a child to be employed in any occupation, employment or vocation dangerous to the morals of such child; (d) the habitual use by the parent or by a person having the custody and control of a child, in the hearing of such child, of profane, indecent or obscene language; (e) the performing of any indecent, immoral or unlawful act or deed, in the presence of a child, that may tend to debauch or endanger or degrade the morals of the child; (f) permitting or allowing any other person to perform any indecent, immoral or unlawful act in the presence of the child that may tend to debauch or endanger the morals of such child; (g) using excessive physical restraint on the child under circumstances which do not indicate that the child's behavior is harmful to himself, others or property; or (h) in an institution as defined in section 1 of P.L.1974, c. 119 (C. 9:6-8.21), willfully isolating the child from ordinary social contact under circumstances which indicate emotional or social deprivation.

Abandonment of a child shall consist in any of the following acts by anyone having the custody or control of the child: (a) willfully forsaking a child; (b) failing to care for and keep the control and custody of a child so that the child shall be exposed to physical or moral risk without proper and sufficient protection; (c) failing to care for and keep the control and custody of a child so that the child shall be liable to be supported and maintained at the expense of the public, or by child caring societies or private persons not legally chargeable with its or their care, custody and control.

Cruelty to a child shall consist in any of the following acts: (a) inflicting unnecessarily severe corporal punishment upon a child; (b) inflicting upon a child unnecessary suffering or pain, either mental or physical; (c) habitually tormenting, vexing or afflicting a child; (d) any willful act of omission or commission whereby unnecessary pain and suffering, whether mental or physical, is caused or permitted to be inflicted on a child; (e) or exposing a child to unnecessary hardship, fatigue or mental or physical strains that may tend to injure the health or physical or moral well-being of such child.

Neglect of a child shall consist in any of the following acts, by anyone having the custody or control of the child:(a) willfully failing to provide proper and sufficient food, clothing, maintenance, regular school education as required by law, medical attendance or surgical treatment, and a clean and proper home, or (b) failure to do or permit to be done any act necessary for the child's physical or moral well-being. Neglect also means the continued inappropriate placement of a child in an institution, as defined in section 1 of P.L.1974, c. 119 (C. 9:6-8.21), with the knowledge that the placement has resulted and may continue to result in harm to the child's mental or physical well-being.

9:6-8.9. ABUSED CHILD; CHILD ABUSE DEFINED

For purposes of this act:

a) "Abused child" means a child under the age of 18 years whose parent, guardian, or other person having his custody and control:
b) Inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ;

c) Creates or allows to be created a substantial or ongoing risk of physical injury to such child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted loss or impairment of the function of any bodily organ; or

d) Commits or allows to be committed an act of sexual abuse against the child;

e) Or a child whose physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired as the result of the failure of his parent or guardian, or such other person having his custody and control, to exercise a minimum degree of care (1) in supplying the child with adequate food, clothing, shelter, education, medical or surgical care though financially able to do so or though offered financial or other reasonable means to do so, or (2) in providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or substantial risk thereof, including the infliction of excessive corporal punishment or using excessive physical restraint under circumstances which do not indicate that the child's behavior is harmful to himself, others or property; or by any act of a similarly serious nature requiring the aid of the court;

f) Or a child who has been willfully abandoned by his parent or guardian, or such other person having his custody and control;

g) Or a child who is in an institution as defined in section 1 of P.L. 1974, c. 119 (C. 9:6-8.21) and (1) has been so placed inappropriately for a continued period of time with the knowledge that the placement has resulted and may continue to result in harm to the child's mental or physical well-being or (2) has been willfully isolated from ordinary social contact under circumstances which indicate emotional or social deprivation.

A child shall not be considered abused pursuant to subsection f. of this section if the acts or omissions described therein occur in a day school as defined in section 1 of P.L.1974, c. 119 (C. 9:6-8.21).

9:6-8.10. REPORTS OF CHILD ABUSE
Any person having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall report the same immediately to the Division of Child Protection & Permanency by telephone or otherwise. Such reports, where possible, shall contain the names and addresses of the child and his parent, guardian, or other person having custody and control of the child and, if known, the child's age, the nature and possible extent of the child's injuries, abuse or maltreatment, including any evidence of previous injuries, abuse or maltreatment, and any other information that the person
believes may be helpful with respect to the child abuse and the identity of the perpetrator.

9:6-8.13. PERSON MAKING REPORT; IMMUNITY FROM LIABILITY; ACTION FOR RELIEF FROM DISCHARGE OR DISCRIMINATION

Anyone acting pursuant to this act in the making of a report under this act shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such person shall have the same immunity with respect to testimony given in any judicial proceeding resulting from such report.

A person who reports or causes to report in good faith an allegation of child abuse or neglect pursuant to section 3 of P.L.1971, c. 437 (C. 9:6-8.10) and as a result thereof is discharged from employment or in any manner discriminated against with respect to compensation, hire, tenure or terms, conditions or privileges of employment, may file a cause of action for appropriate relief in the family part of the Chancery Division of the Superior Court in the county in which the discharge or alleged discrimination occurred or in the county of the person's primary residence.

If the court finds that the person was discharged or discriminated against as a result of the person's reporting an allegation of child abuse or neglect, the court may grant reinstatement of employment with back pay or other legal or equitable relief.

9:6-8.14. VIOLATIONS INCLUDING FAILURE TO MAKE REPORT; DISORDERLY PERSON

Any person knowingly violating the provisions of this act including the failure to report an act of child abuse having reasonable cause to believe that an act of child abuse has been committed is a disorderly person.

Indicators of Child Abuse / Neglect

Different types of abuse and neglect have different physical and behavioral indicators.

PHYSICAL ABUSE

<table>
<thead>
<tr>
<th>Physical Indicators</th>
<th>Behavioral Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unexplained bruises and welts:</td>
<td>Wary of adult contacts</td>
</tr>
<tr>
<td>▪ On face, lips, mouth</td>
<td>Apprehensive when other children cry</td>
</tr>
<tr>
<td>▪ On torso, back, buttocks, thighs</td>
<td>Behavioral extremes:</td>
</tr>
<tr>
<td>▪ In various stages of healing</td>
<td>▪ Aggressiveness</td>
</tr>
<tr>
<td>▪ Cluster, forming regular patterns</td>
<td>▪ Withdrawal</td>
</tr>
<tr>
<td>▪ Reflecting shape of article used to inflict (electric</td>
<td>Frightened of parents</td>
</tr>
<tr>
<td>cord, belt buckle)</td>
<td>Afraid to go home</td>
</tr>
<tr>
<td>▪ On several different surface areas</td>
<td>Reports injury by parents</td>
</tr>
<tr>
<td>▪ Regularly appear after absence, weekend or vacation</td>
<td></td>
</tr>
<tr>
<td>Unexplained burns:</td>
<td></td>
</tr>
<tr>
<td>Cigar, cigarette burns, especially on soles,</td>
<td></td>
</tr>
<tr>
<td>palms, back or buttocks</td>
<td></td>
</tr>
</tbody>
</table>

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### Physical Indicators
- Immersion burns (sock-like, glove-like doughnut shaped on buttocks or genitalia)
- Patterned like electric burner, iron, etc.
- Rope burns on arms, legs, neck or torso
- Unexplained fractures:
  - To skull, nose, facial structure
  - In various stages of healing
  - Multiple or spiral fractures
- Unexplained laceration or abrasions:
  - To mouth, lips, gums, eyes
  - To external genitalia

### Behavioral Indicators

### PHYSICAL NEGLECT

<table>
<thead>
<tr>
<th>Physical Indicators</th>
<th>Behavioral Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent hunger, poor hygiene, inappropriate dress</td>
<td>Begging, stealing food</td>
</tr>
<tr>
<td>Consistent lack of supervision, especially in dangerous activities or long periods</td>
<td>Extended stays at school (early arrival and late departure)</td>
</tr>
<tr>
<td>Constant fatigue or listlessness</td>
<td>Constantly falling asleep in class</td>
</tr>
<tr>
<td>Unattended physical problems or medical needs</td>
<td>Alcohol or drug abuse</td>
</tr>
<tr>
<td>Abandonment</td>
<td>Delinquency (e.g. thefts)</td>
</tr>
<tr>
<td>States there is no caregiver</td>
<td></td>
</tr>
</tbody>
</table>

### SEXUAL ABUSE

<table>
<thead>
<tr>
<th>Physical Indicators</th>
<th>Behavioral Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty in walking or sitting</td>
<td>Unwilling to change for gym or participate in PE</td>
</tr>
<tr>
<td>Torn, stained or bloody underclothing</td>
<td>Withdrawn, fantasy or infantile behavior</td>
</tr>
<tr>
<td>Pain or itching in genital area</td>
<td>Bizarre, sophisticated or unusual sexual behavior or knowledge</td>
</tr>
<tr>
<td>Bruises or bleeding in external genitalia, vaginal or anal areas</td>
<td>Poor peer relationships</td>
</tr>
<tr>
<td>Venereal disease, especially in pre-teens</td>
<td>Delinquent or run away</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>Reports sexual assault by caregiver</td>
</tr>
</tbody>
</table>

### EMOTIONAL MALTREATMENT

<table>
<thead>
<tr>
<th>Physical Indicators</th>
<th>Behavioral Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habit disorders (sucking, biting, rocking, etc.)</td>
<td>Behavior extremes:</td>
</tr>
<tr>
<td>Conduct disorders (antisocial, destructible, etc.)</td>
<td>- Compliant, passive</td>
</tr>
<tr>
<td>Neurotic traits (sleep disorders, speech disorders, inhibition of play)</td>
<td>- Aggressive, demanding</td>
</tr>
<tr>
<td>Overly adoptive behavior:</td>
<td>- Inappropriately adult</td>
</tr>
<tr>
<td>- Inappropriately infant</td>
<td></td>
</tr>
</tbody>
</table>
CLASS TRIPS
No student is to be prevented from going on a class trip because of academic deficiencies/difficulties i.e. doesn’t complete class work, doesn’t hand in homework, etc. If you want to have a student stay back because of disruptive behavior and/or being a physical or safety danger to him/her or others, you must first discuss it with the Principal before contacting parents. Before the Principal can agree to have the student remain behind, the following procedures must be followed:

a. Progress Reports and Report Cards must indicate behavior problems.
b. Written copies of discipline letters, detention slips, etc. must be provided.
c. Dates of phone contacts must be documented.
d. Documentation of meetings with Counselors, Administrators, etc. must be available.
e. If the Principal agrees to keep the student back the teacher must notify parents in writing at least two weeks in advance that their child will not be going on the trip.

Bus Trip Procedures
a. Before reservations are made, call the Transportation Office for approval/available dates for trip buses.
b. Make tentative arrangements with the place you are intending to visit. If approved, obtain current directions for locating the place.
c. Fill out Trip Form and confirm arrangements. All request forms must be approved by the building administrator before submission to transportation.
d. Transportation requires Trip Request forms to be submitted a minimum of ten (10) business days prior to a Board Meeting that precedes the date of the field Trip, for approval by the Superintendent and the Board.

1) All request forms are to be fully completed in all areas including ACCOUNT NUMBERS and pertinent information.

2) In completing the bus request form, please be sure to state if there is any fee or admission charge (regardless of how it is being funded).
e. Teachers with assigned duties on the days they have scheduled field trips are to arrange for duty coverage if they will not be present. Only the classroom teacher attends class trips unless otherwise approved by the building administrator. Other teachers working with the class should see the building administrator for permission to accompany the class.
f. Teachers must call and confirm buses for trips one-week prior.
g. The teacher arranging the trip must confirm with the site/location of the trip, 48 hours prior to the trip day, to ascertain that the trip is still accepted and not overbooked, etc.
h. Procedures for a child injured or sick while on a trip:
   1) Don’t move the student.
   2) Call the school.
   3) Don’t release the student to the parents without prior consent of the administration.
4) Parents cannot transport other children or their own.
5) Parents cannot take their younger children on a class trip. Please note: District insurance will not cover them.
6) Find out the emergency procedures for the destination when you are making reservations or plans.

i. The cafeteria must be given **three-days notice** if bag lunches will be needed. Please include the day, time of trip and a class roster denoting the number of students attending and whether they are free or reduced.

j. Permission Slips – A child will not be allowed on a trip without a permission slip **(Calling home is no longer acceptable.)** Permission slips must be handed in to the building Principal by the day of the trip. Check for permission slips early to ensure each student has returned one. Do not wait until the day of the trip for permission slips.

k. Self-contained Special Education students must be included on all trips. Please contact the Principal to determine grade level appropriate students.

l. It is the classroom teacher’s responsibility to secure the services of the nurse two weeks in advance if necessary.

m. Teachers need to print the class list from RealTime or request a class list from the main office for each trip – a notation on each class list as to which trip bus the class/student is on and a teacher’s cell phone number for each bus must be submitted to the main office before departing/leaving the school grounds.

n. **A Substitute teacher may not take a class on a class trip.**

**CLASSROOM KEYS**

Classroom doors are to be locked at the end of the day and keys are to be placed in the teacher’s mailbox prior to exiting the school building. **Keys are not to be taken home.** If you plan to stay beyond the hours of the main office, place your keys in your mailbox before the office is closed, and speak to the custodial staff about securing / locking your room when you are ready to leave the building.

*If your keys are missing you must report it to the main office immediately.*

**CLASSROOM MANAGEMENT**

Many students are *not* automatically motivated. When teachers start the year off right and stick to a plan, even the most immature students learn self-discipline. **Effective teachers communicate their expectations so their students know exactly how they want them to behave, and what they hope to accomplish during each activity.**

**Effective teachers plan their discipline, follow their plan from the first minutes of the first day of class, and stick to the plan at all times.**
To plan effectively

- School-wide and classroom rules must be visible to students at all times.
- Review and explain rules every single day for the first two-three weeks of school.
- Strictly enforce the rules from day one.
- Call home, call home, call home – keep documentation of misbehaviors and parental contacts.
- Design consequences for misbehavior. Consequences must match the misbehavior.
- Design routines and procedures for assigning and collecting in-class assignments and homework. Having a routine increases the probability that students will turn in their work on time.
- Make parents aware of the rules, consequences and procedures.
- The way teachers conduct the first day of class leaves a lasting impression and sets the tone for the remainder of the year. Pupils must realize that you have high expectations, tempered by an understanding of their making mistakes and having limitations.
- Be firm but fair.
- Students must remain in the classroom at all times. They are NOT to be sent to another classroom or placed in hallways.
- Call an administrator if the student becomes a threat to him/herself or others.
- Effective teachers have order in their classrooms and hallways at all times.

TIPS ON CONDUCTING THE FIRST TEN MINUTES OF THE FIRST CLASS OF THE YEAR

- **Step One** Stand at your door to greet students. Greet them by name if possible.
- **Step Two** When you are ready to begin class, get everyone's full attention before you start.
- **Step Three** Present class rules and consequences for misbehavior.
- **Step Four** Take attendance
- **Step Five** Explain your procedures for assigning and collecting work.
- **Step Six** Explain your grading system
- **Step Seven** Explain classroom procedures

THE FIVE STEP PROCESS FOR TEACHING STUDENTS HOW TO BEHAVE

- **Step One** Get everyone’s attention before you begin any activity.
- **Step Two** Introduce each activity and describe exactly how you expect students to behave during that activity.
- **Step Three** Provide students with positive feedback when they are meeting your expectations.
- **Step Four** Provide immediate feedback when students are not meeting your expectations.
- **Step Five** At the end of each activity; tell students how well they have met your expectations.
CLASSROOM SUPERVISION

Teachers are to remain with and actively supervise their students at all times. Students cannot be placed outside of your classroom without a paraprofessional or teacher.

COPYING PROCEDURES/PREPARATIONS
In order to conserve and be environmentally friendly all copying will be done 2 sided unless specifically required. Please take this into account when completing your requests form.
All requests for less than 100 copies per page will be processed in the school building. Only requests for 100 or more per page will be done at Central. In the event a request is sent in error it will be returned to the school for processing.

Building
1. A building administrator must approve all copies and sign for approval.
2. All requests must have the teacher’s name, what needs to be copied i.e. page numbers, two-sided, etc. You will need to submit ONE copy as a sample to Central Copying – See below for instructions.
3. Copying Of Communication Books – All books must be copied before sending home. Building administrator will provide building procedures.

Central
The Following Procedures And Preparations Are To Be Followed Regarding Centralized Copying:
ALL requests for copying must be approved by the Building Principal
1. MAKE sure your request form is completely filled out.
2. ALL staples are to be removed.
3. DO NOT glue, tape or staple pages together.
4. ALL collated copying must be numbered and must be all the same size (8.5 x 11).
5. ALL un-collated copying must be all the same size (8.5 x 11).
6. NO ragged edges.
7. NO books will be copied.
8. ALL originals to be copied must be in an interoffice envelope and must contain the signature of a building Administrator.

CURRICULUM GUIDES
All teachers must have a copy of ALL curriculum guides. It is every teacher’s responsibility to make sure they have the appropriate and necessary curriculum guides, teacher manuals, content standards, pacing guides, etc. Please see your grade level administrator/Literacy and Math Coaches for these materials.

DELAYED OPENING
See School Hours
DISCIPLINE REPORT

Teachers are expected to handle most discipline problems. Teachers must remember their first line of defense is the child’s parent. Students quickly recognize those who rely on the administration to handle discipline for them. The teacher is responsible for contacting the parents/guardians and sending home a discipline report. You must exhaust every alternative including asking the office and administration for help in getting parents to respond. A behavior log must be maintained for student misbehaviors. Include what took place before the incident and explain how it was handled each time. Include the date, time and name of parent/guardian that you spoke to.

ADMINISTRATIVE DISCIPLINE REPORT

Administrative discipline reports are for serious offenses. Serious offenses are: cheating, fighting, assault, theft, smoking, defiance of authority/insubordination, damaging school property, possession or sale of illegal substances, weapons or explosive devices, leaving the building without permission, disruption of school time, sexual harassment, bullying, intimidation, gambling, being under the influence of an illegal substance, including alcohol, forgery, arson, pulling the fire alarm, racial/religious slurs, assault, battery, harassment of school personnel, food fight/inciting a riot, and extortion.

1. No student(s) should be sent to the office. Call an administrator if the student is a danger to him/herself or others.
2. Parents should be contacted immediately, and on a daily basis to “nip” misbehaviors early on.
3. The Guidance Counselor and Child Study Team are additional resources for behavioral support.

DRESS & GROOMING – All Personnel

CONDUCT AND DRESS

Lakewood School District employees serve as role models for the students and as representatives of Lakewood Schools. Consistent with these roles, all employees, volunteers and substitutes shall dress professionally and appropriately.

Administrators and administrative support employees are expected to project a professional image and should dress appropriately for an office/business environment.

District level employees must adhere to the Staff Dress Code.

Teachers, volunteers, and support personnel (paraprofessionals) are expected to project a professional image that sets positive dress and grooming examples for students and shall adhere to standards of dress and appearance that are compatible with an effective learning environment.
School based personnel shall follow this Policy on ALL days students are in attendance. Principals may designate one (1) day per month when reasonable modifications to this Policy may be made and must notify the Superintendent’s office when implementing any modifications to this policy. Principals may also determine the appropriate dress to be worn on workdays students are not in attendance. All other personnel shall follow the policy on all work days unless directed differently by their supervisor.

Physical Education teachers, coaches and athletic volunteers should wear the appropriate athletic attire necessary to meet the requirements of their job responsibilities and a sweat or warm-up suit when not actively teaching physical education classes or coaching.

Bus Drivers must wear District provided uniform collared polo shirt and Khaki bottoms. Pants length cannot be below the shoe line or touching the floor. Khaki shorts are permitted but must not be more than four inches above the knee. Shoes for safety reasons must be closed back with non-slip soles.

All employees are expected to dress in a professional manner. Clothing must be neat, clean, in good repair, and appropriate for on the job appearances at all times. Employees shall not wear on the outside of their clothing any jewelry or similar artifacts that are obscene, distracting, or may cause disruptions to the educational environment.

The Dress Code applies to all district employees, at all locations.

Physical Education teachers must follow the staff dress code for their gender on parent conference days, PTA/PTO/PTSO meetings, and other occasions when not instructing class.

**Appropriate dress for female staff:**

- Dresses and skirts which are no shorter than three inches above the knee. Dress and skirts which are ankle length and tight enough to hinder walking are not acceptable attire. The slit of a dress or skirt must come no higher than three inches above the knee.
- Slacks and Capri pants may be worn in an appropriate manner. Capri pants must be below the knee. Physical education teachers may wear shorts. All other female staff will not wear shorts.
- No jeans or jean clothing of any color are acceptable.
- T-shirts are not allowed. Low cut blouses, see-through clothing, off the shoulder, halter style, tank tops, or clothing which reveals the midriff are not allowed. Sleeveless clothing must cover undergarments.
- Shoes and sandals without a back strap are unacceptable. Flip-flops are NOT allowed.
- Athletic shoes/sneakers are not allowed for nonphysical education teachers.
- Earrings on females are the ONLY visible piercing allowed.
- Hats are not to be worn inside.
- Tattoos that are considered offensive, racist, vulgar, show scenes of violence, drug-related, contain strong sexual imagery, gang related or contain obscene phrases may not be visible.
Appropriate dress for male staff:

- Men must wear a dress shirt and tie.
- Physical education teachers may wear a collared sport/golf shirt.
- Slacks and casual dress pants are acceptable. Physical education teachers may wear shorts. All other male staff may not wear shorts.
- No jeans or jean shirts of any color are acceptable.
- T-shirts or tank tops are not allowed.
- Shoes and sandals without a back strap are unacceptable. Flip-flops are NOT allowed.
- Athletic shoes/sneakers are not allowed for nonphysical education teachers.
- Facial hair must be kept neat and clean. Hair length should not impair vision.
- Hats are not to be worn inside.
- Earrings on males are the ONLY visible piercing allowed.
- Tattoos that are considered offensive, racist, vulgar, show scenes of violence, drug-related, contain strong sexual imagery, gang related or contain obscene phrases may not be visible.

Appropriate dress for male staff between September 1st and October 15th and May 15th and June 30th

- Men may wear a collared sport/golf shirt.
- Slacks and casual dress pants are acceptable. Physical education teachers may wear shorts. All other male staff may not wear shorts.
- No jeans or jean shirts of any color are acceptable.
- T-shirts or tank tops are not allowed.
- Shoes and sandals without a back strap are unacceptable. Flip-flops are NOT allowed.
- Athletic shoes/sneakers are not allowed for nonphysical education teachers.
- Facial hair must be kept neat and clean. Hair length should not impair vision.
- Hats are not to be worn inside.
- Earrings on males are the ONLY visible piercing allowed.
- Tattoos that are considered offensive, racist, vulgar, show scenes of violence, drug-related, contain strong sexual imagery, gang related or contain obscene phrases may not be visible.

Any employee deemed inappropriately dressed according to this dress code policy will be sent home until he/she returns with appropriate attire.

By enacting this dress code policy, the Lakewood School District recognizes that there are occasions when individuals may need to wear specific clothing due to medical reasons. When such is the case, the employee must provide the proper medical documentation that gives rise to the need for deviation from this dress code policy.

EVALUATION – OBSERVATIONS

GENERAL INFORMATION
According to NJ State Law each teacher is required to be evaluated at least once per semester. The dates listed below (in the tenured and non-tenured sections) were scheduled accordingly.

Student achievement data will be documented on all teacher evaluations.

Corrective Action Plans: Teachers, who received an Ineffective or Partially Effective Summative rating during the prior school year, are required to have one additional observation and multiple observers are required.

Short Observations: 20 minutes, with a post-conference

Long Observations: 40 minutes, with a post conference

NON-TENURED CERTIFIED TEACHERS

All non-tenured certified teachers will receive three observations. This includes two long observations and one short observation. One of the long observations will include a pre-conference (for the announced observation).

Two observations will be conducted by February 3, 2020, and the third observation will be conducted between February 4, 2020 and April 30, 2020.

Summative Evaluations of non-tenured staff will be completed by May 15, 2020.

TENURED CERTIFIED TEACHERS

All tenured certified teachers will receive two long observations by May 29, 2020. One will be an announced observation (with a pre-conference) and the other will be unannounced (without a pre-conference). First observations will be conducted on or before February 3, 2020 and the second must be conducted between February 4, 2020 and May 29, 2020.

Summative Evaluations of tenured staff will be completed by June 8, 2020.

OTHER CERTIFIED STAFF

Non-tenured Other Certified Staff: nurses, CST members, Instructional Coaches, Guidance Counselors, and Librarians will follow the same observation schedule as the non-tenured teachers. These staff members will receive 3 observations (2 long & 1 short).

TENURED OTHER CERTIFIED STAFF

Will receive 1 observation and are not required to complete an SGO.

SUMMATIVE RATINGS
Achieve NJ relies on multiple measures of performance to evaluate teachers. The overall evaluation score combines the multiple measures of teacher practice and student growth.

Teachers rated Ineffective or Partially Effective work with their Principals to create a Corrective Action Plan with targeted Professional Development for the subsequent year. To maintain tenure, all teachers (regardless of hire date) must continue to earn a rating of Effective or Highly Effective.

**Non-mSGP Teachers:** The summative score is comprised of the teacher practice score (85%) and the Student Growth Objective (mSGO) score (15%).

**mSGP Teachers:** The summative score is comprised of the teacher practice score (70%), SGP score (5%), and SGO score (25%).

**TEACHER PRACTICE**
The teacher practice score will be computed based on following weights:

- Domain 1 - 10%
- Domain 2 - 40%
- Domain 3 - 40%
- Domain 4 - 10%

**STUDENT ACHIEVEMENT & STUDENT GROWTH PERCENTILE (SGPs)**
Students enter classrooms at varying levels of achievement, and educators deserve credit for helping them progress. SGPs measure achievement gains with 4th through 8th grade Language Arts Literacy and 4th through 7th grade Mathematics, referred to as the “tested grades and subjects.” Using the NJSLA, SGPs compare the change in a student’s achievement from one year to the next to that of all other students in the state who had similar historical results (the student’s “academic peers”).

**STUDENT GROWTH OBJECTIVES (SGOs)**
Teachers (with approval from their principals) set Student Growth Objectives for their students at the start of the year and are assessed on whether those objectives are met at the end of the year. Common district-developed assessments must be utilized for SGO goals for the 2019-2020 school year.

All teachers must set two (2) SGOs. A tenured teacher’s SGO score counts for 15% of his/her overall evaluation. A non-tenured teacher’s SGC counts for 25 percentage of his/her summative score.

The following staff members will be exempt from creating SGOs:

- Child Study Team Members
- Therapists
- Guidance Counselors
- Nurses
- Instructional Coaches
ELEMENTARY CLASSROOM TEACHERS must create two (2) SGOs. Both SGOs must be based on district wide Common Assessments that are valid and reliable (except in cases where the teacher only teaches one of those subjects).
1) One SGO must be a Math SGO
2) One SGO must be an ELA SGO

SECONDARY TEACHERS must create two (2) SGOs in their Content Area. SGOs must be based on Common Assessments that are valid and reliable with the approval of the content Supervisor.

SUPPORT STAFF
All support staff must be evaluated twice during each school year.

SUPPORT STAFF INCLUDES:
Secretaries Paraprofessionals Grant Facilitators Grant Coordinators Grant Department Clerks Administrative Assistants Receptionist Central Registration Transportation Department Business Office Guidance Department It Department Security Specialists Curriculum Department Special Education/PPS Department Bus Drivers

Support staff will receive two observations. The first will be completed by January 11, 2020 and the second must be completed by April 8, 2020.

INSTRUCTIONAL WALKTHROUGHS (Pre-S through High School)
Focused administrative walkthroughs will be conducted regularly by administrators and district supervisors.

The District walkthrough team will be comprised of the following administrators:
· Superintendent
· Supervisor of Guidance, Bilingual/ESL Programs, & World Language
· Supervisor of Science, Technology, Engineering and Mathematics
· Supervisor of K-2 English Language Arts and Title I Instruction
· Supervisor of 3-12 English Language Arts, Social Studies and Fine Arts
· Supervisor of Special Education
· Supervisor of Related Services
· Supervisor of Special Services
· Whomever the Superintendent deems appropriate
The Board of Education recognizes the importance of teacher effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3221 for the evaluation of teachers consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teacher evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3221, “teacher” means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for teachers which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teachers and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teachers. A District Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teachers as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5. A School Improvement Panel shall be established in accordance with N.J.A.C. 6A:10-3.1 and with the responsibilities outlined in N.J.A.C. 6A:10-3.2.

The components of the teacher evaluation rubric as described in N.J.A.C. 6A:10-4.1 shall apply to teachers. Measures of student achievement, as outlined in N.J.A.C. 6A:10-4.2, shall be used to determine impact on student learning. Teacher observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-4.4. Observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b.(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).
The teacher practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.2.

The Superintendent shall annually notify all teachers of the adopted evaluation policies and procedures/regulations no later than October 1. If a teacher is hired after October 1, the Superintendent shall notify the teacher of the policies and procedures/regulations at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures/regulations within ten teacher working days of adoption.

EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS  Policy 3222

The Board of Education recognizes the importance of teaching staff member effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3222 for the evaluation of teaching staff members consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teaching staff member evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3222, “teaching staff member” includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate. For the purposes of Policy and Regulation 3222, “teaching staff member” does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, directors and/or supervisors.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for teaching staff members which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teaching staff members and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teaching staff members. A District
Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teaching staff members as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teaching staff member rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for non-tenured teaching staff members shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1. Evaluations for non-tenured teaching staff members shall take place before April 30 each year prior to the May 15 notice requirement date for continued employment. Evaluations for tenured teaching staff members shall be completed prior to June 30.

The Superintendent shall annually notify all teaching staff members of the adopted evaluation policies and procedures/regulations no later than October 1. If a teaching staff member is hired after October 1, the Superintendent shall notify the teaching staff member of the policies and procedures/regulations at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures/regulations within ten teaching staff member working days of adoption.

In order to RENEW NON-TENURED STAFF, a portfolio must be created and hand delivered to the District Office by April 20, 2020.

Requirements for First through Third Year Non-Tenured Staff Member Portfolio:

Portfolios must contain the following:

- Instructional Data MUST be included and documentation of each staff member’s attendance during their time in district.
- A copy of all Evaluations conducted by Administration during their time in district.
- A copy of each staff members Professional Growth Plan during their time in district.
- **A Letter from staff member requesting tenure** with a clear focus on why he/she should be renewed, and include statements regarding:
  - what he/she does to improve the school community.
  - any and all extra –curricular activities he/she participates in.
  - how the staff member’s renewal will affect all current and future Lakewood students.
  - what he/she does to grow in his/her teaching profession.
  - what he/she does to move his/her students to the next level.
  - Student Work samples from 5 different students showing growth from September through April (4 samples per student).
  - 4 weeks of lesson plans.
  - Videotape/CD of Special Projects (optional)
Any and all information you would like to share with the District Tenure Committee

Failure to provide portfolio documentation will result in non-renewal of Staff Member.

Requirements for Fourth Year Non-Tenured Staff Member Portfolio:

Portfolios must contain the following:

- Instructional Data MUST be included along with documentation of each staff member’s attendance for the last three years.
- A copy of all 9 + Formal Evaluations conducted by Administration for the last three years.
- A copy of each staff members Professional Growth Plan for the last three years.
- **A Letter from staff member requesting** tenure with a clear focus on why he/she should obtain tenure status, and include statements regarding:
  - what he/she does to grow in his/her teaching profession.
  - what he/she does to move his/her students to the next level.
  - what he/she does to improve the school community.
  - any and all extra –curricular activities he/she participates in.
  - how your tenure status will affect all current and future Lakewood students.
  - Student Work samples from 5 different students showing growth from September through April (4 samples per student).
  - 4 weeks of lesson plans.
  - Videotape/CD of Special Projects (optional)
  - Any and all information you would like to share with the District Tenure Committee

Failure to provide portfolio documentation will result in non-renewal of Staff Member.

A District-Wide Tenure Committee will review and submit qualified tenure requests. All recommendations are subject to approval by the Superintendent.

**ELECTRONIC DEVICES**

**ACCEPTABLE USE OF COMPUTER NETWORK(S)/COMPUTERS AND RESOURCES BY TEACHING STAFF MEMBERS**

Policies: #3321/#4321

The Board 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. Access to telecommunications will allow teaching staff members to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by teaching staff members to information sources but reserves the right to limit in-school use to materials appropriate to educational purposes.
The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes that telecommunications will allow teaching staff members access to information sources that have not been pre-screened using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer network(s) and declares unethical, unacceptable, inappropriate or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, instituting legal action or taking any other appropriate action as deemed necessary.

The Board provides access to computer network(s)/computers for administrative and educational purposes only. The Board retains the right to restrict or terminate teaching staff member’s access to the computer network(s)/computers at any time, for any reason. The Board retains the right to have the Superintendent or designee monitor network activity, in any form necessary, to maintain the integrity of the network(s) and ensure its proper use.

Standards for Use of Computer Network(s)

Any individual engaging in the following actions declared unethical, unacceptable or illegal when using computer network(s)/computers shall be subject to discipline or legal action:

1. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities which violate Federal, State, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network(s). Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
2. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.
3. Using the computer network(s) in a manner that:
   a. Intentionally disrupts network traffic or crashes the network;
   b. Degrades or disrupts equipment or system performance;
   c. Uses the computing resources of the school district for commercial purposes, financial gain or fraud;
   d. Steals data or other intellectual property;
   e. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
   f. Gains or seeks unauthorized access to resources or entities;
   g. Forges electronic mail messages or uses an account owned by others;
   h. Invades privacy of others;
   i. Posts anonymous messages;
   j. Possesses any data which is a violation of this policy; and/or
   k. Engages in other activities that do not advance the educational purposes for which computer network(s)/computers are provided.
Violations

Individuals violating this policy shall be subject to appropriate disciplinary actions as defined by Policy No. 3150, Discipline which includes but are not limited to:

1. Use of the network(s)/computers only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension;
7. Dismissal;
8. Legal action and prosecution by the authorities; and/or
9. Any appropriate action that may be deemed necessary as determined by the Superintendent and approved by the Board of Education.

USE OF SOCIAL NETWORKING SITES

The Board of Education has a strong commitment to quality education and the well-being of all pupils, as well as the preservation of the school district’s reputation. The Board believes staff members must establish and maintain public trust and confidence and be committed to protecting all pupils attending the school district. In support of the Board’s strong commitment to the public’s trust and confidence, the Board holds all staff members to the highest level of professional responsibility.

The Commissioner of Education has determined inappropriate conduct outside a staff member’s professional responsibilities may determine them as unfit to discharge the duties and functions of their position. Staff members should be advised communications, publications, photographs, and other information appearing on social networking sites deemed inappropriate by the Board could be cause for dismissal of a non-tenured staff member or to certify tenure charges against a tenured staff member to the Commissioner of Education.

Staff members are advised to be concerned and aware such conduct deemed inappropriate may include, but is not limited to, communications and/or publications using e-mails, text-messaging, social networking sites, or any other form of electronic communication that is directed and/or available to pupils or for public display or publication.

While the Board respects the right of staff members to use social networking sites, staff members should recognize they are held to a higher standard than the general public with regard to standards of conduct and ethics. It is important that a staff member’s use of these sites does not damage the reputation of the school district, employees, pupils, or their families. Staff members who utilize, post or publish images, photographs, or comments on social networking sites, blogs, or other forms of
electronic communication outside their professional responsibilities shall ensure their use, postings, or publications are done with an appropriate level of professionalism and are appropriate conduct for a school staff member. Staff members should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding that what is private in the digital world often has the possibility of becoming public even without their knowledge or consent.

The school district strongly encourages all staff members to carefully review the privacy settings on social networking sites they use and exercise care and good judgment when posting content and information on such sites. Staff members should adhere to the following guidelines, which are consistent with the district’s workplace standards on harassment, pupil relationships, conduct, professional communication, and confidentiality.

When using personal social networking sites, school staff members:

1. Should not make statements that would violate any of the district’s policies, including its policies concerning discrimination or harassment;
2. Must uphold the district’s value of respect for the individual and avoid making defamatory statements about the school district, employees, pupils, or their families;
3. May not disclose any confidential information about the school district or confidential information obtained during the course of his/her employment, about any individual(s) or organization, including pupils and/or their families;
4. Shall not use social networking sites to post any materials of a sexually graphic nature;
5. Shall not use social networking sites to post any materials which promote violence;
6. Shall not use social networking sites which would be detrimental to the mission and function of the district;
7. Are prohibited from using their school district title as well as adding references to the district in any correspondence including, but not limited to, e-mails, postings, blogs, and social networking sites unless the communication is of an official nature and is serving the mission of the district. This prohibition also includes signature lines and personal e-mail accounts;
8. Shall not post updates to their status on any social networking sites during normal working hours including posting of statements or comments on the social networking sites of others during school time unless it involves a school project. Employees must seek approval from the Superintendent of Schools for such use; and
9. Shall not post or publish any information the Commissioner of Education would deem to be inappropriate conduct by a school staff member.

The Policy of this district is to maintain a level of professionalism both during and after the school day. Any publication through any means of electronic communication which is potentially adverse to the operation, morale, or efficiency of the district, will be deemed a violation of this Policy. If the Board or Superintendent believes that a staff member’s activity on any social networking site violates the district’s policies, the Board or Superintendent may request that the employee cease such activity. Depending on the severity of the incident, the staff member may be subject to disciplinary action.
This Policy has been developed and adopted by this Board to provide guidance and direction to staff members on how to avoid actual and/or the appearance of inappropriate conduct toward pupils and/or the community while using social networking sites.

**ELECTRONIC COMMUNICATIONS BETWEEN TEACHING STAFF MEMBERS AND STUDENTS (M)**

The Board of Education recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and teaching staff members communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student’s extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between teaching staff members and students. However, the Board of Education recognizes teaching staff members can be vulnerable in electronic communications with students.

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to teaching staff members to prevent improper electronic communications between teaching staff members and students.

The Commissioner of Education and arbitrators, appointed by the Commissioner, have determined inappropriate conduct may determine a teaching staff member unfit to discharge the duties and functions of their position. Improper electronic communications by teaching staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, “electronic communication” means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. “Electronic communications” include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, “professional responsibility” means a teaching staff member’s responsibilities regarding co-curricular, athletic coaching, and any other instructional or non-instructional responsibilities assigned to the teaching staff member by the administration or Board of Education.

For the purposes of this Policy, “non-electronic communications” means only hard copies of written memoranda or written letters.

For the purposes of this Policy, “improper electronic communications” means an electronic communication between a teaching staff member and any student of the school district when:
1. The content of the communication is inappropriate as defined in this Policy; and/or

2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a teaching staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a teaching staff member and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;

2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;

3. Communications regarding the teaching staff members or students past or current romantic relationships;

4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;

5. Communications that are harassing, intimidating, or bullying;

6. Communications requesting or trying to establish a personal relationship with a student beyond the teaching staff member’s professional responsibilities;

7. Communications related to personal or confidential information regarding another school staff member or student; and

8. Communications between the teaching staff member and a student that the Commissioner of Education or an arbitrator would determine to be inappropriate in determining the teaching staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a teaching staff member and a student shall be followed:

1. E-Mail Electronic Communications Between a Teaching Staff Member and a Student
   a. All e-mails between a teaching staff member and a student must be sent or received through the school district’s e-mail system. The content of all e-mails between a
teaching staff member and a student shall be limited to the staff member’s professional responsibilities regarding the student.

b. A teaching staff member shall not provide their personal e-mail address to any student. If a student sends an e-mail to a teaching staff member’s personal e-mail address, the staff member shall respond to the e-mail through the school district e-mail system and inform the student his/her personal e-mail address shall not be used for any electronic communication between the teaching staff member and the student.

c. A teaching staff member’s school district e-mail account is subject to review by authorized school district officials. Therefore, a teaching staff member shall have no expectation of privacy on the school district’s e-mail system.

2. Cellular Telephone Electronic Communications Between a Teaching Staff Member and a Student

a. Communications between a teaching staff member and a student via a personal cellular telephone shall be prohibited.

(1) However, a teaching staff member may, with prior approval of the Superintendent or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the teaching staff member’s professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Superintendent or designee.

3. Text Messaging Electronic Communications Between Teaching Staff Members and Students

a. Text messaging communications between a teaching staff member and an individual student are prohibited.

(1) However, a teaching staff member may, with prior approval of the Superintendent or designee, text message students provided the need to text message is directly related to the teaching staff member’s professional responsibilities with a class or co-curricular activity. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the class or activity approved by the Superintendent or designee.

4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Teaching Staff Members and a Student
a. A teaching staff member is prohibited from communicating with any student through the teaching staff member’s personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a teaching staff member and a student.

b. A teaching staff member shall not accept “friend” requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a teaching staff member’s personal social networking website or other Internet-based social media website shall not be responded to by the teaching staff member and shall be reported to the Superintendent or designee by the teaching staff member.

c. If a teaching staff member has a student(s) as a “friend” on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts upon Board adoption of this Policy.

d. Communication between a teaching staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Superintendent or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Superintendent or designee.

Reporting Responsibilities

In the event a student sends an improper electronic communication, as defined in this Policy, to a teaching staff member, the teaching staff member shall report the improper communication to the Superintendent or designee by the next school day. The Superintendent or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a teaching staff member or a student may result in appropriate disciplinary action.

A teaching staff member and student may be exempt from the provisions outlined in this Policy if a teaching staff member and student are relatives. The teaching staff member and the student’s parent shall submit notification to the Superintendent of the student’s school of their family relationship and their exemption from the provisions outlined in this Policy.

Any non-electronic communication between a teaching staff member and a student shall not include any inappropriate content as outlined in this Policy and does not require prior written approval from the Superintendent of Schools.
The provisions of this Policy shall be applicable at all times while the teaching staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

**COOPERATION BETWEEN PARENTS AND SCHOOL POLICY #9200**

The Board of Education believes that the education of children is a joint responsibility that the Board shares with the parent(s) or legal guardian(s) of students. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained. All communications between a student’s administrator, teacher and staff and his/her parent(s) shall be in writing in the form of a letter or memorandum or through the school district’s email system.

1) **Group Texts** – under strict one way Communication Reminders for Sports Teams, After School Activities or Events for notification/reminder of pick-up time, classroom behavior systems, scheduled appointments etc...

   This is to be a one way, from Staff to a Group Text to Parents, communication from administrator/teacher to parents. There is to be no two way communication from Administrator/teacher to individual parent through text.

It is the position of the Board that parent(s) or legal guardian(s) bear the ultimate responsibility for their children’s in-school behavior, including the behavior of students who have reached the legal age of majority, but are still for all practical purposes under parental authority.

The Board directs that cooperation be encouraged by parent-teacher conferences that permit two-way communication between home and school; open houses in district schools that provide parent(s) or legal guardian(s) with the opportunity to see the school facilities, meet the faculty, and observe the program on a first hand basis; meetings of staff members and groups of the parent(s) or legal guardian(s) of those students having special abilities, needs, or problems; and special events of a cultural, ethnic, or topical nature, which are initiated by parent groups, involve the cooperative effort of students and parent(s) or legal guardian(s), and are of general interest to the schools or community.

**TEACHING STAFF MEMBER/SCHOOL DISTRICT REPORTING RESPONSIBILITIES POLICY #3159**

All certificate holders shall report their arrest or indictment for any crime or offense to the Superintendent of Schools within fourteen calendar days of the arrest or indictment in accordance with the provisions of N.J.A.C. 6A:9B-4.3. For purposes of this policy, “certificate holders” shall include all individuals who hold certificates, credentials, certificates of eligibility (CEs), and certificates of eligibility with advance standing (CEASs) issued by the State Board of Examiners. For purposes of this
Policy, the term “certificate” shall include all standard, emergency and provisional certificates, all credentials, and all CEs and CEASs issued by the State Board of Examiners.

The report submitted to the Superintendent shall include the date of arrest or indictment and charge(s) lodged against the certificate holder. Such certificate holders shall also report to the Superintendent the disposition of any charges within seven 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:9B-4.4. The school district shall make these reporting requirements known to all new employees upon initial employment and to all employees on an annual basis.

The Superintendent of Schools shall notify the New Jersey State Board of Examiners when:

1. Tenured teaching staff members who are accused of criminal offenses or unbecoming conduct resign or retire from their positions;

2. Non-tenured teaching staff members, including substitute teachers, who are accused of criminal offenses or unbecoming conduct resign, retire, or are removed from their positions;

3. A certificate holder fails to maintain any license, certificate, or authorization that is mandated pursuant to N.J.A.C. 6A:9B for the holder to serve in a position;

4. The Superintendent of Schools becomes aware that a certificate holder has been convicted of a crime or criminal offense while in the district’s employ; or

5. The Superintendent has received a report from the Department of Children and Families substantiating allegations of abuse or neglect, or establishing “concerns” regarding a certificated teaching staff member.

In the event the New Jersey State Board of Examiners issues an order to show cause based on the information that the school district provided about the certificate holder, it shall be the responsibility of the school district to cooperate with the Board of Examiners in any proceeding arising from the order to show cause.

The Superintendent of Schools shall also notify the New Jersey State Board of Examiners, in accordance with the provisions of N.J.S.A. 18A:16-1.3, whenever a nontenured, certificated employee is dismissed prior to the end of the school year for just cause as a result of misconduct in office. This notification requirement shall not apply in instances where the employee’s contract is not renewed. The Superintendent of Schools will comply with the additional notice requirements to the New Jersey State Board of Examiners in the event it is subsequently determined by a disciplinary grievance arbitration, a court, or an administrative tribunal of competent jurisdiction that the basis for the dismissal did not constitute misconduct in office. In addition, whenever the Superintendent of Schools notifies the New Jersey State Board of Examiners of an employee’s dismissal for reasons of misconduct in accordance
with the provisions of N.J.S.A. 18A:16-1.3, the employee shall receive a simultaneous copy of the notifying correspondence.

SUPPORT STAFF MEMBER/SCHOOL DISTRICT REPORTING RESPONSIBILITIES POLICY #4159

All support staff members shall be required to report their arrest or indictment for any crime or offense to the Superintendent of Schools within fourteen calendar days of the arrest or indictment. For purposes of this policy, “support staff members” shall include all school district employees who hold a position in the school district for which no certificate issued by the New Jersey State Board of Examiners is required.

The report submitted to the Superintendent shall include the date of arrest or indictment and charge(s) lodged against the support staff member. Such support staff members shall also report to the Superintendent the disposition of any charges within seven calendar days of the disposition. Failure to comply with these reporting requirements may be deemed “just cause” for disciplinary action, which may include termination or non-renewal of employment in accordance with law.

Teaching staff members are required to report their arrest or indictment for any crime or offense in accordance with Policy 3159 and N.J.A.C. 6A:9B-4.3.

The school district shall make these reporting requirements known to all new support staff members upon initial employment and to all employees on an annual basis.

FACULTY AND WORK ROOMS

a) As of September 1, 1989 SMOKING is not permitted in any section of the school building or school property, by order of the Lakewood Fire Marshall/Board of Education.

b) Staff is requested to keep the faculty refrigerator clean and free of unnecessary items on a regular basis and especially before extended vacations.

c) The faculty microwave is to be cleaned after every use. It is the user’s responsibility to clean any spill as it occurs.

FACULTY/GRADE LEVEL MEETINGS

There will be three meetings a month. As per the LEA contract, all certificated staff will remain after school every Monday (if off on Monday then on Tuesday) [as part of the weekly 125 minutes per LEA contract].

FIRE AND SECURITY DRILLS

FIRE DRILL PROCEDURES
1. When the fire alarm sounds all activity is to cease and **all students, staff, and visitors** must immediately exit the building according to the posted exit procedures. A bell will sound when it is safe to return to the building.

2. Teachers should set up procedures to ensure that windows and doors are closed and that all students are accounted for. All teachers must carry their record books and GO BAG with them during the fire drill.

3. All students must walk and remain silent while exiting the building, waiting outside, and while entering the building. Teachers are responsible for monitoring student behavior.

4. *Any student in a hallway at the time of a Fire Alarm is to go with the closest class.* Students should not be sent back to their classroom to join their class as this could cause a delay. In an actual emergency it could be the difference between survival or not. Once outside the building his/her teacher can be located.

**SECURITY DRILL PROCEDURES**

Please refer to the district’s Classroom Emergency Response Guide and the Emergency Response Procedures.

**FORMS AND PROCEDURES**

Building Administrators will determine where Forms will be centrally located for easy access.

*Code Of Conduct* – found on the last page of the Code of Conduct there is a signature page for parents and students to sign and return.

*Community Eligibility Provision (CEP)*

We are pleased to announce that Lakewood Public Schools qualified to participate in the 2019-2020 Community Eligibility Provision (CEP), a National School Breakfast and Lunch program for our schools. All students are eligible to receive a healthy breakfast and lunch at school at **NO CHARGE**.

Lunch Forms – Replaced with the CEP NJDOE Household Information Survey for the 2019-2020 school year. **All students must return a form to school by September 14, 2019.**

*Emergency and Illness Procedure Card* – should be returned by every student. The student’s name, grade, ID#, and teacher’s name should be listed and sent to the nurse. Please note: make a notation for yourself of any medical data that a parent has recorded.

*Health Benefits/Human Resources/Payroll* – Inquiries should be submitted through the district help desk - [http://swapps.lakewood.schoolwires.net/SignIn.aspx](http://swapps.lakewood.schoolwires.net/SignIn.aspx)

*Locator Forms* – should have the student’s ID number, grade and teacher’s name. They should be sent down in ABC order and separated in three piles; white, yellow and pink. These should be sent down **AS A CLASS** by the third Tuesday of September.
LOCKER ROOM SUPERVISION

The Board of Education is committed to ensure all students are safe while in locker room facilities. Therefore, a teaching staff member, coach, and student shall comply with the following procedures to ensure the safety of all those who use the athletic locker rooms that are located either on or off school grounds.

1. Teaching staff members and coaches shall:
   a. Escort his or her team or class to the locker room;
   b. Unlock the locker room door so the class or team may enter and dress for the game, practice, class or activity;
   c. Walk through the entire locker room to check for students lagging behind the rest of the students;
   d. Make certain the entire team/class has exited the locker room before securing the locker room;
   e. Lock and/or secure the locker room door;
   f. Escort team, class, or activity participants to the designated practice, game, or instructional area;
   g. After practice, game, class, or activity, escort team, class or activity participants out of the building or back to gym to prepare for dismissal;
   h. Not permit any student to leave class prior to the bell or practice, game or activity until dismissed by the supervising teaching staff member or coach.

2. A physical education teacher shall occupy an office in the locker room during school hours.

3. Locker rooms shall be locked at all times when unattended or unsupervised by a teaching staff member or coach.

4. Only student/athletes whose teams are currently playing or are in season shall be permitted access and use of the locker rooms after school hours.

5. No student/athlete shall be left unattended or unsupervised by a teaching staff member or coach in the locker room for any reason at any time.

6. All coaches are required to walk their student/athletes to the district provided late buses and wait until the late buses exit school property. No student/athlete shall be left by a coach until the student enters a late bus and the bus exits the school district property or the student is picked up by their parent or other authorized person.

7. As a preventative measure, school building administrators will conduct gym/locker room sweeps to ensure these guidelines are being followed.
8. Failure to follow these procedures will result in appropriate disciplinary action.

**Parent/Student Internet Contract** – should be kept by the teacher in the classroom.

**Parent/Student Photo/Publicity Contract** – should be kept by the teacher in the classroom.

**Staff Personnel Form** – Please complete the Personal Record Form (found in your Policy Book folder) and returned to the main office ASAP. **(One must be completed for ALL staff members.)**

**Staff Voucher Procedures** - It is imperative that vouchers are submitted for all work completed over and above contracted salary.

Effective Saturday, January 30, 2016, all employees that use vouchers will start using the new Voucher form and must adhere to the following procedures listed below:

Please be sure you are using the **NEW** Voucher Form and have included all of the following information:

1. Date of Board Approval – MUST BE INCLUDED TO BE PAID – include copy when available
2. Date – The date work was performed is now preprinted on the vouchers
3. Total Number of Hours worked
4. Description of Services - Include all available detailed information
5. Position – What is the position services were provided for
6. Where – Where were the services performed, what type of classroom (i.e. MD, BD)
7. Hourly Rate – What is the rate that was approved
8. Daily Total – Total for the day
9. Account number to be charged (must be included). **Please use one voucher per account number.**
10. Claimant’s Signature (employee’s signature)
11. Supervisor’s signature

**PLEASE BE AWARE OF THE FOLLOWING IMPORTANT INFORMATION:**

- Vouchers must be submitted as outlined on the Payroll Voucher schedule.
- Employees will **not be allowed** to hold vouchers or delay submission of vouchers.
- Vouchers should be submitted for the period listed on the voucher with the due date stated.
- Any vouchers submitted late will need to be reviewed by the Business Administrator to determine when they can be paid. **TYPICALLY, THE NEXT PAY PERIOD.**
• All vouchers should be maintained in the 3 ring binder located in the main office.

• **No employee should be carrying a voucher around.**

• All completed vouchers will be sent to the payroll office **by the main office**.

• **Vouchers not received from the main office will not be accepted and will be sent back to the supervisor.**

• All incomplete vouchers will be returned to the supervisor. Any delay in payment will be communicated by the supervisor to the staff member.

**FUNDRAISING**

The board acknowledges that the solicitation of funds from pupils must be limited since compulsory attendance laws make the pupil a captive donor and such solicitation may disrupt the program of the schools.

For the purposes of this policy, “pupil fundraising” shall include the solicitation and collection of money from pupils for any pre-approved purpose and shall include the collection of money in exchange for tickets, papers or any other goods/services. Raffles and other games of chance will not be permitted unless they are in compliance with all laws and regulations and approved by the Superintendent or designee. The board prohibits the collection of money in school for personal benefit. School approved organizations must apply to the Superintendent or his/her designee for permission to solicit funds both inside and outside of school. Solicitation in school must also be approved by the school Principal. Collections by pupils on behalf of such organizations must be approved by the Superintendent and building Principal.

**HOMEWORK**

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<tr>
<th>CLASS</th>
<th>MAXIMUM PER DAY</th>
<th>TIMES PER WEEK</th>
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<tr>
<td>Gr. K</td>
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<td>Gr. 1</td>
<td>20-30 minutes</td>
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<td>Gr. 2</td>
<td>30 minutes</td>
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<td>Gr. 3</td>
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<td>Gr. 6</td>
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<td>Gr. 7 Elective Classes</td>
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<td>Teacher Determined</td>
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<td>Gr. 10 Core Classes</td>
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<td>Teacher Determined</td>
</tr>
</tbody>
</table>

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Gr. 11   Core Classes   Teacher Determined
Gr. 12   Core Classes   Teacher Determined

a) Lessons – Please consult your subject specific frameworks for lesson guidelines.
b) Homework is to be considered a vital part of our school program. All children should be given the opportunity to develop independent study habits, a sense of responsibility and pride in their work.
c) In assigning homework, be sure that the assignment is clear-cut and that the work assigned is within the ability/understanding of the student. Give homework as reinforcement – not punishment.
d) Back to School Night is a great opportunity to discuss with parents the type of assignments you expect to be giving during the school year.
e) Homework assigned must be completed, collected daily and returned corrected to pupils or placed in the student’s folder for parent conferences.
f) If students do not return homework assignments as per your request, contact parents via notes, phone calls, etc., to inform them regarding the necessity for homework to be completed.
g) Teachers are required to list in their plan book, homework assignments for the week by subject.
h) When a student is absent because of illness, the teachers must make every effort to help them pick up where they left off. It is the teacher’s responsibility to make sure that homework is given to students to makeup. However, it is the student’s responsibility to check with their teachers to determine what work they have to make up. Students shall be giving a reasonable amount of time to make-up work. (A reasonable amount in most cases shall be the same number of school days as the days missed.) After such time teachers may not accept any make-up assignments.
i) Teachers are responsible for assigning homework to students who are suspended from school.
j) ALL teachers are responsible for sub plans except for K-2 Interventionists.

LAMINATING MACHINES

The Building Administrator will determine procedures for the use of the laminating machines (if available).

LIBRARY MEDIA CENTER

Teachers who wish to bring a class to the library to utilize the computers must:

- Make arrangements with the librarian.
- Remain with their class at all times.
- Plans to use the Library Media Center must be noted in your lesson plans.

Substitute teachers are not to send students to the library nor are they to bring a class to the library even if a class has been previously scheduled.
MAILBOXES - DISTRICT EMAIL

It is the responsibility of all staff to check their individual mailbox and district email several times during the school day. Please do not send students to the office for this task.

MEDICAL

INJURIES

Staff members should report all personal injuries to the school nurse no later than 24 hours after the injury. If the nurse is unavailable, the injury should be reported to the administrator or designee / main office and the District Safety Officer.

STUDENT INJURY/ILLNESS

Any child who is injured anywhere in the building at any time (even at dismissal) must automatically be sent to the nurse regardless of whether the child says he/she is alright. Any child who appears and claims not to be well regardless of whether you feel it is true or not true must be sent to the nurse to be checked.

- Use gloves at all times (blood/body fluids)
- DCP&P – If a student reports abuse to you, it is your responsibility to call DCP&P and to notify the counselor, nurse and Principal.
- Safety – You will be liable and accountable if you are sitting down while a child plays and is injured on the playground equipment.
- Class Trips and the Nurse – Secure the services of the nurse two weeks in advance of your class trip.
**SUICIDE THREATS**

*SUICIDE THREATS* are serious and will be handled on an individual basis. Any student threatening suicide or making suicidal statements is to be taken seriously and must be reported immediately to the School Nurse. **Do not attempt to make a judgment as to the seriousness of the threat.**

The Main office will take the following actions in order:

1) Contact the School Nurse
2) Contact the Guidance Counselor
3) Contact a CST Counselor (if the student is classified)
4) Contact the building administrator

**MENTOR – TENURED - CERTIFIED TEACHER**

All new teachers and/or non-tenured staff are required by NJDOE to take part in a mentoring program in order to receive their Standard Certification.

Non-tenured teachers who have already received their Standard Certification, but are new to the District, are required to take part in a district mentoring program.

The Mentoring program helps the novice succeed by relying on veteran teachers to provide pragmatic, real world training in the art of teaching.

Mentoring can be defined as a developmental relationship in which a more experienced person provides support and guidance to a less experienced person. Mentoring goes beyond the traditional teacher-student relationship. Effective mentors serve as advisers, coaches, teachers, sounding boards, cheerleaders, and critics all rolled into one. Mentors give those with less experience an opportunity to improve their understanding of practices, discuss problems, and analyze and learn from mistakes in an atmosphere that is collaborative, constructive, and confidential.

All Certified staff members wishing to share/give back/pay it forward must complete the District 2019-2020 Mentor Application and submit it with the required supporting documents and letter of recommendation from a fellow colleague **(not an administrator)**. (See Appendix C.)

**MONITORING DEVICES ON SCHOOL VEHICLES**

The Board of Education recognizes that safe and secure conditions for all pupils transported in school owned or contracted school vehicles are paramount. Pupils transported in a school owned or contracted school vehicle must maintain proper discipline in the vehicle at all times.

To maintain the safe and secure conditions for all pupils transported on school owned or contracted school vehicles, the Board may use devices to monitor and/or observe pupil behavior, teacher and support staff behavior, school bus driver discipline procedures and/or school bus driver driving techniques. Each school vehicle will have a sign clearly posted in the school vehicle stating that:
“Video and/or Audio Monitoring Devices Are Used On School Owned And Contracted Vehicles And This Vehicle May Be Monitored At Any Time.”

The recording may be used in pupil and staff discipline matters, driver evaluations or for driver discipline or training. Notice of this policy will be provided to parent(s) or legal guardian(s) and all transportation personnel each year in staff, pupil and/or parent handbooks.

**NEWS MEDIA RELATIONS/PUBLICITY RELEASES POLICY #9400**

Representatives of the local newspapers and radio and television stations are an important link in the communications chain between the school district and the community it serves. The maintenance of a good working relationship with members of the media is essential to meeting the objectives of the district's school and community relations program.

The Board of Education must give formal approval to all basic practices governing relations between news media and the district and reserves the right to negotiate, on terms most favorable to the district, for the radio broadcasting, televising, filming, or sound recording of any school event by an outside agency.

The Superintendent or designee shall be the chief communications representative of the Board. He/she shall be readily available to media representatives, provide media representatives with all appropriate and necessary information, suggest or supply feature articles or stories, prepare "press kits," assist school and parent organizations with press relations, meet periodically with media representatives, and protect school personnel from any unnecessary demands on their time by news media representatives.

The Superintendent or designee must approve in advance interviews between staff members or pupils and media representatives and authorize the release of photographs, video or digital images of district subjects, personnel, or pupils. Photographs, video or digital images of disabled children shall not be disseminated or used in print or media in any way if they are identified as disabled unless permission is granted by the parent(s) or legal guardian(s). Photographs, video or digital images of children placed in the district by DCP&P shall not be published without the permission of the Division case worker. Where the release of a photograph may violate the privacy of a pupil or staff member, the Superintendent or designee must first secure the written permission of the staff member or the pupil's parent(s) or legal guardian(s).

**NOTICES HOME**

All notices to be sent home regarding trips, class activities, parent invitations to the school, etc. must be approved by the administration first.

**OPENING EXERCISE**
Flag Salute and Pledge of Allegiance

The flag salute takes place at the beginning of the day. New Jersey Law (18A:3603) requires students to show respect for the flag of the United States of America by reciting the pledge of allegiance each day. Students who are conscientiously opposed to the pledge or salute may abstain from these ceremonies; however, they are required to stand quietly and not disrupt the ceremonies. There should be silence and no movement during the pledge.

Moment of Reflection

On August 29, 2013, the Board of Education approved a resolution for all Lakewood Public School Students to have a “Moment of Reflection.” The Moment of Reflection will follow immediately after the Pledge of Allegiance as part of the morning exercise.

PARAPROFESSIONAL RESPONSIBILITIES

✓ Assist and support the instructional program of the class they assist.
✓ Accept direction and guidance from teachers.
✓ Understand that the schedule is subject to change depending on the program review.
✓ Adhere to security door regulations for entrance and exit from the building
✓ All other duties as stated in the District Job Description.

Paraprofessionals are NOT certified staff members, and must ALWAYS be in a room with students AND a CERTIFIED STAFF MEMBER. They are NEVER to be left alone to oversee/monitor/watch students in ANY situation.

A paraprofessional who is employed by the Lakewood School district, and has a substitute certificate, MAY NOT be left alone with students, as his/her position is that of a paraprofessional NOT a substitute.

They are not secretaries, and must not perform clerical duties in class during instructional time.

PARENT CONTACTS

a. All Kindergarten through Grade 5 teachers will send home progress reports on the 1st and 3rd Friday of a month.

b. A record of all parental contacts (phone/note, etc) must be kept in the record book.

c. Please be sure to include positive notes and calls in your parental contacts.

d. Special Education, Self-Contained classes must have a communication book for each child sent home. Please have them available in your room for administrative review.

PARENT/TEACHER CONFERENCES – Middle School, Elementary Schools, and LECC only
On conference days, school will be dismissed for the Middle School at 11:30 a.m., Clifton, Ella G. Clarke and Oak at 12:15 p.m., Piner, LECC and Spruce at 1:00 p.m. Conferences will be held on each pupil, which should include discussion and sharing of papers and information collected during the term. This will prove valuable at conference time. Please use discretion in remarks to parents. Parents must be notified prior to a conference if other staff members will be in attendance (Interventionist, Reading and Math Coach, Special Area Teachers, etc.). Parent attendance will be taken and provided to the main office. All Staff members are required to stay for one evening conference as per the LEA Contract.

If you schedule a parent conference during the school year at a time(s) other than the scheduled parent conferences, please notify the office in writing prior to the scheduled conference time. Indicate scheduled date, conference time, parent name and reason for the conference in your plan book.

Parent Conferences MUST be scheduled before or after school in order to give the parents quality time as school time is reserved for improving the quality of teaching and learning.

PROFESSIONAL DEVELOPMENT PLANS (PDP’S)

- All new staff and staff that have a new placement since their end of the year PDP was completed in May/June of the previous school year must complete a new PDP between September 15th and October 15th.
- Principals must meet with staff regarding their PDP.

125 Minutes a Week

- The 125 minutes will no longer occur during the school day.
- All Faculty, grade level and professional development will occur AFTER school for 125 minutes.
- All meetings will occur on a Monday. If Monday is a Holiday, they will automatically be held on Tuesday.
- All Principals must hold one (1) Faculty Meeting a month and one (1) Grade Level meeting a month.
- Principals can meet with staff for a short time, and break out into work sessions etc...

OUT OF CLASSROOM – PLAYGROUND, ANOTHER ROOM, ETC.

A written request must be submitted to the office requesting to take your class outside or to another room or another part of the building. If permission is received, send a note to the office stating the time you will be “outside” and place a note on your door stating your location. All classes are to be back to their rooms 30 minutes before the end of the school day.

PLAYGROUND AREA AND EQUIPMENT
It is extremely important that teachers actively watch and supervise the use of the playground equipment. Teachers should be alert and aware of students on or near the equipment, as it can be hazardous if not used properly. Please note: You could be held accountable legally for students being injured on the playground. It is your responsibility to make sure students do not fight. Classes are not allowed outside on the playground without the permission of the Principal.

PURCHASES

Purchase of Supplies and Equipment

1) All requests for purchases of any kind for the school must be submitted to the administration. The request must include a suggested vendor with full address and phone number, description, current price of the item, shipping and handling fee and a statement of need.

2) Only the Board of Education may make financial commitments or enter into contracts on behalf of the district. Requests to pay for items that were not approved in advance in accordance with Board of Education policy will not be paid for with school funds.

3) Teachers should not request students to bring in specific school supplies, taxpayer dollars are to support school needs as determined by the Board of Education.

SCHOOL HOURS

Lakewood Early Childhood Center
Student Hours: 8:30 a.m. – 3:00 p.m.
Teacher Hours: 8:25 a.m. – 3:10 p.m.
Paraprofessional Hours: 8:30 a.m. – 3:00 p.m.
Secretaries: 8:00 a.m. - 4:00 p.m. (or as assigned by building Principal/Supervisor)

Delayed Opening - 90 Minutes Delay
10:00 a.m. – 3:00 p.m.

Early Dismissal
8:30 a.m. – 1:00 p.m.

Elementary Schools (CAS, EGC, OSS):
Student Hours: 7:45 a.m. - 2:15 p.m.
Teacher Hours: 7:40 a.m. - 2:25 p.m.
Paraprofessional Hours: 7:45 a.m. – 2:15 p.m.
Secretaries: 8:00 a.m. - 4:00 p.m. (or as assigned by building Principal/Supervisor)

Delayed Opening - 90 Minutes Delay
9:15 a.m. – 2:15 p.m.

Early Dismissal
7:45 a.m. – 12:15 p.m.

**Elementary Schools (PINER, SSS):**
Student Hours: 8:30 a.m. - 3:00 p.m.
Teacher Hours: 8:25 a.m. - 3:10 p.m.
Paraprofessional Hours: 8:30 a.m. – 3:00 p.m.
Secretaries: 8:00 a.m. - 4:00 p.m. (or as assigned by building Principal/Supervisor)

**Delayed Opening - 90 Minutes Delay**
10:00 a.m. – 3:00 p.m.

**Early Dismissal**
8:30 a.m. – 1:00 p.m.

**Lakewood Middle School**
Student Hours: 7:00 a.m. - 1:30 p.m.
Teacher Hours: 6:55 a.m. - 1:40 p.m.
Paraprofessional Hours: 7:00 a.m. – 1:30 p.m.
Secretaries: 8:00 a.m. - 4:00 p.m. (or as assigned by building Principal/Supervisor)
Breakfast for students will begin at 6:45 a.m.
First period begins at 7:00 a.m.

**Delayed Opening - 90 Minutes Delay**
8:30 a.m. – 1:30 p.m.

**Early Dismissal**
7:00 a.m. – 11:30 p.m.

**Lakewood High School**
Student Hours: 7:00 a.m. - 1:30 p.m.
Teacher Hours: 6:55 a.m. - 1:40 p.m.
Paraprofessional Hours: 7:00 a.m. – 1:30 p.m.
Secretaries: 8:00 a.m. - 4:00 p.m. (or as assigned by building Principal/Supervisor)
Breakfast begins at 6:45 a.m.
First period begins at 7:00 a.m.

**Delayed Opening - 90 Minutes Delay**
8:30 a.m. – 1:30 p.m.

**Early Dismissal**
7:00 a.m. – 11:30 a.m.

All Certificated staff must arrive 5 minutes prior to the start of the school day.
SMOKING

Smoking is prohibited in any area of any building of, or on the grounds of, any public or non-public elementary or secondary school, regardless of whether the area is an indoor public place or is outdoors. NJ STAT.ANN C.26:3D-55 to C.26:3D-64 (2006)

SPECIAL EDUCATION AND RELATED SERVICES

Referral

What is a referral?
A referral is a written request for an evaluation that is given to the school district when a child is suspected of having a disability and might need special education services.

Who can make a referral?
- Parent
- School personnel
- Agencies concerned with the welfare of students, including the New Jersey Department of Education.

If you believe that your child may have a disability, you may refer your child for an evaluation by submitting a written request to your school district.

What happens when a referral is made?
Within 20 calendar days of receiving a referral, the school district must hold a meeting to decide whether an evaluation will be conducted. If an evaluation will be conducted, another decision is made about the type of testing and other procedures that will be used to determine the nature and scope of the evaluations. If an evaluation will not be conducted, recommendations may be made with respect to interventions or services to be provided the student in general education.

Decision-Making and Participation in Meetings

How are decisions made about your child’s special education needs?
Decisions regarding your child’s special education needs are made at meetings. As the parents of a child who has or may have a disability, you have the right to participate in meetings regarding:
- Identification (decision to evaluate or not)
- Evaluation (nature and scope of assessment procedures)
- Classification (determine whether your child is eligible for special education and related services)
- Development and review of your child’s individualized education program (IEP)
- Educational placement of your child
- Reevaluation of your child

You are considered a member of the multi-disciplinary team of qualified persons who meet to make these determinations and develop your child’s individualized education program (IEP).

Intervention and referral service procedure (I&RS)
The School building’s Intervention and Referral Services assist Regular Education and Special Education teachers to offer support and works with students with learning and/or behavior problems who may require additional support.

The I&RS team helps classroom teachers by:
- Providing an efficient and effective means of assistance
- Providing peer support
- Providing a vehicle to share their expertise in working with a variety of learning and behavioral problems with all students – Regular and Special Education.
- Offering structured support and assistance by suggesting instructional strategies to promote pupil competence
- Enabling the school’s instructional program to meet a broader range of pupil needs.

Parental Requests: While parents have a right to request a Child Study Team Evaluation, we have a responsibility not to enlist parent requests.

Private CST Evaluations: Evaluations completed by a private Child Study Team at the parents’ request must be submitted to the Principal who will forward it to the Child Study Team.

Speech Referrals: New referrals should be addressed with the Speech Therapists and Counselors.

SECTION 504
Processed by the building administrator and the Guidance Counselor
Individual 504’s for students must be updated and revisited each year. They are not automatically renewed. 504’s cannot be used just for testing nor written and developed just prior to testing. In addition, the provisions of the 504 must be implemented every day to avoid legal ramifications. We do not want to be accused of failing to implement.
- Please review and implement existing 504 plans.
- Begin thinking about revising and updating new 504 plans.
- By November of each school year, all revised and updated 504’s should be in place and signed off by parents.
- By January of the same school year, all brand new 504’s (except for transfers) should be in place and signed off by parents.

STATE RESIDENCY REQUIREMENT

NJ First Act, N.J.S.A. 52:14-7 (Act) effective September 1, 2011. It provides that “every person holding office, employment, or position with ... a school district... shall have his / her Principal address within the State.” New employees are entitled to a grace period of one (1) year from the date of hire to comply with the residency requirement.

There is a “grandfather clause” for existing staff members employed in the District as of September 1, 2011 and who, as of that date, resided outside of New Jersey.

Please note that staff members who were employed in the District but actually resided in New Jersey as of September 1, 2011 are not exempt from the residency requirement.
**SUBSTITUTE FOLDERS**

Substitute folders are to be completed with three complete sets of daily plans during the first week of the new school year. Folders are to be updated by the staff member throughout the year as (i.e. returning after a personal, professional or sick day(s) to maintain 3 days of planning. Please include the following in the substitute folder: student roster, attendance sheet (location), class schedule, medical concerns (i.e. allergies, asthma, etc.), classroom rules and procedures, the bus list, all security policies and plans, and any other significant information.

Substitutes are NOT allowed to take a class to outside activities i.e. bowling, swimming or school trips. Any activity that will vary the daily schedule will be cancelled.

Please remember Substitute plans are to be based on the course study and not busy work. Behavior problems arise when students are not engaged.

Please remember to *leave your keys daily*. The Substitute will need them for access to your room and during a security drill or a security action.

**STUDENT: DISTRICT WIDE – ATTENDANCE / DISCIPLINE POLICY, PROCEDURES & RULES**  
**POLICY #5200**

**Student Attendance**

**Elementary / Middle Schools**

Regular attendance by all students in the Public Schools of New Jersey is a well-established, long standing State Policy (NJSA 18A—38:25,26) that has been repeatedly upheld by the courts of the state as well as by the Supreme Court of the United States.

Regular attendance is fundamental to the academic achievement of students in secondary schools. The self-discipline and sense of responsibility that students acquire clearly relate to post high school experiences in the world of work or in additional educational endeavors. Lakewood School District places a high value on student attendance and requires high standards for its students.

The basic objective of the policy is to minimize or eliminate cuts, tardiness and absences. To this end, the following steps will be taken:

**A. Student Responsibilities:**

- To arrive on time to school.
  - Clarke, Oak & Clifton - 7:45 a.m.
  - Spruce, Piner & LECC – 8:30 a.m.
  - High School – 7:00 a.m.
  - Middle School – 7:00 a.m.
b. To attend school regularly.
c. If a student is absent due to an illness he/she must provide medical documentation to the teacher upon return to school within (2) days.
d. To make up any assignments that will be missed or were missed during his/her absences.

B. Teacher Responsibilities:
  a. Teachers should record attendance in the designated data system within the first 10 minutes of each period / school day. 
     (LECC Preschool teachers must enter the students’ attendance daily as it is used in determining the number of prepackaged Breakfasts and Lunches that will be delivered to the Campuses.)
  b. Teachers must make contact with a parent when a student has been absent 3 times consecutively or 5 times within a two week period.
  c. If a student has been absent 5 times within that marking period the teacher must notify the attendance office as well as their guidance counselor via email.
  d. All medical documentation received should be given to the health office and attendance secretary, which will in turn enter the absences into the designated data system as excused.

C. Unexcused Absences
  a. Ten (10) unexcused absences within a school year will result in truancy charges being filed with the Municipal Court.

D. Absences that are exempt (not unexcused) based on the Attendance Policy include the following:
  a. Personal Observance of Recognized Religious Holiday(s) as published by the New Jersey Department of Education.
  b. Death in the immediate family which includes a parent or guardian, sibling, grandparent, and others at the discretion of the administration.
  c. Bedside Instruction
  d. Administrative excuse with required documentation, which includes, but is not limited to, the following:
     i. Chronic illness with written verification from a physician, which should be registered in the nurse’s office by September 15th of the academic year or within three weeks of the diagnosis. In the event that verification of a chronic illness is not provided within the time limits set forth above, it must be provided promptly after the first absence caused by the chronic illness.
     ii. Court appearance with written documentation from the court.
  e. Classified students are expected to adhere to the same attendance regulations as general education students, unless otherwise noted in the student’s Individualized
Education Plan (IEP). Any additional exception(s) would be determined by the Child Study Team (CST) in consultation with the school administration.

E. Notification Process

a. **Warning Letter**: The Office of Attendance will generate a form letter that is mailed to the home of the student informing the parent/guardian of excessive absences. The office will keep a copy of the letter. This warning letter will state that because of excessive absences, the student is in danger of facing truancy charges. This letter is generated at the 5th unexcused absence in a full year course.

b. **Phone Call to Parent/Guardian**: An automated phone call will be made to the parents/guardians of the student alerting them of their child’s absences/tardies.

c. **Filing Letter**: The Office of attendance will generate a form letter informing the parents/guardians that truancy charges are filed in the Lakewood Municipal Court after 10 unexcused absences.

F. Intervention process for unexcused absences.

a. Students with 5 unexcused absences will receive a letter notifying parents/guardians that their child has exceeded the allowable number of absences.

b. Following the letter a parent conference will be scheduled with the attendance counselor, CST, guidance counselor and all other needed parties to discuss attendance concerns. Student and parent will sign an attendance contract and student will be given 5 days to improve attendance. If needed, the student will be referred to the Intervention and referral Services Committee (I&RS) for further services.

c. After the 5 day notice if a student’s attendance has not improved then the attendance office will generate a letter notifying the parent that truancy charges will be filed at the 10th day of absences.

**REALTIME**

a) *Teachers must use the RealTime program to enter student attendance.* Please do not send students to the main office with a hard copy. If you are experiencing problems with the program please notify the main office.

b) Pupils cannot be marked absent until they have attended one day of school. At the beginning of the school year or as appropriate you are to mark a student as *Never Attended*.

i. **NOTE**: students who have not attended school must be carried for 10 school days before they can be dropped by the Central Registration Department. If you have any information i.e. moved, attending private school, etc. please furnish the information to the attendance secretary.
PUPIL ATTENDANCE

a) Attendance should be completed within the first 10 minutes of a period / school day using the RealTime program.

b) All students entering school after attendance has been taken are to report to the main office (elementary schools) / attendance office (secondary schools).

c) Please impress upon pupils the importance of their arrival to school on time and continue to reinforce this need throughout the year.

d) Office phone calls and letters will be completed on a need basis. A meeting may be requested involving the parent, student, administrator and guidance counselor, or nurse.

BATHROOM / LAVATORY PRIVILEGES

Please do not allow lavatory privileges to be abused by students. It is the responsibility of each student to see that the lavatories are kept neat and clean. It is important to review the rules and procedures regularly.

a) The entire class (elementary only) should not be lined up in the hall to go to the lavatory. (This is a waste of instructional time.)

b) Sending students in pairs and with a pass will provide better supervision and accountability of students.

c) Log Books must be maintained daily for each room (i.e. classroom, resource, speech, etc.) The Log Book will be reviewed by the administration.

d) Students must have a pass to leave the room in order to use the lavatory.

e) Review restroom rules with your students.

f) Please do not limit the number of times a student goes to the lavatory. If you suspect they are fooling around, send them with a monitor (See attached restroom rules). In addition, check with the nurse and parent/guardian to see if there is an underlying medical problem.

DISCIPLINE
DISCIPLINE POLICY

1. The Code of Conduct Booklet and individual classroom “Consequence” plan must be sent home and signed by parents.

2. In accordance with NJSA Title 18A, any form of group or class punishment is prohibited.

3. All classroom teachers, regular and special education, will stand outside their classroom door from first bell to the start of 1st period and from start of bus dismissal until the “All buses have been called” announcement. At this time, teachers will maintain order in the hallways. All bathrooms will remain locked until after first period bell with the exception restroom designated by the building administrator.

4. Attendance will be taken at this time in order to start the instructional day promptly at first bell
   a) All students must have a pass when walking unattended throughout the building. The pass must be visible at all times, (elementary) student ID badge (secondary schools).
   b) All staff members / security are responsible for asking students for their pass.
   c) If the student(s) do not have a pass, ask the student(s) the name of their teacher, and direct the student(s) back to their classroom to obtain a pass.
   d) Report the names of habitual student offenders to the office / security.
   e) The office staff will NOT provide service to ANY student(s) without a pass.

5. All teachers will walk quietly with their students throughout the building. (elementary only)

6. Walk to the right of any given hallway and stairwell. Students must walk with their hands at their sides. [The teacher must walk behind the class so that all students are in full view of the teacher at all times. (elementary only)]

7. Instruct students to always walk to the right of the hallways and stairwells at all times.

8. The school-wide classroom rules must be posted and visible at all times. The classroom teacher is responsible for strictly enforcing the rules. Teachers are responsible for calling the
parent/guardian of any student(s) who fail to comply with the rules - even if you must call every
day. For difficult students, you must keep a daily log of student misbehaviors and request an
IR& S meeting. In your log, you must include what took place before the misbehavior and how
the misbehavior was handled. Include the time of day and ALL parent/guardian contacts you
made. If the student has an IEP, speak to the case manager immediately. Do not ignore
student behaviors, they will only get worse

9. **Confronting Students:** Do not confront students or challenge them. Do not take articles of
clothing off students – ask them to remove it. If a student is about to lose control, and/or is in
the middle of having an episode, try to redirect his/her attention to a completely different
activity. As adults, we should not feel we have to win...even if it means a student does not do
his/her work. The work issue can be addressed with his/her parents.

**Do not** send students who need constant monitoring on errands or to the restroom alone.

10. Some levels of student misbehavior are inevitable. It is important for us to be proactive, not
reactive. We must take effective steps to minimize occurrences of misbehavior. Preventive
measures indicate a teacher’s awareness that misbehavior might occur and establish guidelines
for appropriate classroom behavior. Still, misbehavior will occur in the best of classrooms.
That is why supportive measures are necessary to quell disturbances at the outset. Corrective
guidelines are necessary when preventive and supportive steps are inadequately implemented
or ineffective with more severely disruptive students.

11. Corporal punishment is defined in N.J.S.A. 18A:6-1 which provides the following guidance:
No person employed or engaged in a school or educational institution, whether public or
private, shall inflict or cause to be inflicted corporal punishment upon a pupil attending such
school or institution; but any such person may, within the scope of his employment, use and
apply such amounts of force as is reasonable and necessary:

a. To quell disturbance, threatening physical injury to others;
b. to obtain possession of weapons or other dangerous objects upon the person or within
the control of a pupil;
c. for the purpose of self-defense; and
d. or the protection of persons or property.

12. Develop a classroom discipline system or plan that incorporates all three stages of discipline:
preventive, supportive and corrective.
Preventive discipline is the planning stage. It includes all the steps teachers take to establish a
positive classroom environment with high expectations that is conducive to student learning.

Your effectiveness as a classroom manager depends on your ability to thoughtfully develop a
plan that anticipates misbehavior and establishes guidelines for appropriate behavior.

a. Develop stimulating lessons.
b. Match students with learning styles and preferences: visual, auditory and kinesthetic.
c. Organize the physical environment. Make sure all seats are positioned to ensure
visibility and allow you to gain proximity to any student as quickly as possible. Ensure
that the room is uncluttered.
d. Strictly enforce classroom rules. Contact parents/guardians on a daily basis if needed. Rules establish clear expectations. They let the students know what performance and behaviors you deem acceptable.

e. Develop classroom procedures. Procedures tell the students what to do and when. Be consistent.

f. Clear classroom rules and procedures will limit and possibly eliminate most discipline problems. Our most difficult students do best when the rules and procedures are consistent, and they know and understand what you want them to do and when.

g. Research indicates that effective classroom managers spend time teaching rules and procedures. Teaching and reinforcing rules and procedures is time well spent and may do much toward preventing inappropriate behavior.

h. Do not have any down time. Down time is when most student misbehavior occurs.
i. Students should not be sent out of the room, even though it has been a past practice.
j. Please seek the help of the guidance counselor and/or administrative assistance for extreme behavior problems.

**BULLYING REPORTING AND PROCEDURAL REQUIREMENTS**

The Anti-Bullying Bill of Rights provides detailed procedures and timelines for reporting incidents of bullying. **All school employees and contracted service providers are required to report such incidents.**

- All acts of harassment, intimidation, or bullying must be reported verbally to the school Principal on the same day when the school employee or contracted service provider witnesses or receives reliable information regarding any such incident. The school employee or service provider must submit a written report of the incident to the Principal within two days.
- The Principal must inform the parents or guardians of all students involved in the alleged incident and may discuss the availability of counseling and other intervention services.
- The Principal or Principal’s designee must initiate an investigation of the incident within one school day of the report. The school anti-bullying specialist conducts the investigation. The Principal may appoint other staff to assist the specialist.
- The investigation must be completed as soon as possible, but no later than 10 days after the Principal had received the initial written report of the incident. The report of the investigation may be amended by the anti-bullying specialist if new information becomes available.
- The Superintendent must receive the report of the investigation within two days of its completion. The Superintendent may provide intervention services, establish training programs, impose discipline, order counseling, or take other appropriate actions.

The school board must receive the report at its first meeting following the investigation along with information on actions taken to address the incident or incidents.
Parents of student involved in the incident are entitled to information about the investigation and may request a hearing with the school board in its executive session. The board may also hear from the anti-bullying specialist at the hearing. At its next meeting, the board must issue a written decision affirming, rejecting, or modifying the Superintendent’s decision. The board’s decision may be appealed to the commissioner of education.

The law defines harassment, intimidation or bullying as:

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;

2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;

3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that

   a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

   b. Has the effect of insulting or demeaning any student or group of students; or

   c. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

What do we mean by bullying?

Bullying is an unacceptable form of behavior through which an individual or group of individuals are or feel threatened, abused or undermined by another individual or group of individuals. Bullying can be expressed through physical, verbal or intimidating behavior. Bullying can be subtle or it can be overt. It can cause short-term suffering for the victim or it can have long-term effects. It is always damaging and it must always be taken seriously and addressed.

People can be bullied on the grounds of:

- Race
- Gender
- Sexual orientation
- Disability
- Socio-economic status
- Nationality
- Language
- Religion
- Other differences

**Type/Nature of Incident:**

**Written:** Graffiti, notes, letters, written threats, ridicule through drawings, etc...

**Verbal:** Name calling, threatening, sarcasm, discriminatory comments, etc...

**Physical:** Pushing, shoving, fighting, tripping, etc...

**Damage to Property:** theft of belongings, clothes, money; tearing of personal item, ripping books, etc...

**Isolation:** Shunned, rejected, left out of activities/groups, etc...

**Incitement:** Encouraging others to bully, behave in a discriminatory manner, wearing discriminatory insignia such as racist badges, distributing racist or other discriminatory literature etc...

**Extortion:** Using threats in order to obtain money, property, etc...

**Cyberbullying:** Cyberbullying, instead of happening face-to-face, happens through the use of Technology such as computers, cell phones and other electronic devices. Examples include: sending hurtful, rude or mean text messages to others, spreading rumor or lies about others by e-mail or social networks (Facebook, etc...) Creating websites, videos or social media profiles that embarrass, humiliate, or make fun of others.

**DETENTION**
After-school detention may only be assigned by a School Administrator. If you wish to remain after school with your student you must first address it with the building administrator before contacting the parent.

**DEFINITIONS OF VIOLATION / CONSEQUENCE**

**Assault, Battery, or Harassment of School Personnel**
Students are prohibited from assaulting, battering or harassing any school employee. These behaviors may be defined as:
- Intentionally, knowingly or recklessly causing bodily injury to another;
- Intentionally or knowingly threatening another with imminent bodily injury, or damage to property.

**Defiance of Authority/Insubordination**
Defiance of Authority/Insubordination is when a student knowingly refuses to comply with reasonable school rules, refusal to identify self, or to follow directions of school personnel.

**Disruptive Behavior**
Disruptive behavior is when a student has caused a disruption in a classroom, on school grounds, on vehicles, or at school events.

**Expulsion**
Expulsion is the permanent removal of a student from the schools of the district for exhibiting behavior that is detrimental to the safety, welfare, and morals of students or of school personnel in the school or school district.

**Extortion**
Obtaining or attempting to obtain money or property from an unwilling person or forcing an individual to act by either physical force or intimidation (threat).

**Fighting**
Fighting is a physical conflict between two or more individuals.

**Illegal Substance**
Any product that can be ingested into the body and that is determined by law to be against the law to possess or to ingest.

**Retaliation/False Allegation**
Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying. It is also a violation of school policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

**Sexual Harassment**
Sexual Harassment of students or employees in any manner whatsoever will not be condoned, permitted, or tolerated. Persons engaging in such harassment may be subject to discipline up to and including suspension or expulsion. Sexual harassment is defined as unwarranted verbal or physical sexual advances, sexually explicit derogatory statements, or sexually discriminatory remarks made by someone in the education environment that are offensive or objectionable to the student, that cause the student discomfort or humiliation, or that interfere with the student’s performance.

**Suspension**
A suspension is a temporary removal of a student from a classroom or a school campus for refusing to abide by the rules and regulations by which the institution has administered.

USE OF COMMUNICATION ELECTRICAL AND RECORDING DEVICES POLICY #5516

Scope
Electronic devices have become a common means of communications and information access in today’s society. However, these devices have the potential of disrupting the orderly operation of school. Lakewood School District has therefore created this policy to govern the possession and use of electronic devices on school premises, during the hours, at school sponsored activities, and on school transportation.

Definition
For the purpose of this policy “Electronic Device” means a privately owned wireless and/or portable electronic handheld equipment that includes, but not limited to, existing and emerging mobile communication systems and smart technologies (cell phones, smart phones, walkie-talkies, etc) portable internet devices (mobile managers, mobile messengers, Blackberry handset, etc), Personal Digital Assistants (PDAs) (Palm organizers, pocket PCs, etc) Handheld entertainment systems, Headsets, Earbuds (video games, CD players, compact DVD players, MP3 players, IPods, walkman devices, etc) and any other convergent communication technologies that do any number of the previously mentioned functions. “Electronic Device” also includes any current or emerging wireless handheld technologies or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc.

Possession and use of Electronic Devices in School is Strictly Prohibited
Students may possess a cell phone or Ipad and use the devices at school subject to the following:
Students may carry or possess a cell phone (but not wear headsets) at school and school sponsored activities, however the electronic device must be turned off, not set to vibrate and kept out of sight during class time. Student may also carry and use an Ipad only in a classroom setting and only for educational instructions. Students may use electronic devices with the sole approval of a school administrator, teacher or in an emergency.

Confiscation
If a student violates this policy, his/her electronic device will be confiscated. When an administrator, teacher, or any other school employee (Elementary Only) confiscates an electronic device under this policy, he/she shall take measures to label and secure the device or turn the device over to a school administrator as soon as the employee’s duties permit. The electronic device will be released / returned to the student’s parent or guardian only after the student has complied with any disciplinary consequences that are imposed.

At the High School and Middle School Level, teachers will not confiscate Electronics, only an administrator will confiscate student electronics.
Prohibitions on audio or camera recording
The use of audio recording or camera functions of electronic devices is strictly prohibited on school premises at all times. Except under the following circumstances:
   a) The use is at the direction of a teacher for educational purposes
   b) The use is determined by the administration to be necessary for other special circumstances, health-related reasons, or emergency.

Security of devices
Students shall be personally and solely responsible for the security of electronic devices brought to school. The school shall not assume responsibility for theft, loss, damage, or unauthorized calls made by the electronic device. If devices are loaned to or borrowed and misused by non-owners, device owners are jointly responsible for the misuse or policy violation(s).

Reporting
Individuals wishing to report a violation of this policy shall contact a school administrator.

Disciplinary Actions
Violation of this policy will result in discipline up to and including suspension, and notification of law enforcement authorities. A student who violates this policy may be prohibited from possession of an electronic device at school or school related events.
1st offense: Electronics confiscated, student may retrieve at the end of the parent/guardian notified.
2nd offense: Electronics confiscated, parent/guardian may retrieve from an administrator at the end of the day.
3rd offense: Students in K-8 receive detention/students in grades 9-12 receive in-school suspension. Electronics confiscated, parent/guardian may retrieve from an administrator at the end of the day.

These actions are only for retrieving the device and are not meant to excuse the student from any discipline taken by the administrator for violating the student code of conduct.

Gangs and Gang-Related Activity

The Lakewood Board of Education recognizes the need for appropriate rules and regulations to ensure a safe and healthy environment that is conducive to teaching and learning.

In that connection, the District acknowledges the existence of criminal gangs in our society, and the importance and necessity of deterring all persons from emulating gangs or contributing to the proliferation of gangs. A gang in this policy is defined as “any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying with gang or gang-related activity signs, colors, and/or symbols.”
A. The Board of Education prohibits the following on school property or at school related functions, and off school property if it involves intimidation or an attack on another student in the District:

1) Initiating, advocating, or promoting a gang or any gang-related activities;
2) Tagging or defacing school property with gang names, slogans and/or insignias;
3) Conducting gang initiations;
4) Threatening another with bodily injury and/or inflicting bodily injury on another in connection
5) Inciting, soliciting, or recruiting others for gang membership or gang-related activities
6) Aiding or abetting any of the above activities by one’s presence or support.

Any student found to have engaged in any of the above shall be subject to school discipline, including but not limited to detention, suspension, and/or expulsion. For any disciplinary matter covered by the above or by any other part of the school’s disciplinary code, a finding that the conduct was gang-related or gang-affiliated shall be considered an aggravating factor in determining the appropriate punishment.

B. The Board further prohibits the following in school and at school-related events:

1) Wearing of gang apparel, accessories, signs, insignias, or symbols on one’s clothing or person.
2) Display of gang apparel, accessories, signs, insignias, or symbols on personal property.
3) Communication in any method (verbally or non-verbally) designed to convey gang membership or affiliation.

The Superintendent or his/her designee shall determine, in consultation with law enforcement Officials, what types of specific apparel, accessories, signs, insignias, and symbols are to be prohibited at each school under this policy, and shall promulgate and publicize such list to all students and parents. The list may be updated or modified at any time by the Superintendent or his/her designee, and any additions or changes communicated to students via the District’s web site, student handbooks or any other reasonable means. The list may be part of a broader dress code applicable to all students at the school.

A student may be disciplined for wearing or display of any apparel, accessory, sign, insignia, or symbol which is specifically prohibited on the list promulgated by the Superintendent or his/her designee.

The preferred response to the wearing or display of items prohibited by policy or regulation (unaccompanied by any other disciplinary code violation) is intervention in lieu of discipline.

The Superintendent or his/her designee shall conduct an intervention when a student is suspected of gang activity. The decision to intervene in lieu of imposing discipline is left to the discretion of the school administrator, based upon all the circumstances, including the nature of the violation, the
adequacy of the notice that the item was prohibited and the students overall behaviors in the school setting. Intervention may include counseling, meetings with parents and/or police and recommendations for attending informational programs on gangs. The purpose of such intervention is to discuss the school’s observations and concerns and to offer the student and the parent/guardian information and an opportunity to ask questions or provide other information and support.

SCHOOL WIDE RULES AND BEHAVIOR STANDARDS FOR ALL STUDENTS

1. Follow directions the first time they are given.
2. When an adult is talking, stop, look and listen! Pay attention, face the person talking, and respond politely at all times.
3. Keep hands, feet, and objects in your own personal space.
4. Respect school property.
5. Take pride in your education by coming to school on time and working to the best of your ability.
6. Use appropriate language and behavior.
7. Do not get out of your seat without permission.
8. Wait your turn to speak.
9. Do not bully, harass, threaten or intimidate others.
10. No electronic devices (iPods, MP3 players, etc...). See District Electronic Policy.
11. Racial slurs, inappropriate comments about religion, ethnic origin or sexual orientation will not be tolerated. See Bullying Policy, HIB.
12. No stealing.
13. Walk – No running in the hallways, classrooms or to and from the buses.
14. Hats, scarves, and other head coverings not associated with religion are not to be worn in the building.
15. Comply with the District’s Dress Code Policy.

Classroom Rules

1. Students will treat others with courtesy and respect.
2. Students will not speak until called on by the teacher, unless told otherwise.
3. Students will stop, look and listen when an adult is talking.
4. Students will not get out of their seats without permission.
5. Students will participate in learning activities assigned by the teacher.
6. Students will come to school on time every day.
7. Students will bring the proper tools to class, including a pencil, paper, books, and required items.
8. Students will not bring food, drinks, gum, hats, or other distractions to the classroom without the permission of the teacher.
9. Students will keep hands, feet, and objects to themselves and respect others.
**Hallway Rules**

1. Always walk on the right hand side of all hallways throughout the school with your hands by your side.
2. Remain quiet at all times in the hallway.
3. When walking in the hall as a class, you must walk in a straight and quiet line on the right hand side of the hall with your teacher.
4. If you are walking in the hallways without your class, you must walk on the right side of the hallway and have a designated hall pass.
5. If you are going to the restroom, use student restroom only, and be sure to wash your hands and throw away your trash in the provided trash can before returning to class.

**Restroom / Lavatory Rules**

1. Students must sign-in and out to go to the restroom.
2. Students must carry a visible hall pass.
3. Use bathroom appropriately.
4. Use inside voice.
5. Leave the restroom area clean and neat.
6. Throw paper towels in the provided restroom trash can before returning to class.

**Assembly Rules**

1. Students must sit flat with both feet on the floor.
2. Voices must be turned off.
3. Show respect.
4. Keep hands, feet and objects to yourself.
5. Applaud appropriately.

**Fire Drill Rules**

1. Always walk when lining up to exit the building.
2. Exit the building, using the appropriate fire drill route, in a straight and quiet line walking on the right hand side of the hallway.
3. **No** talking or fooling around is allowed inside or outside of the building.
4. Face forward in a straight line at your designated area outside until it is time to reenter the building.
5. If you are in the building without your class, exit the building using the nearest door. Ask the nearest teacher/administrator to help you find your class.
6. Walk in a straight and quiet line as you go back to class.

**Bus Safety Rules**
1. No threatening or harassment of students at the bus stop before or after school.
2. Absolutely no fighting on the bus or at the bus stop before or after school.
3. If the bus has seat belts, buckle-up.
4. No standing and remain in your seat when the bus is moving.
5. No head, hands or any other body parts out of the windows.
6. No throwing things on the bus.
7. Hands off things not belonging to you.
8. No throwing things out the windows.
9. Disrespecting the bus driver and/or adults on the bus is not acceptable and may result in the loss of bus privileges.
10. Students are to listen to the bus driver at all times.
11. Students are to be respectful while riding the bus.
12. NO eating or drinking on the bus.

Cafeteria Rules

1. Enter and exit the cafeteria in an orderly manner.
2. When an adult is talking, stop, look and listen for the directions.
3. Remain seated at all times.
4. No banging on tables.
5. No fighting.
6. No screaming or yelling across the cafeteria.
7. Always use a quiet voice when speaking.
8. Make sure the table top, chairs and floor around you are clean.
9. Raise hand when help is needed.
10. Throw all trash away when told.
11. When waiting for your food, stand in a straight and quiet line.
12. No food or drink is permitted outside the cafeteria.

Any student who throws food and or yells “food fight” will receive an automatic four day suspension from school for inciting a riot.

Recess/Playground Rules – Primary Grades only

1. Line up in a straight and quiet line.
2. Play where directed.
3. Keep hands and feet to yourself.
4. No rough play or tackle games.
5. No fighting, touching, hitting or wrestling.
6. Things on the ground stay on the ground.
7. No throwing rocks or sand.
8. Use equipment safely and appropriately.
9. Line-up immediately when the teacher signals to end recess
Students must wait quietly for their teacher to arrive at their lunch table or recess line to properly dismiss them from lunch/recess. Students may not run to their teacher(s).

**Procedures of Lunch Duty Teachers**

1. Arrive at the cafeteria on time.
2. Review the cafeteria rules with the students (Use the microphone).
3. Wait until you have the full and quiet attention of all students in the cafeteria prior to lining students up to purchase lunch.

**Procedures for Classroom Teachers**

1. Escort and seat your class. Make sure they are quiet and ready to listen to the duty teacher.
2. **DO NOT** leave your class unattended. Remain with students until the duty teachers are present in the cafeteria.
3. Meet your class for pick-up on time.
4. Kindergarten paraprofessionals are to escort their class to the kitchen area, assist students with their selection and while they are eating.

**Breakfast Rules and Procedures**

Students will not be allowed into the building prior to the building start time or earlier as determined by the building Principal. (Students must be supervised at all times when in the school building.)

1. Wait quietly on line- no pushing, yelling or fighting.
2. When an adult is talking, stop, look and listen for the directions.
3. Remain seated at all times.
4. No banging on tables.
5. No fighting.
6. No screaming or yelling across the cafeteria.
7. Always use a quiet voice when speaking.
8. Raise hand when help is needed.
9. Make sure the table top, chairs and floor around you are clean.
10. Throw all trash away.
11. No food or drink is permitted outside the cafeteria.
12. Leave as soon as you are finished. Do not report late to class.

Any student who throws food and or yells “food fight” will receive an automatic four day suspension from school for inciting a riot.

Students who habitually arrive late to class, and use “going to breakfast” as their excuse, will be in danger of losing breakfast privileges.
Students should arrive to school on time. Student lateness attributed to a doctor’s appointment is required to have a doctor’s note. Oversleeping, missing the bus, forgetfulness or other non-school related activities are not acceptable excuses on the part of the parent or student, and will be addressed by the administration.

LAKEWOOD SCHOOL DISTRICT’S Consequences for Violation of School Rules

<table>
<thead>
<tr>
<th>Violation</th>
<th>Consequence</th>
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</thead>
<tbody>
<tr>
<td>Arson</td>
<td>10-day suspension and automatic recommendation to the Board of Education for a Discipline Review Hearing.</td>
</tr>
<tr>
<td>Assault</td>
<td>Automatic 4-day suspension</td>
</tr>
<tr>
<td>Assault, Battery, Harassment of School Personnel</td>
<td>10-day suspension and automatic recommendation to the Board of Education for a Discipline Review Hearing.</td>
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<tr>
<td>Assault With Weapon</td>
<td>10-day suspension and automatic recommendation to the Board of Education for a Discipline Review Hearing.</td>
</tr>
<tr>
<td>Being under the influence of an illegal substance, including alcohol</td>
<td>3-day suspension and removal from all extracurricular activities</td>
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<tr>
<td>Cheating</td>
<td>Automatic failure of the test in question and after school detention</td>
</tr>
<tr>
<td>Cutting Class, Leaving Class, or Leaving Assigned Location Without Permission</td>
<td>In School Suspension Out-of-School Suspension Administrative Review by Principal</td>
</tr>
<tr>
<td>Cutting Detention</td>
<td>1 Day Suspension</td>
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<tr>
<td>Dating Violence</td>
<td>10-day suspension and automatic recommendation to the Board of Education for a Discipline Review Hearing.</td>
</tr>
<tr>
<td>Defiance of Authority/Insubordination</td>
<td>2-day suspension</td>
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<tr>
<td>Destruction of School, Staff or Student Property</td>
<td>3-day suspension and cost of restoring property</td>
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<tr>
<td>Disobedience</td>
<td>2-day suspension</td>
</tr>
<tr>
<td>Disruption of school time</td>
<td>2-day suspension</td>
</tr>
</tbody>
</table>
| Dress Code Violation                          | 1st Offense – Phone call home, parents/guardian must bring a change of clothes.  
2nd Offense – Students in K-8 receive detention/students in grades 9-12 receive in school suspension. Parent/guardian must bring a change of clothes.  
3rd Offense – Grades K-8, 1-day suspension/H.S.-1 |
<table>
<thead>
<tr>
<th>Violation</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>day of in-school suspension</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>1st offense – Electronics confiscated, student may retrieve at the end of the day, parent/guardian notified</td>
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<td></td>
<td>2nd offense – Electronics confiscated, parent/guardian may retrieve from an administrator at the end of the day</td>
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<tr>
<td></td>
<td>3rd offense – Students in K-8 receive detention/students in grades 9-12 receive in-school suspension. Electronics confiscated, parent/guardian</td>
</tr>
<tr>
<td></td>
<td>may retrieve from an administrator at the end of the day</td>
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<tr>
<td>Extortion</td>
<td>4-day suspension</td>
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<tr>
<td>Failure to Wear Seatbelt on School Bus</td>
<td>3-day suspension from bus</td>
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<tr>
<td>Falsifying a Fire or Security Alarm</td>
<td>10-day suspension and automatic recommendation to the Board of Education for a Discipline Review Hearing.</td>
</tr>
<tr>
<td>Fighting</td>
<td>Automatic 3-day suspension of ALL parties involved</td>
</tr>
<tr>
<td>Food fight/inciting a riot</td>
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<tr>
<td>Forgery</td>
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<td>Gambling</td>
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<tr>
<td>Harassment, Intimidation, or Bullying</td>
<td>3-day suspension</td>
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<tr>
<td>Inappropriate Accessories/Dress</td>
<td>1st offense – Accessory will be confiscated, student may retrieve at the end of the day, parent/guardian notified</td>
</tr>
<tr>
<td></td>
<td>2nd offense – Accessory will be confiscated, parent/guardian may retrieve from an administrator at the end of the day</td>
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<td></td>
<td>3rd offense – Students in K-8 receive detention/students in grades 9-12 receive in-school suspension. Accessory confiscated, parent/guardian</td>
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<td></td>
<td>may retrieve from an administrator at the end of the day</td>
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<td>Inappropriate Language</td>
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<td>Inappropriate Behavior on School Bus</td>
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<td>Leaving campus without permission</td>
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<td>Littering</td>
<td>After school detention and cleanup detail</td>
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<td>Lost/Missing Textbooks/Library Books</td>
<td>Responsible for the cost of replacing the book</td>
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<td>Misuse of Computer Networks/Computers</td>
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<td>Membership in Secret Society</td>
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<td>Possession or sale of illegal substances,</td>
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<tr>
<td>Violation</td>
<td>Consequence</td>
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<tr>
<td>weapons, or explosive devices</td>
<td>to the Board of Education for a Discipline Review hearing.</td>
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<tr>
<td>Pulling the Fire Alarm</td>
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<td>Racial/Religious slurs</td>
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<td>Repeated Violation of Dress Code</td>
<td>1-day suspension</td>
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<tr>
<td>Refusal to allow Security and/or Administrator to secure or scan book bags or other such items</td>
<td>1-day suspension</td>
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<tr>
<td>Retaliation/False Allegation for reporting harassment, intimidation or bullying</td>
<td>3-day suspension and an apology</td>
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<tr>
<td>Sexual Harassment/ intimidation</td>
<td>3-day suspension and an apology</td>
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<tr>
<td>Smoking (As Defined by Board Policy) on School Grounds (includes E-Cigarettes)</td>
<td>3-day suspension</td>
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<tr>
<td>Substance Abuse</td>
<td>10-day suspension</td>
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<tr>
<td>Terroristic Threat</td>
<td>10-day suspension and automatic recommendation to the Board of Education for a Discipline Review Hearing.</td>
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<tr>
<td>Theft/Damage</td>
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<td>10-day suspension and automatic recommendation to the Board of Education for a Discipline Review Hearing.</td>
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<td>Vandalism</td>
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<td>Weapon Possession</td>
<td>10-day suspension and automatic recommendation to the Board of Education for a Discipline Review Hearing.</td>
</tr>
<tr>
<td>Wrongful Entry</td>
<td>3 day suspension</td>
</tr>
</tbody>
</table>

**Due Process**

When students are suspended or recommended for expulsion, they are entitled to the following due process rights:

- To know what the charges are against them.
- The opportunity for a meeting to defend themselves with a parent or other representative. The meeting must occur as close as possible to the time the offense was committed.

**NURSING OFFICE – HEALTH OFFICE**

Page 87
Medication Policy
The administration of medication by the School Nurse is discouraged as it is not normally a function of education. Some children with chronic illnesses and specific disabilities, however, often require medication during the course of the day. If your physician decides it is necessary for your child to receive medication during the school day, it is our district policy that the following steps be taken:

1. **Written orders** are to be provided to the school from the private **physician** indicating the diagnosis or type of illness, the name of the drug, dosage and time of administration.
2. The **parent/guardian** must provide a **written request** for the administration of the medication at school.
3. The medication must be brought to school in the **original container**, appropriately labeled by the pharmacy or physician. The medication should be brought in by the **parent/guardian/designee** to the school nurse.
4. The school nurse and the **parent/guardian/designee** will count/verify the count/contents and the **parent/guardian/designee** will sign the nurse’s long book.

This Medication Policy includes **over-the-counter medications**, as well as **prescription drugs**. **Students are prohibited from carrying any medications on their person** unless requested in writing from their **private physician**.

Emergency Information
Each student will receive an Emergency Form during the first week of school. Please request parents to complete the card immediately, as we want to ensure the safety of all students in the event of an emergency.

The Emergency Forms allow the nurse or designee to contact parents / guardian in the event a child becomes ill during the school day. Parents / guardian should include names and phone numbers of adults who can be contacted if they are unable to be reached.

Injuries at School
Due care is always exercised to prevent accidents. If a student becomes ill or an accident occurs at school, the student should report to the teacher or school supervisor who will refer him/her to the health office. If the injury is of a serious nature, the parent will be notified immediately. If the parent cannot be contacted, the school will make the decision as to the treatment. Please understand that the school is responsible for first aid only.

Students coming to school wearing casts, orthopedic braces or using crutches must have a note from their doctor specifying that they may return to school and must list any restriction. **School policy is that students are to report to the “specified table” during recess and after they have eaten lunch. Until removal of the cast, brace, etc., and a medical release students will not be permitted to participate in playground activities to avoid re-injury to themselves and others.**
PEANUT FREE TABLE

When notification has been made that a student has a peanut allergy please notify the school nurse, main office, and teacher immediately. In order to provide a safe environment for students with a peanut allergy, one lunch table is designated with a sign indicating “peanut free zone.” Students who sit at this table may not have a lunch consisting of peanut products (peanut butter sandwiches, peanut butter cookie, or any food containing peanut products; such as peanut oil).

RECESS FOR GRADES KINDERGARTEN THROUGH 5TH

Beginning with the 2019-2020 School Year, a public school district shall provide a daily recess period of at least 20 minutes for students in grades kindergarten through 5.

The recess period shall be held outdoors, if feasible. A student shall not be denied recess for any reason, except as a consequence of a violation of the district’s code of student conduct, including a harassment, intimidation, or bullying investigation pursuant to P.L.2002, c.83 (C.18A:37-13 et 38 seq.).

A student may not be denied recess more than twice per week. Further, these students shall be provided restorative justice activities during the recess period. A restorative justice activity is designed to improve the socioemotional and behavioral responses of students through a less punitive intervention.

Nothing in the law shall be construed to prohibit school staff from denying recess for a student on the advice of a medical professional, school nurse, or based on the provisions of a student’s 504 plan.

The District is not required to provide recess on a school day in which the day is substantially shortened due to a delayed opening or early dismissal.

RESPECT FOR OTHERS

All students and adults will be treated equally and respectfully and refrain from the use of slurs against any person on the basis of race, language, color, sex, religion, handicap, national origin, immigration status, age, sexual orientation, or political belief.

The District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and patrons that is free from harassment, intimidation, or bullying. “Harassment, intimidation, or bullying” means any intentionally written message or image-including those that are electronically transmitted-verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property.
- Has the effect of substantially interfering with a student’s education.
If so severe, persistent or pervasive that it creates an intimidating or threatening educational environment.

Has the effect of substantially disrupting the orderly operation of the school.

STEPSTOOL/STEPLADDER/PORTABLE LADDER SAFETY FORM

Falls from portable ladders (step, straight, combination and extension) are one of the leading causes of occupational fatalities and injuries.

- Read and follow all labels/markings on the ladder.
- Avoid electrical hazards! – Look for overhead power lines before handling a ladder. Avoid using a metal ladder near power lines or exposed energized electrical equipment.
- Always inspect the ladder prior to using it. If the ladder is damaged, it must be removed from service and tagged until repaired or discarded.
- Always maintain a 3-point (two hands and a foot, or two feet and a hand) contact on the ladder when climbing. Keep your body near the middle of the step and always face the ladder while climbing (see diagram).
- Only use ladders and appropriate accessories (ladder levelers, jacks or hooks) for their designed purposes.
- Ladders must be free of any slippery material on the rungs, steps or feet.
- Do not use a self-supporting ladder (e.g., step ladder) as a single ladder or in a partially closed position.
- Do not use the top step/rung of a ladder as a step/rung unless it was designed for that purpose.
- Use a ladder only on a stable and level surface, unless it has been secured (top or bottom) to prevent displacement.
- Do not place a ladder on boxes, barrels or other unstable bases to obtain additional height.
- Do not move or shift a ladder while a person or equipment is on the ladder.
- An extension or straight ladder used to access an elevated surface must extend at least 3 feet above the point of support (see diagram). Do not stand on the three top rungs of a straight, single or extension ladder.
- The proper angle for setting up a ladder is to place its base a quarter of the working length of the ladder from the wall or other vertical surface (see diagram).
- A ladder placed in any location where it can be displaced by other work activities must be secured to prevent displacement or a barricade must be erected to keep traffic away from the ladder.
- Be sure that all locks on an extension ladder are properly engaged.
- Do not exceed the maximum load rating of a ladder. Be aware of the ladder’s load rating and of the weight it is supporting, including the weight of any tools or equipment.
TRAVEL REIMBURSEMENT GUIDELINES
The district must adhere to all statutory requirements set forth by state and federal laws and board policy. Therefore, the following requirements for travel and reimbursement are as follows:

School district travel expenditures shall include, but are not limited to, all costs for transportation, meals, lodging, and registration or conference fees directly related to participation in the event. Reimbursement must comply with the GSA approved per diem rate and OMB mileage rate.

School travel expenditures shall also include all costs for required training and all travel authorized in school district employee contracts and school board policies. It also includes, but is not limited to required professional development, other staff training, and required attendance at specific conferences authorized in existing employee contracts.

All travel must be directly related to and within the scope of the employee’s current responsibilities. Furthermore, travel shall only be approved when it is determined that it is critical to the instructional needs of the district.

The board is not to ratify or approve payments or reimbursements for travel after the completion of the travel. Therefore, all travel payments or reimbursements thereof must have prior board approval. Also, it is immaterial whether the expenses are being paid by state, federal or local funds.

The board may authorize in its travel policy an annual maximum amount per employee for regular business travel. Should they choose to do this regular business travel would not require prior approval, however, the annual amount shall not exceed $1,500 per employee.

Regular district business travel is defined as attendance at regular scheduled in-state County meetings, Department of Education sponsored or Association sponsored events that are provided free of charge. It also includes regularly scheduled in-state professional development activities for which the registration fee does not exceed $150 per employee.

Travel approval procedures

All travel requests for employees of the district shall be approved in writing by the Superintendent and approved by a majority of the full voting membership of the board except where the board has excluded regular business travel from prior approval.
The board may approve at any time, prior to the event, travel for multiple months as long as the board approval itemizes the approval by event, total cost, and the number of employees attending the event.

The board may also exclude from the requirements of prior school board approval any travel caused by, or subject to, existing contractual provisions. However, for the exclusion to apply the required travel event must be detailed with the number of employees, the total cost of the applicable contracts, and the identity of the funds for the payment thereof.

There are occasionally unforeseen situations that arise wherein the traveler cannot obtain prior approval of the board. In such situations justification for the travel shall be included in the text of the travel request and the prior written approval of the Superintendent and the Executive County Superintendent must be obtained. The request then shall be presented to the board for ratification at its next regular scheduled meeting. Travel to conferences, conventions, and symposiums are not considered emergencies and shall not be approved after the fact.

Travel requests cannot be approved by the Superintendent or the board in accordance with the law unless the request includes the following information:

- The name and dates of the event
- A list of the employees to attend
- The estimated cost associated with travel
- A justification or brief statement that includes the primary purpose for the travel and key issues that will be addressed at the event and their relevance to improving instruction or the operation of the school district
- The account number and funding source
- For annual events, the total attendance and cost from the previous year.

It should be noted that the employee shall not receive payment either partial or in full for travel and travel related expenses in advance of the travel pursuant to New Jersey Statute Title 18A. The payment of these costs shall be reimbursed at the conclusion of the travel event. The district may, and I would recommend, that purchase orders be issued directly to the vendors to be paid whenever possible.

**Sanctions for violations**

Any district that violates the travel laws is subject to a reduction in state aid.

Anyone that violates the district’s travel policy or the laws shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event. Furthermore, any person who approves any travel request or reimbursement in violation shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event.

The travel requests and reimbursements/payments thereof will be audited annually.
**Prohibited travel reimbursements**

The following are not eligible for reimbursement:

- Food/subsistence reimbursement from one-day trips with very small exceptions
- Food/subsistence reimbursement for overnight travel within the state except where authorized by the Commissioner of Education
- Travel by employees whose duties are unrelated to the purpose of the travel event
- Travel by spouses, other relatives or individuals
- Lunch and refreshments for training sessions and retreats held within the school district including in-service days
- Charges for laundry, valet service, entertainment, alcoholic beverages, limousine services and chauffeuring costs to or during the event
- Car rentals unless absolutely necessary for conducting school district business. Any request for this must be accompanied by justification and must be the most economical scheduling of the car to be used, including the use of subcompacts, discounted and special rates
- Gratuities or tips in excess of those permitted by the federal per diem rates under incidentals
- Reverse telephone charges or third-party calls
- Hospitality rooms, souvenirs, memorabilia, promotional items and gifts
- Airfare without documentation of quotes from at least three airlines, and other travel expenditures that are necessary and/or excessive.

**Travel methods**

Official travel shall include travel via railroads, airlines, shuttles, buses, taxicabs, school or district owned vehicles and personal vehicles.

The purchase or payment of related transportation expense shall be made by purchase order or personally by the district employee and reimbursed at the conclusion of the event. An actual invoice or receipt for the purchase shall be submitted with the claim for reimbursement.

Air and rail tickets shall be purchased via the Internet, whenever possible, using online travel services such as Expedia, Travelocity or Hotwire.

Air travel shall only be authorized when it has been determined to be necessary and advantageous to conduct school district business. When air travel is authorized it shall be by utilizing the most economical method including discounted special rates. Furthermore, booking shall consider connecting versus nonstop flights, as well as flexibility with departure times and days, utilization of alternative airports (Midway vs. O’Hare for Chicago), alternative cities (Newark vs. Philadelphia), and low-cost
airlines. Also employees are prohibited from acquiring benefits such as frequent flyer miles from any school district purchased travel.

Tickets shall not be purchased until all approvals have been obtained. Non complying purchases without sufficient justification shall not be reimbursed.

Rail Travel

Rail travel is permitted when it is determined necessary and advantageous to conduct school business. The most economical scheduling of rail travel shall be utilized. New Jersey Transit shall be used when traveling within the Northeast Corridor (between Boston and Washington, DC). The use of high-speed rail services shall be authorized if it is the sole means of travel available. When two or more employees are traveling to the same event in the Northeast corridor rail service shall not be authorized. In those cases travelers must use a school district vehicle or if one is not available their personally owned vehicle.

Automobile usage

As the district does not currently own or lease a vehicle for ground transportation the use of your personally owned vehicle on a mileage basis is permitted for official business. Mileage allowance, in lieu of actual expenses of transportation, shall be allowed to the extent authorized by the state which is currently $.35 per mile. In addition to mileage allowance, parking and toll charges shall be allowed.

Reimbursement for travel to points outside the State shall be permitted to the extent that they are the more efficient than other means of public transportation. All employees using privately owned cars in the performance of the duties for the school district shall present a New Jersey insurance identification card indicating that insurance coverage is in full force and effect and a copy of their registration card for the vehicle to be used prior to authorization to use said vehicle. Any employees who reside out-of-state are to provide the appropriate insurance identification and registration cards from their state.

Travel route

All travel shall be by the most direct economical and usually traveled route. In any case where a person travels by indirect route for personal convenience, the extra expense will be paid by the individual.

Food allowance – overnight travel

As a general rule one-day trips that do not involve overnight lodging will not be eligible for food allowance. Furthermore overnight travel shall not be eligible for reimbursement within the state unless it is authorized pursuant to the Commissioner of Education granting a waiver to the applicable in-state conference or if it is a required component by the entity issuing a grant, donation or other funding agreement with the district. When the Commissioner grants such waivers, individual school district employees will not be required to submit a copy of the waiver with their requests for attendance at
the conference. Please note that even in cases where the waiver has been granted, only those individuals whose mileage from home to the site of the event exceeds 50 miles are eligible for lodging expenses and hence food allowance. Also no food or lodging expenses will be recognized for the day prior to the start of the conference or event. Furthermore, reimbursement shall be prohibited for any lodging prior to the first day of the event or after the last day of the event.

The United States General Services Administration (GSA) publishes a schedule of federal per diem rates approved for overnight travel by location. The rate schedule can be found at www.GSA.gov

When planning to attend or requesting eventual reimbursement for travel that involves overnight lodging, I would recommend that you not only access this site but also print out the schedule for the location and time frame of your stay as this does change on a somewhat regular basis.

All allowable reimbursement for lodging, meals, and incidentals shall be actual reasonable costs not to exceed those published in the schedule for the event location. If the event location is not listed, the maximum per diem allowance shall be $31 a day for meals and incidental expenses and $60 for lodging.

You should also note that reimbursement for lodging expenses for overnight travel, out-of-state or in-state as authorized by the Commissioner may exceed the federal per diem rates so long as the hotel at which you are staying is the **actual site** of the convention, conference, seminar or meeting and the going rate of the hotel is in excess of the scheduled rate.

If the hotel is the site of the event but lodging is no longer available, similar accommodations at a rate not to exceed the host hotel rate are allowable. If there is no hotel at the site hosting the event (such as the Atlantic City Convention Center), then reimbursement for lodging shall not exceed the federal rate.

It should also be noted that whenever meals or incidentals are included and paid for as part of the registration fee, the cost of lodging or transportation, those expenses shall not be reimbursed to the employee.

Receipts shall be required for all hotel and incidental expenses however meal expenses under the federal allowance do not require receipts.

Employees shall patronize hotels and motels that offer special rates to government employees or where it is more advantageous to the conduct of school district business.

**Meal allowance**

Meals during one day out-of-state trips required for school business purposes may be authorized for breakfast, lunch and/or dinner in an amount permitted by the Commissioner.
Lunch for training sessions may be authorized for up to $7.00 per person only when it is necessary that employees remain at the site other than their school district and there are no viable options for lunch at the off-site location.

If the lunch is included in a lump sum registration fee for the training session the full amount is eligible for reimbursement. Refreshments for breaks may also be provided at training sessions held at the site other than the school district; therefore, providing lunch for staff meetings and in-service days or for staff that come from other parts of school district shall not be permitted and is prohibited.

Also food expenses for an employee shall not be allowed at the school district or within a radius of 10 miles thereof.

Reimbursement may be approved for the cost of an official luncheon or dinner up to $7.00 and $10.00 respectively, that an employee is authorized to attend where such a meal is scheduled as an integral part of the official proceeding or program related to school district business and the employee’s responsibilities. School district business refers to management operations of district and does not refer to activities that benefit students or is part of the instructional program. All reasonable expenditures related to district employees that are essential to the conduct of a student activity are permitted.

When an employee is required to attend a regular meeting, special meeting, or work session of the Board of Education and where it is impractical for that employee to commute to and from his residence between the end of the workday and the beginning of the event for which the employee is required to remain at the school district, or to prepare for the event, the employee shall be permitted to have a light meal not to exceed $10 and/or refreshments.

**Incidental travel expenses**

Charges for telephone calls on official business may be allowed. Employees using their personally owned telephone for business may request reimbursement, less federal communications tax. Furthermore incidental expenses, when necessary incurred by the traveler in connection with the transaction of official business, may be submitted for reimbursement only when necessity and the nature of the expense are clearly and fully explained on the travel voucher and the voucher is approved. Travel vouchers containing such expenses shall be supported by the receipts thereof.

**Records and supporting documents**

All employees authorized to travel on business shall keep a memorandum of expenditures chargeable to the school district noting each item at the time the expenses incurred together with the date. The travel voucher shall be completed by the employee to document the details of the travel event. Travel voucher must be signed by the employee certifying to the validity of the charges for which reimbursement is sought. Each person authorized to travel shall submit a brief report that includes the primary purpose for the travel, the key issues addressed at the event and their relevance to improving
instruction or the operations of the school district. This report shall be submitted prior to receiving
reimbursement. Documentation for request for travel reimbursement shall include the following:

- A copy of the signed Professional Day Form approved before the date of travel.
- The dates and individual points of travel, number of miles driven between such points
  and the kind of conveyance used
- The hours of the normal workday and actual hours worked must be shown when requesting meal reimbursement for non-overnight travel
- Original receipts shall be required for all reimbursable expenses, except for parking
  meters and for meals that qualify for per diem allowances
- Actual vendor receipts for personal credit card charges shall be attached to
  reimbursement requests (credit card statements will not be accepted)
- Personal charges of the hotel bill shall be deducted
- If lodging is shared jointly that fact must be stated on travel voucher along with the
  name of the employee who shared the lodging
- If travel was not the most economical, the employee shall submit details of the
  expenses actually incurred and an explanation of the use of costly travel arrangements
- When travel is made using the employees own vehicle on a mileage basis, the points
  between travel need to be identified and a copy of the vehicle registration as well as
  auto insurance identification card shall be submitted. Travel is to be calculated from the
  school to the location, not from home.
- The voucher shall be itemized for all reimbursements that must be supported by
  receipts as noted above
- Reimbursement requests shall be rendered monthly when in excess of $25.00
- All outstanding travel vouchers for the school year ending June 30 shall be submitted as
  soon as possible after June 30 regardless of the amount, but not later than July 31st .
- Travel mileage reimbursement requests completed during the school year that are not
  submitted by July 31st or the date approved by the district for the closing of its books,
  whichever is earlier, for the completed school year shall not be approved or paid
- Reimbursement Request Form must be signed by employee and Supervisor
- The Board approval date must be noted
- The request should have a brief report explaining the travel event
- The request must have supporting documentation showing miles traveled, i.e.,
  MapQuest, google maps

Should you have any questions please do not hesitate to contact Diane Piasentini at x7019.

We thank you for your time and anticipated cooperation with this sometimes complex subject.
APPENDIX B

Notice of Language Assistance

Notice of Language Assistance: If you have difficulty understanding English, you may, free of charge, request language assistance services for this Department information by calling 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339), or email us at: Ed.Language.Assistance@ed.gov.

Aviso a personas con dominio limitado del idioma inglés: Si usted tiene alguna dificultad en entender el idioma inglés, puede, sin costo alguno, solicitar asistencia lingüística con respecto a esta información llamando al 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339), o envíe un mensaje de correo electrónico a: Ed.Language.Assistance@ed.gov.

給英語能力有限人士的通知：如果您不懂英語，或者使用英語有困難，您可以要求獲得向大眾提供的語言協助服務，幫助您理解教育部資訊。這些語言協助服務均可免費提供。如果您需要有關口譯或筆譯服務的詳細資訊，請致電 1-800-USA-LEARN (1-800-872-5327)（聽語障人士專線：1-800-877-8339），或電郵：Ed.Language.Assistance@ed.gov。


영어 미숙자를 위한 공고: 영어를 이해하는 데 어려움이 있으신 경우, 교육부 정보 센터에 일반인 대상 언어 지원 서비스를 요청하실 수 있습니다. 이러한 언어 지원 서비스는 무료로 제공됩니다. 통역이나 번역 서비스에 대해 자세한 정보가 필요하신 경우, 전화번호 1-800-USA-LEARN (1-800-872-5327) 또는 영어 정책어 문화번호 1-800-877-8339 또는 이메일주소 Ed.Language.Assistance@ed.gov 으로 연락하시기 바랍니다.


Уведомление для лиц с ограниченным знанием английского языка: Если вы испытываете трудности в понимании английского языка, вы можете попросить, чтобы вам предоставили перевод информации, которую Министерство Образования доводит до всеобщего сведения. Этот перевод предоставляется бесплатно. Если вы хотите получить более подробную информацию об услугах устного и письменного перевода, звоните по телефону 1-800-USA-LEARN (1-800-872-5327) (служба для слабослышащих: 1-800-877-8339), или отправьте сообщение по адресу: Ed.Language.Assistance@ed.gov.
APPENDIX C

Lakewood Public Schools
Mentoring Plan
“2019-2020”

Mission
The mentor program helps the novice succeed by relying on veteran teachers to provide pragmatic, real world training in the art of teaching.

Goals

The goals of the Lakewood Public School Mentoring Program include:
- Supporting the success of the novice teacher.
- Insuring a successful transition into the first year of teaching.
- Retaining quality teachers.
- Building novice teachers' morale, communication skills, and collegiality.
- Preventing isolation.
- Improving beginning teachers' skills and performance.
- Helping novice teachers put theory into practice.
- Enhancing teacher knowledge of and ability to put into practice the New Jersey Core Curriculum Content Standards
- Building a sense of professionalism and positive attitudes.
- Assisting novice teachers in the performance of their duties and adjustment to the challenges of teaching.

Criteria for mentor teacher selection

The mentor teacher
- Earned a summative rating of Effective or Highly Effective on his/her most recent summative evaluation. In cases where summative evaluation is delayed, mentor has earned rating of effective or higher on teacher practice instrument.
- Has at least 3 years teaching experience, with at least 2 completed within previous 5 years.
- Teacher must be currently active.
- Teacher confidentiality is a must!
- Is tenured, under contract, and teaching in the district.
- Holds certification in the appropriate subject area or grade level.
- Has confidence in his/her own instructional skills.
- Is regarded by colleagues as an outstanding teacher.
- Exhibits strong commitment to the teaching profession, believes mentoring improves instructional practice, and believes in the goals of the Lakewood Mentoring Plan.
- Conveys a passion for teaching.
- Has excellent knowledge of pedagogy and subject matter.
- Demonstrates a commitment to lifelong learning.
• Is willing to learn new teaching strategies from the novice teacher.
• Is reflective and able to learn from mistakes.
• Asks questions that prompt reflection and understanding.
• Is resilient, flexible, persistent, and open-minded.
• Collaborates well with other teachers and administrators.
• Is able to articulate effective instructional strategies.
• Is eager to share information and ideas with colleagues.
• Is willing to be a role model for other teachers.
• Demonstrates excellent classroom-management skills.
• Feels comfortable being observed by other teachers.
• Understands and agrees to keep all mentor teacher/novice teacher interactions confidential.
• Is a gifted observer of classroom practice.
• Listens attentively.
• Knows how to express care for the novice teacher’s emotional and professional needs.
• Offers critiques in positive and productive ways.
• Is knowledgeable about the social and workplace norms of the Lakewood Board of Education and the Lakewood community.
• Serves as a resource concerning professional development opportunities in the district.

**Provisions for comprehensive mentor/mentee training.**

A comprehensive training program for mentee’s fosters the success of the teacher assistance program. The following topics are incorporated into training sessions of one to three hours.

• New Teacher Training, which covers district policies and procedures.
• Teacher Evaluation Rubric
• NJ Professional Standards for Teachers
• NJ Core Student Learning Standards
• Classroom Observation Skills
• Facilitating Adult Learning
• Leading Reflective Conversations about Practice

**Identification of mentor teacher responsibilities**

The Lakewood Public School District mentor teachers will:

• Meet with the mentee at least once a week for the first 8 weeks of assignment.
• Complete one full school year of 1-1 mentoring from beginning of assignment.
• Lead the mentee in guided self-assessment on district’s teacher practice instrument.
• Communicate expectations and objectives to novice teachers at the beginning of the mentoring relationship.
• Mentor may not serve as mentee’s direct supervisor or conduct evaluations.
• Support novice teachers as they develop their own teaching styles.
• Discuss and offer suggestions concerning district and school policies.
• Review novice teachers’ management plans.
• Arrange for novice teachers to observe experienced teachers in classes with students of various ability and in different grade levels at least once per month. Discuss the experience.
• Observe novice teachers at least once per month, discuss strengths and make suggestions after the observations.
• Arrange introductions to other staff members, administrators, and school personnel.
• Maintain confidentiality.
• Encourage social interactions among the novice teachers.
• Identify and discuss how teaching styles affect teaching.
• Encourage novice teachers to implement a variety of curricular, teaching and assessment strategies.
• Model how to include multiculturalism into their classes.
• Model formative assessment and differentiated instruction.
• Communicate with novice teachers on a daily basis.
• Model effective interpersonal communication skills (e.g. parents, administrators, colleagues, students).
• Discuss and explain important legal issues.
• Provide information on state requirements and mandates and describe processes for meeting these expectations in the classroom.
• Share curricular materials.
• Review and discuss lesson plans.
• Serve as an advocate when issues or concerns become problematic.

**Clinical experience**

• Focused classroom visits and observations. The novice teacher records observations, generates questions about the practice, gains insight into best practices, and prepares questions for discussion.
• Co-planning. The experienced teacher works with the novice teacher to align instruction to the content standards, sets goals, plan lessons, monitor students’ ongoing performance, generate data and modify instruction.
• Practice teaching. The experienced teacher observes the novice teacher as [s]he puts the plan into action.
• Co-teaching. The experienced and novice teachers develop lesson planning protocols, identify desired outcomes, and implement the lesson using a variety of co-teaching approaches (alternate, complementary, one teach, one observe, parallel, station, supportive, and team teaching).
• Debriefing. Experienced and novice teacher analyze and reflect on the lesson, work together, and determine strengths and possible weaknesses.
Logistics for Mentor implementation

September – June

Mentors and novice teachers will meet frequently both formally and informally to discuss issues of instruction and classroom management.

Mentors provide emotional support for novice teachers.
On-going mentor training
Mentor teachers observe novice teachers frequently and give feedback.

Consideration of collaborative arrangements with colleges and universities

The Lakewood School District will continue to investigate working with local colleges including Ocean County College and Georgian Court College. We will seek support in the area of staff development for novice teachers and mentors. The Lakewood School District has partnered successfully with these two colleges in the past through grant funded programs.

Use of state funds

The Lakewood School District anticipates using a variety of funding sources including NCLB to support the mentoring program.

Application process for selecting mentor teachers

The district will notify all district teachers of the mentor application process and make available the:

Mentor teacher application

Teachers who are interested and eligible must submit an application with letter of recommendation from a colleague to Mrs. Laura Winters, Superintendent of Schools.
Principals will match mentors to novice teachers based on mentor teacher expertise and novice teacher needs.
Lakewood School District
Novice Provisional Teacher Mentoring Log Template

Instructions: Please log each session with your mentee. Submit this log form to the district office on the last working day of each month for the duration of your mentorship. Please keep a record for yourself also.

Month: __________ Year: ________ School/District: ________________________________

Mentor Name: _____________________ Mentor Signature: _____________________________

Mentee Name: _____________________ Mentee Signature: _____________________________

Total No. of Mentoring Hours This Month: ________________________________

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LAKEWOOD SCHOOL DISTRICT

Mentor Application Form

Mentoring can be defined as a developmental relationship in which a more experienced person provides support and guidance to a less experienced person. Mentoring goes beyond the traditional teacher-student relationship - effective mentors serve as advisers, coaches, teachers, sounding boards, cheerleaders, and critics all rolled into one. Mentors give those with less experience an opportunity to improve their understanding of practices, discuss problems, and analyze and learn from mistakes in an atmosphere that is collaborative, constructive, and confidential.

Please provide the following contact information:

Applicant’s Name: ____________________________
Grade/Department: __________ School: __________
Telephone: ____________________________ Email: ____________________________

Preferred method of contact: ___ telephone ___ email

To help facilitate an effective mentor/mentee match, respond to the following:

1. Reason(s) for wanting to be a Mentor:

2. Is there a particular area / aspect of the profession you would most like to work on with a mentee? If so, please provide details:

3. It is recommended that at least 60 minutes each week be set aside for interaction specific to the mentoring relationship. Will it be possible for you to provide this time to the program?
   ___ yes   ___ no
   If no, please indicate the type / amount of time you could commit in a 12 month period:

4. Beginning in 2014-2015, mentors must have earned a summative rating of effective or highly effective on their most recent summative evaluation.
   What was your most recent summative rating? Please attach a copy.

5. How many years of experience do you have teaching? __________

6. Are you a tenured Lakewood School District teacher? __________

7. Have you read the Lakewood School District 2019-2020 Mentor Plan and
   Understand your responsibilities as a Lakewood School District Mentor? __________

8. Please attach a letter of recommendation from a colleague.

Thank you in advance!
DCP&P CONFIDENTIAL REPORT

Report to/from DCP&P: date: _____________________________ time: __________
Referral by: _____________________________ time: __________
Student Name: _____________________________ ID #: __________
Description of Incident: (How, when, where, why, if known)
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Reported to Nurse (check) yes __ no __ date: __________ time: __________
Reported to Lakewood P.D. yes __ no __ date: __________ time: __________
DCP&P worker Notified: date: __________ time: __________
Name of DCP&P Worker/Supervisor: _____________________________
Outcome – (check) Active _____ Inactive _____ Unknown ________

Signature of Guidance Counselor: _____________________________ date: __________
Signature of Principal: _____________________________ date: __________
LAKEWOOD SCHOOL DISTRICT
“2019-2020”
Stepstool/Stepladder/Portable Ladder Safety Form

Staff Member: _______________________________________________________
School: ___________________________________________________________
Date:____________________________  Grade/Dept.: ___________________

**Stepstool/Stepladder Safety**

- When using a stepstool or stepladder you should not over reach or put yourself in a position where you will be off balance. Also, you should make sure that you can safely handle the weight, size and shape of whatever it is you are removing or placing on a shelf or wall. If necessary, ask a coworker for help by having them stand on the ground and support the weight of the object being lifted into place or removed; this should enable you to not have to lift the object the full distance.
- Do not stand on the top two steps of a folding stepladder or stepstool. If you need to go higher to perform your work, use a taller ladder. Make sure that all four legs of the stepladder or stepstool are on even footing and that the spreader is fully opened. Don’t use a stepladder as a straight ladder; the legs are not designed for this and, thereby, the base can kick out and injure you.
- Make sure the stepladder or stepstool is latched in the best position to perform the work. If you must reach out or bend excessively, stop and reposition the ladder.
- Inspect stepladders and stepstools for damage regularly. Cracked steps and uprights or loose or missing parts can result in total collapse of the ladder/stool.

**Portable Ladder Safety**

- Read and follow all labels/markings on the ladder.
- Avoid electrical hazards! – Look for overhead power lines before handling a ladder. Avoid using a metal ladder near power lines or exposed energized electrical equipment.
- Always inspect the ladder prior to using it. If the ladder is damaged, it must be removed from service and tagged until repaired or discarded.
- Always maintain a 3-point (two hands and a foot, or two feet and a hand) contact on the ladder when climbing. Keep your body near the middle of the step and always face the ladder while climbing (see diagram).
- Only use ladders and appropriate accessories (ladder levelers, jacks or hooks) for their designed purposes.
- Ladders must be free of any slippery material on the rungs, steps or feet.
- Do not use a self-supporting ladder (e.g., step ladder) as a single ladder or in a partially closed position.
- Do not use the top step/rung of a ladder as a step/rung unless it was designed for that purpose.
- Use a ladder only on a stable and level surface, unless it has been secured (top or bottom) to prevent displacement.
- Do not place a ladder on boxes, barrels or other unstable bases to obtain additional height.
- Do not move or shift a ladder while a person or equipment is on the ladder.
• An extension or straight ladder used to access an elevated surface must extend at least 3 feet above the point of support (see diagram). Do not stand on the three top rungs of a straight, single or extension ladder.
• The proper angle for setting up a ladder is to place its base a quarter of the working length of the ladder from the wall or other vertical surface (see diagram).
• A ladder placed in any location where it can be displaced by other work activities must be secured to prevent displacement or a barricade must be erected to keep traffic away from the ladder.
• Be sure that all locks on an extension ladder are properly engaged.
• Do not exceed the maximum load rating of a ladder. Be aware of the ladder’s load rating and of the weight it is supporting, including the weight of any tools or equipment.

I hereby certify that I have read and understand the Stepstool & Stepladder Safety Procedures.

_________________________________________ __________________________
Signature of employee borrowing Stepstool or Stepladder Date

_________________________________________ __________________________
Signature of Witness Date

_________________________________________ __________________________
Signature of Principal Date
RESIDENCY REQUIREMENT FOR PERSON HOLDING SCHOOL DISTRICT OFFICE, EMPLOYMENT, OR POSITION

Every person holding an office, employment, or position in a school district shall have his or her principal residence in New Jersey in accordance with the provisions of N.J.S.A. 52:14-7.

For the purpose of this Policy, “school district” means any local or regional school district established pursuant to Chapter 8 or Chapter 13 of Title 18A of the New Jersey Statutes and any jointure commission, county vocational school, county special services district, educational services commission, educational research and demonstration center, environmental education center, and educational information and resource center.

For the purpose of this Policy, a person may have at most one principal residence and the State of a person's principal residence means the State where the person spends the majority of his or her nonworking time, which is most clearly the center of his or her domestic life, and which is designated as his or her legal address and legal residence for voting. Having a home in New Jersey is not significant enough by itself to meet the principal residence requirement of the law. The fact that a person is domiciled in New Jersey shall not by itself satisfy the requirement of principal residency.

A person, regardless of the office, employment, or position, who holds an office, employment, or position in the school district on September 1, 2011, but does not have his or her principal residence in New Jersey on September 1, 2011, shall not be subject to this residency requirement of N.J.S.A. 52:14-7 while the person continues to hold office, employment, or position without a break in public service of greater than seven days.

A person may request an exemption from the provisions of N.J.S.A. 52:14-7 on the basis of critical need or hardship. The request shall be made to a five-member committee established in accordance with the provisions of N.J.S.A. 52:14-7 to consider applications for such exemptions. The decision on whether to approve an application from any person shall be made by a majority vote of the members of the committee, and those voting in the affirmative shall so sign the approved application. If the committee fails to act on an application within thirty days after the receipt thereof, no exemption shall be granted and the residency requirement of N.J.S.A. 52:14-7 shall be operative.
Any person holding or attempting to hold an office, employment, or position in violation of N.J.S.A. 52:14-7 shall be considered as illegally holding or attempting to hold the office, employment, or position; however, the person shall have one year from the time of taking the office, employment, or position to satisfy the requirement of principal residency. If such person fails to satisfy the requirement of principal residency as defined in N.J.S.A. 52:14-7 after the 365-day period, that person shall be deemed unqualified for holding the office, employment, or position. The Superior Court shall, in a civil action in lieu of prerogative writ, give judgment of ouster against such person, upon the complaint of any officer or citizen of the State, provided that any such complaint shall be brought within one year of the alleged 365-day period of failure to have his or her principal residence in this State.

Notice of the residency requirements as outlined in N.J.S.A. 52:14-7 and this Policy should be provided to all existing persons holding office, employment, or a position in the school district and to candidates seeking to hold office, employment, or a position in the school district.

N.J.S.A. 52:14-7

Adopted: 17 October 2013
The Board of Education shall provide equal and bias-free access for all students to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, by:

1. Ensuring equal and barrier-free access to all school and classroom facilities;

2. Attaining minority representation within each school, which approximates the district's overall minority representation. Exact apportionment is not required, however, the ultimate goal is a reasonable plan achieving the greatest degree of racial balance, which is feasible and consistent with sound educational values and procedures;

3. Utilizing a State-approved English language proficiency measure on an annual basis for determining the special needs of English language learners and their progress in learning English pursuant to N.J.A.C. 6A:15-1.3(b);

4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;

5. Ensuring that support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all students; and

6. Ensuring that a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies that such exclusion is necessary. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.

The Board of Education shall ensure that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others.
regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, by:

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;

2. Ensuring courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;

a. Portions of classes which deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions for male and female students, provided that the course content for such separately conducted sessions is the same.

3. Reducing or preventing the underrepresentation of minority, female, and male students in all classes and programs including gifted and talented, accelerated, and advanced classes;

4. Ensuring that schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and that students understand the basic tenet of multiculturalism;

5. Ensuring that African American history, as well as the history of other cultures, is infused into the curriculum and taught as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the New Jersey Core Curriculum Content Standards; and

6. Ensuring that instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28.

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

The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not discriminate on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for students of each gender shall be comparable;

2. A school within the school district may choose to operate separate teams for both genders in one or more sports or single teams open competitively to members of both genders, so long as the athletic program as a whole provides equal opportunities for students of both genders to participate in sports at comparable levels of difficulty and competency; and

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

N.J.S.A. 18A:36-20
N.J.A.C. 6A:7-1.7

Adopted: 17 October 2013
Revised: 21 July 2016
The Board of Education recognizes the use of technology in the educational process is an essential part of the schooling experience. Technology is to be viewed as a resource to enhance the learning process among other resources available to teachers and pupils. In addition, technology can be used to enhance the administration of the schools and the district. In order to provide direction and meaning to the use of technology as an instructional resource, the Board encourages and supports staff use of technology as a component of the learning process.

For purposes of this policy “technology” includes, but is not limited to, the use of computers and computer peripherals, communications networks, access to databases and libraries of information and the integration of audio, video, multimedia devices and media for purposes of teaching and learning.

The Superintendent, in consultation with teaching and support staff, shall recommend to the Board the acquisition of appropriate technology to best implement the curricular, instructional, and administrative program of the school district. The Superintendent shall prepare a technology plan for the school district to encompass the following:

Curricular, Instructional and Administrative Need

The technology plan shall define the curricular, instructional and administrative need for technological equipment and media for the district.

In-service Education

The Board shall provide opportunities for school staff to participate in in-service programs on hardware or software programs to be used in the execution of educational and administrative tasks. In-service programs may be provided in or out of the district.

Standards, Codes and References

All technology installations shall conform to the industry standards and applicable Federal, State and local statutes and codes.

Facilities Planning
In all facilities projects involving new constructions, additions, and renovations the Superintendent or designee shall ensure the plans include provisions for current and future technology needs in terms of the structural, electric/electronic, mechanical, acoustical and visual systems of the building(s). All educational specifications shall include features required for the use of instructional technology.

Computers

The school district will provide support or maintenance agreements for specified brands of computers. All other computers purchased or donated will be subject to repair only when non-allocated funding is available and therefore may remain unrepaired until funding is available.

Computer Software Acquisition and Upgrading

The school district will only support the specified upgrades and training. Staff members shall not purchase software that has not been included on a list of specified software or has been approved by the Superintendent.

The Superintendent will recommend the purchase of upgrades to software as needed. An evaluation of upgrades shall be made by appropriate personnel and no upgrade shall be purchased without the express approval of the Director of Technology.

Site Licenses

In the case where more than one copy of a software program is required, the Director of Technology shall attempt to acquire or negotiate a site license with the software developers. In the event a site license is not possible, vendors shall be sought who will provide multiple copies at a discounted cost.

Software Copyright

All employees shall strictly adhere to the copyright laws of the United States. No software shall be copied and/or distributed except in accordance with these laws. All software placed on media workstations or any network with public access shall be copy protected by the Director of Technology, who shall assure that individuals who have access to such programs shall not copy them without authorization.
Internal Communication (District)

The school district shall provide communication between schools by a variety of means.

External Communications

The Board encourages the use of external communications so schools may utilize the vast resources of external databases and communicate with other schools, external agencies, and businesses throughout the world. Gateways to such communications will be supported by the school district. The use of particular gateways shall be approved by the Director of Technology. The Director of Technology shall be responsible for the installation of software in district owned computers and/or computer systems that prevents access to gateways and Internet sites that have material considered by the Director of Technology to be inappropriate for use by pupils.

Computer Laboratories and Distributed Computing

In order to provide teacher, staff, and pupil access to computers, the Board directs that provisions be made to provide computer access in computer laboratories, classrooms, and school libraries/media centers.

Audio/Video

All audio and/or video materials shall be used in accordance with the copyright laws of the United States. Teachers, pupils, or staff who create audio or video materials containing the voices or images of the individuals involved shall obtain proper releases from those individuals, their parent(s) or legal guardian(s) for instructional use within the school.

Informing Parents, Legal Guardians and Interested Parties

Upon request, the Building Principal shall make available to parent/legal guardians the computer hardware and software used in the district in order that a computer purchased privately for home use may be compatible with the computer and software the pupil uses in the school setting.

Technology Coordination
The Board shall appoint a Director of Technology to assure the technology needs of the district are met in the most efficient manner possible at the lowest costs available to meet specified needs.

Broadcast Rights and Copyrights

The Board specifically retains the Broadcast rights and copyrights to all materials created by employees of the Board as part of their responsibilities to the Board. Any financial remuneration for the use of such materials shall be retained by the Board.

Computer Security

The Director of Technology shall develop security procedures to include, but not be limited to, the following areas:

1. Physical Security of Equipment

   All computer equipment shall be maintained in a secure manner appropriate to its location.

2. Data Security

   a. Back-up procedures for system files, libraries, and data shall be practiced in a timely fashion.

   b. Disaster recovery plans shall be kept up-to-date at all times.

   c. Password protection shall be in place and updated periodically.

   d. Resource security shall be in place to prevent unauthorized access to system files, libraries, and data.

3. Employee Training

   All new employees having, as part of their job responsibilities, access to computers and information systems will be trained in the proper security procedures outlined above.
All employees having, as part of their job responsibilities, access to computers and information systems will be kept up-to-date on current security procedures for equipment and data.

4. Transaction Audit Trail

Appropriate procedures will be maintained in order to monitor system activity and users, as necessary.

5. Security Officer

The Superintendent shall designate the Director of Technology as the district’s Computer Security Officer to monitor system security procedures.

Use of Facsimile (FAX) Machines

Fax machines provide a useful means of communicating and shall be subject to the same rules that apply to the use of telephones. All incoming faxes shall be considered confidential mail. No disclosure of the contents of any fax shall be made except to the individual for whom the fax is intended. Any individual violating this confidentiality shall be subject to discipline as provided by the policies and regulations of the Board.

N.J.A.C. 6A:26-6.1 et seq.
17 U.S.C. 101 et seq.

Adopted: 17 October 2013
The Board of Education recognizes that an employee's right to freedom from employment discrimination includes the opportunity to work in an environment untainted by sexual harassment. Sexually offensive speech and conduct are wholly inappropriate to the harmonious employment relationships necessary to the operation of the school district and intolerable in a workplace to which the children of this district are exposed.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature that would not have happened but for the employee's gender. Whenever submission to such conduct is made a condition of employment or a basis for an employment decision, or when such conduct is severe and pervasive and has the purpose or effect of unreasonably altering or interfering with work performance or creating an intimidating, hostile, or offensive working environment, the employee shall have cause for complaint.

The sexual harassment of any employee of this district is strictly forbidden. Any employee or agent of this Board who is found to have sexually harassed an employee of this district will be subject to discipline which may include termination of employment. Any employee who has been exposed to sexual harassment by any employee or agent of this Board is encouraged to report the harassment to an appropriate supervisor. An employee may complain of any failure of the Board to take corrective action by recourse to the procedure by which a discrimination complaint is processed. The employee may appeal the Board's action or inaction to the United States Equal Employment Opportunity Commission or the New Jersey Division of Civil Rights. Complaints regarding sexual harassment shall be submitted following the procedures outlined in Regulation No. 1530, Equal Employment Opportunity.

The Affirmative Action Officer shall instruct all employees and agents of this Board to recognize and correct speech and behavior patterns that may be sexually offensive with or without the intent to offend.

29 C.F.R. 1604.11
Adopted: 17 October 2013
3281/4281 INAPPROPRIATE STAFF CONDUCT

The Board of Education recognizes its responsibility to protect the health, safety and welfare of all pupils within this school district. Furthermore, the Board recognizes there exists a professional responsibility for all school staff to protect a pupil’s health, safety and welfare. The Board strongly believes that school staff members have the public’s trust and confidence to protect the well-being of all pupils attending the school district.

In support of this Board’s strong commitment to the public’s trust and confidence of school staff, the Board of Education holds all school staff to the highest level of professional responsibility in their conduct with all pupils. Inappropriate conduct and conduct unbecoming a school staff member will not be tolerated in this school district.

The Board recognizes and appreciates the staff-pupil professional relationship that exists in a school district’s educational environment. This Policy has been developed and adopted by this Board to provide guidance and direction to avoid actual and/or the appearance of inappropriate staff conduct and conduct unbecoming a school staff member toward pupils.

School staff’s conduct in completing their professional responsibilities shall be appropriate at all times. School staff shall not make inappropriate comments to pupils or about pupils and shall not engage in inappropriate language or expression in the presence of pupils. School staff shall not engage or seek to be in the presence of a pupil beyond the staff member’s professional responsibilities. School staff shall not provide transportation to a pupil in their private vehicle or permit a pupil into their private vehicle unless there is an emergency or a special circumstance that has been approved in advance by the Building Principal/immediate supervisor and the parent/legal guardian.

Inappropriate conduct by a school staff member outside their professional responsibilities may be considered conduct unbecoming a staff member. Therefore, school staff members are advised to be concerned with such conduct which may include, but is not limited to, communications and/or publications using e-mails, text-messaging, social networking sites, or any other medium that is directed and/or available to pupils or for public display.

A school staff member is always expected to maintain a professional relationship with pupils and school staff members shall protect the health, safety and welfare of school pupils. A staff member’s conduct will be held to the professional standards established by the New Jersey State Board of Education and the New Jersey Commissioner of Education. Inappropriate conduct or conduct unbecoming a staff member may also include conduct not specifically
listed in this Policy, but conduct determined by the New Jersey State Board of Education, the New Jersey Commissioner of Education, an arbitration process, and/or appropriate courts to be inappropriate or conduct unbecoming a school staff member.

School personnel, compensated and uncompensated (volunteers), are required to report to their immediate supervisor or Building Principal any possible violations of this Policy. In the event the report alleges conduct by the Building Principal or the immediate supervisor, the school staff member may report directly to the Assistant Superintendent. In addition, school personnel having reasonable cause to believe a pupil has been subjected to child abuse or neglect or acts of child abuse or neglect as defined under N.J.S.A. 9:6-8.10 are required to immediately report to the New Jersey Department of Children and Families in accordance with N.J.A.C. 6A:16-11.1 and inform the Building Principal or immediate supervisor after making such report. However, notice to the Building Principal or designee need not be given when the school staff member believes such notice would likely endanger the referrer or child(ren) involved or when the staff member believes that such disclosure would likely result in retaliation against the child or in discrimination against the referrer with respect to his/her employment.

Reports may be made in writing or with verbal notification. The immediate supervisor or Building Principal will notify the Superintendent of Schools of all reports, including anonymous reports. The Assistant Superintendent will investigate all reports with a final report to the Superintendent of Schools. The Assistant Superintendent or the Superintendent may, at any time after receiving a report take such appropriate action as necessary and as provided for in the law. This may include, but is not limited to, notifying law enforcement, notifying the New Jersey Department of Children and Families in accordance with N.J.A.C. 6A:16-11.1 and/or any other measure provided for in the law.

This Policy will be distributed to all school staff and provided to staff members at any time upon request.

N.J.A.C. 6A:16-11.1

Adopted: 17 October 2013
The Board of Education recognizes that an employee's right to freedom from employment discrimination includes the opportunity to work in an environment untainted by sexual harassment. Sexually offensive speech and conduct are wholly inappropriate to the harmonious employment relationships necessary to the operation of the school district and intolerable in a workplace to which the children of this district are exposed.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature that would not have happened but for the employee's gender. Whenever submission to such conduct is made a condition of employment or a basis for an employment decision, or when such conduct is severe and pervasive and has the purpose or effect of unreasonably altering or interfering with work performance or creating an intimidating, hostile, or offensive working environment, the employee shall have cause for complaint.

The sexual harassment of any employee of this district is strictly forbidden. Any employee or agent of this Board who is found to have sexually harassed an employee of this district will be subject to discipline, which may include termination of employment. Any employee who has been exposed to sexual harassment by any employee or agent of this Board is encouraged to report the harassment to an appropriate supervisor. An employee may complain of any failure of the Board to take corrective action by recourse to the procedure by which a discrimination complaint is processed. The employee may appeal the Board's action or inaction to the New Jersey Division on Civil Rights or to the United States Equal Employment Opportunity Commission. Complaints regarding sexual harassment shall be submitted following the procedures outlined in Regulation 1530, Equal Employment Opportunity.

The Affirmative Action Officer shall instruct all employees of this Board to recognize and correct speech and behavior patterns that may be sexually offensive with or without the intent to offend.

29 C.F.R. 1604.11
Adopted: 17 October 2013
5330.04 ADMINISTERING AN OPIOID ANTIDOTE (M)

N.J.S.A. 18A:40-12.24.a requires schools to adopt a Policy for the emergency administration of an opioid antidote to a student, staff member, or other person who is experiencing an opioid overdose.

N.J.S.A. 18A:40-12.24.a.(1) requires schools with any of the grades nine through twelve to comply with the provisions of the law.

N.J.S.A. 18A:40-12.24 requires a school to obtain a standing order for opioid antidotes pursuant to the “Overdose Prevention Act” - N.J.S.A. 24:6J-1 et seq. The school shall maintain a supply of opioid antidotes under the standing order in a secure, but unlocked and easily accessible location. The opioid antidotes shall be accessible in the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building.

The school nurse and a designated employee who volunteers to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c. are required to be trained for the administration of an opioid antidote in accordance with N.J.S.A. 18A:40-12.25.b. The school nurse or a designated employee who volunteers to administer an opioid antidote shall be promptly available on site at the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building at any time.

N.J.S.A. 18A:40-12.24 permits the school nurse or a designated trained employee to administer an opioid antidote to any person whom the nurse or the trained designated employee who in good faith believes is experiencing an opioid overdose.

An overdose victim shall be transported to a hospital emergency room by emergency medical responders after the administration of an opioid antidote, even if the person’s symptoms appear to have resolved.

In accordance with N.J.S.A. 24:6J-4.a.(1)(f), a prescriber or other health care practitioner, as appropriate, may prescribe or dispense an opioid antidote directly or through a standing order to a school, school district, or school nurse. In accordance with N.J.S.A. 24:6J-4.a.(2)(c), whenever the law expressly authorizes or requires a school
or school district to obtain a standing order for opioid antidotes, the school nurse(s) employed or engaged by the school or school district shall be presumed by the prescribing or dispensing health care practitioner to be capable of administering the opioid antidote, consistent with the express statutory requirement.

Notwithstanding the provisions of N.J.S.A. 24:6J-4.a.(3)(b) to the contrary, if the law expressly authorizes or requires a school, school district, or school nurse to administer or dispense opioid antidotes pursuant to a standing order under N.J.S.A. 24:6J-4 et seq., the standing order issued shall be deemed to grant the authority specified by the law, even if such authority is not specifically indicated on the face of the standing order.

In accordance with the provisions of N.J.S.A. 18A:40-12.26, no school employee, including a school nurse or any other officer or agent of a Board of Education or charter school, or a prescriber of opioid antidotes for a school through a standing order, shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.23 et seq. Good faith shall not include willful misconduct, gross negligence, or recklessness.

Any school, school district, school nurse, school employee, or any other officer or agent of a Board of Education or charter school who administers or permits the administration of an opioid antidote in good faith in accordance with the provisions of N.J.S.A. 18A:40-12.24 and pursuant to a standing order issued under N.J.S.A. 24:6J-4 shall not, as a result of any acts or omissions, be subject to any criminal or civil liability or any disciplinary action for administering, or permitting the administration of, the opioid antidote in accordance with N.J.S.A. 24:6J-1 et seq.

Notwithstanding the provisions of any law, rule, regulation, ordinance, or institutional or organizational directive to the contrary, any person or entity authorized to administer an opioid antidote pursuant to N.J.S.A. 24:6J-4, may administer to an overdose victim, with full immunity: a single dose of any type of opioid antidote that has been approved by the United States Food and Drug Administration for use in the treatment of opioid overdoses; and up to three doses of an opioid antidote that is administered through an intranasal application, or through an intramuscular auto-injector, as may be necessary to revive the overdose victim. Prior consultation with, or approval by, a third-party physician or other medical personnel shall not be required before an authorized person or entity may administer up to three doses of an opioid antidote, as provided in N.J.S.A. 24:6J-4, to the same overdose victim.
A school district may enter into a shared services arrangement with another school district for the provision of opioid antidotes pursuant to N.J.S.A. 18A:40-12.27 if the arrangement will result in cost savings for the districts.

This Policy and Regulation 5330.04 shall be reviewed and approved by the school physician prior to Board adoption and whenever this Policy is revised. This Policy shall be made available to school staff members, parents, and students in handbooks, on the school district’s website, or through any other appropriate means of publication.


Adopted: 12 February 2019
The Board of Education recognizes pupils may have allergies to certain foods and other substances and may be at risk for anaphylaxis. Anaphylaxis is a sudden, severe, serious, systemic allergic reaction that can involve various areas of the body (such as the skin, respiratory tract, gastrointestinal tract, and cardiovascular system). Anaphylaxis is a serious allergic reaction that may be rapid in onset and may cause death. Policy 5331 has been developed in accordance with the Guidelines for the Management of Life-Threatening Food Allergies in Schools developed by the New Jersey Department of Education.

An Individualized Healthcare Plan (IHP) and an Individualized Emergency Healthcare Plan (IEHP) will be developed for each pupil at risk for a life-threatening allergic reaction. Self-administration of medication, the placement and the accessibility of epinephrine, and the recruitment and training of designees who volunteer to administer epinephrine during school and at school-sponsored functions when the school nurse or designee is not available shall be in accordance with N.J.S.A. 18A:40-12 and Board Policy and Regulation 5330. School staff will be appropriately trained by the school nurse or designee to understand the school’s general emergency procedures and steps to take should a life-threatening allergic reaction occur.

The school district will develop and implement appropriate strategies and prevention measures for the reduction of risk of exposure to food allergens throughout the school day, during before- and after-school programs, at all school-sponsored activities, in the cafeteria, or wherever food is present.

A description of the roles and responsibilities of parent(s) or legal guardian(s), staff, and pupils to prevent allergic reactions and during allergic reactions are outlined in Regulation 5331.

Every incident involving a life-threatening allergic reaction and/or whenever epinephrine is administered throughout the school day, during before- and after-school programs, and/or at all school-sponsored activities shall be reported to the school nurse or designee. The school nurse or designee shall be responsible to notify emergency responders, the Principal or designee, the school physician, and the Superintendent of Schools. The Superintendent shall inform the Board of Education after every incident including a life-threatening allergic reaction or whenever epinephrine is administered by the school nurse or designee. In
addition, in accordance with the provisions of N.J.S.A. 18A:40-12.5.e.(3), the school nurse or designee shall arrange for the transportation of a pupil to the hospital emergency room by emergency services personnel after the administration of epinephrine, even if the pupil’s symptoms appear to have resolved.

There will be occasions where food and/or beverages will be served as part of a classroom experience, field trip, and/or celebration. Because the ingredients of these food and beverage products may be unknown to the food preparation person and/or server, a pupil with anaphylaxis to food should not consume any food products that he/she is unsure of the ingredients. The teacher will provide, whenever possible, advance notice of the classroom experience, field trip, or celebration in order for the pupil to bring a food or beverage product from their home so they may participate in the activity.

When a parent(s) or legal guardian(s) informs the Building Principal and the school nurse the pupil may have an anaphylactic reaction to a substance other than food, the Building Principal will work with school staff to determine if these substances are on school grounds. The Building Principal will inform and work with the parent(s) or legal guardian(s) and the pupil to avoid the pupil’s exposure to these substances if present on school grounds.

School staff will be appropriately trained by the school nurse or designee to understand the school’s general emergency procedures and steps to take should a life-threatening allergic reaction occur. The school nurse or designee will provide appropriate training to school staff to understand allergies to food and other substances, to recognize symptoms of an allergic reaction, and to know the school’s general emergency procedures and steps to take should a life-threatening allergic reaction occur. The school nurse will work with appropriate school staff to eliminate or substitute the use of allergens in the allergic pupil’s meals, educational/instructional tools and materials, arts and crafts projects, or incentives.

Policy and Regulation 5331 should be annually reviewed, evaluated, and updated where needed. Policy and Regulation 5331 will be disseminated and communicated to all parent(s) or legal guardian(s) of pupils in the school in the beginning of each school year and when a pupil enters the school after the beginning of the school year.


Adopted: 17 October 2013
5350 PUPIL SUICIDE PREVENTION

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

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

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

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

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

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

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

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

Adopted: 17 October 2013
Revised: 17 November 2016
Revised: 18 July 2018
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A. Policy Statement

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

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

B. Harassment, Intimidation, and Bullying Definition

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender,
sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;

2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;

3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that

   a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

   b. Has the effect of insulting or demeaning any student or group of students; or

   c. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

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

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

C. Student Expectations

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

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

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

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

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);

2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;

3. Student rights; and


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

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

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

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

D. Consequences and Appropriate Remedial Actions

Consequences and Appropriate Remedial Actions – Students

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

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

Factors for Determining Consequences – Student Considerations

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

Factors for Determining Consequences – School Considerations

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

Factors for Determining Remedial Measures

Personal

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

Environmental

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

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

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

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

Examples of Remedial Measures

- Personal – Student Exhibiting Bullying Behavior

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

Personal – Target/Victim

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

Parents, Family, and Community

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

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

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school’s response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.
Consequences and Appropriate Remedial Actions – Adults

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

Target/Victim Support

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

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

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

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult “shadow” to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal’s designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report.

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

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

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.
In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

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

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

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

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

The district Anti-Bullying Coordinator shall:

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

b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;

c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and

e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

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

The school Anti-Bullying Specialist shall:

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

b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and

c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

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

a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;

b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;

c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;

d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;

e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;

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

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

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

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

The investigation shall be initiated by the Principal or the Principal’s designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. An investigation concerning a staff member shall not be conducted by a staff member who is supervised by the staff member being investigated or who is an administrator in the district. The Principal or designee, in consultation with the Superintendent or designee, will appoint a staff member to complete these investigations.

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

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

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

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

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

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

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

Range of Responses to an Incident of Harassment, Intimidation, or Bullying

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

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

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.

2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, “acts of kindness” programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters,
public service announcements, “natural helper” or peer leadership programs, “upstander” programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.

4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

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

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

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

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

J. Consequences and Appropriate Remedial Action for False Accusation

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

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of
the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

O. School and District Grading Requirements

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

Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts


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

R. Students with Disabilities


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

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

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.
Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education

Adopted: 17 October 2013
Revised: 14 November 2018
The Board of Education believes a safe and civil environment in school is necessary for children to learn. A pupil who is a victim of dating violence suffers academically and the pupil’s safety at school is jeopardized. Acts or incidents of dating violence at school whether they are verbal, sexual, physical, or emotional will not be tolerated and will be dealt with in accordance with the school’s pupil code of conduct.

All school staff members (administrative staff, instructional staff, support staff, and volunteers) shall take all reasonable measures to prevent acts or incidents of dating violence at school involving a pupil. All acts or incidents of dating violence at school shall be reported to the Principal or designee in accordance with the provisions outlined in Regulation 5519. A verbal report shall be made to the Principal or designee as soon as possible, but no later than the end of the pupil’s school day when the staff member witnesses or learns of an act or incident of dating violence at school. A written report regarding the act or incident shall be submitted to the Principal or designee by the reporting staff member no later than one day after the act or incident occurred.

School staff members are required to report all acts or incidents of dating violence at school they witness or upon receiving reliable information concerning acts or incidents of dating violence at school. Acts or incidents may include, but are not limited to: those characterized by physical, emotional, verbal, or sexual abuse; digital or electronic acts or incidents of dating violence; and/or patterns of behavior which are threatening or controlling.

The Board of Education, upon the recommendation of the Superintendent of Schools, shall adopt the guidelines and procedures outlined in Regulation 5519 for responding to acts or incidents of dating violence at school. The protocols outlined in Regulation 5519 have been established for any school staff member who witnesses or learns of an act or incident of dating violence at school and for school administrators to work with the victim and the aggressor of an act or incident of dating violence.

Dating violence statements and investigations shall be kept in files separate from pupil academic and discipline records to prevent the inadvertent disclosure of confidential information. Every act or incident of dating violence at school that is reported shall be documented in an appropriate manner. This should include statements, planning actions, and
discipline measures as well as counseling and other support resources that are offered and prescribed to the victim or aggressor.

School administrators shall implement discipline and remedial procedures to address acts or incidents of dating violence at school consistent with the school’s pupil code of conduct. The policies and procedures specific to acts or incidents of dating violence at school shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.

Consequences may include, but are not limited to: admonishment, temporary removal from the classroom, classroom or administrative detention, in-school suspension, out-of-school suspension, reports to law enforcement, and/or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the alleged aggressor based on the severity of the act or incident.

Remediation/intervention may include, but is not limited to: parent conferences, pupil counseling (all pupils involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive pupil interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

A pattern of behaviors may be an important sign a pupil is involved in an unhealthy or abusive dating relationship. The warning signs listed in Regulation 5519 shall educate the school community on the characteristics that a pupil in an unhealthy or abusive relationship may exhibit. Many of these warning signs make a connection to one pupil in the relationship asserting control and power over the other. Recognizing one or more signs of teen dating violence plays an important role in preventing, educating, and intervening in acts or incidents of dating violence.

The Board of Education shall make available to pupils and their families information on safe, appropriate school, family, peer, and community resources available to address dating violence.

The Board of Education shall incorporate age-appropriate dating violence education in grades seven through twelve through the health education curriculum in alignment with the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical
Education. The educational program shall include, but is not limited to, a definition of dating violence, recognizing the warning signs of dating violence, and the characteristics of healthy relationships.

Upon written request to the school Principal, a parent/legal guardian of a pupil less than eighteen years of age shall be permitted, within a reasonable period of time after the request is made, to examine the dating violence education instruction materials developed by the school district.

Notice of Policy and Regulation 5519 shall appear in all district publications that set forth the comprehensive rules, procedures, and standards of conduct for pupils within the district and in any handbook.

New Jersey Department of Education Model Policy and Guidance for Incidents Involving Dating Violence – September 2011

Adopted: 17 October 2013
The Board of Education recognizes that a student’s abuse of harmful substances seriously impedes that student’s education and threatens the welfare of the entire school community. The Board is committed to the prevention of substance abuse and the rehabilitation of substance abusers by educational means, but will take the necessary and appropriate steps to protect the school community from harm and from exposure to harmful substances. Accordingly, the Board will establish policies and procedures in operating programs to support the social, emotional, and physical development of students in accordance with the provisions of N.J.S.A. 18A:40A-1 et seq. and N.J.A.C. 6A:16-4.1 et seq. The Board of Education will maintain a comprehensive substance abuse intervention, prevention, and treatment referral program in the schools of this district.

A. Definitions

N.J.A.C. 6A:16-1.3; 6A:16-4.1 et seq.

The definitions as outlined in N.J.S.A. 18A:40A et seq., N.J.A.C. 6A:16 et seq., and those terms defined in Regulation 5530 shall be used for the purposes of this Policy and Regulation.

B. Discipline

N.J.A.C. 6A:16-4.1(c)2.; 6A:16-6.3(a)

The Board prohibits the use, possession, and/or distribution of alcohol or other drugs on school grounds according to N.J.S.A. 18A:40A-9, 10, and 11.

A student who uses, possesses, or distributes alcohol or other drugs will be subject to discipline in accordance with the district’s Code of Student Conduct. School authorities also have the authority to impose a consequence on a student for conduct away from school grounds in accordance with the provisions of N.J.A.C. 6A:16-7.5. Discipline may include suspension or expulsion. The Board will establish
consequences for a student not following through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors.

C. Instruction

N.J.A.C. 6A:16-3.1

The Board shall provide an instructional program on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances in accordance with the provisions of N.J.S.A. 18A:40A-1 et seq. and N.J.A.C. 6A:16-3.1.

D. Reporting, Notification, and Examination

N.J.A.C. 6A:16-3.1; 6A:16-4.1; 6A:16-4.2; 6A:16-4.3

1. Alcohol or Other Drugs

   a. Any educational staff member or other professional to whom it appears that a student may be currently under the influence of alcohol or other drugs as identified in N.J.S.A. 18A:40A-9 and N.J.A.C. 6A:16-4.1(a), on school grounds shall report the matter in accordance with N.J.A.C. 6A:16-4.3(a)1.

   b. An immediate medical examination shall be conducted and a written report of the medical evaluation shall be furnished to the parent of the student, the Principal, and the Superintendent in accordance with N.J.A.C. 6A:16-4.3(a)2 through 4.3(a)8.

   c. If the written report of the medical examination is not provided within twenty-four hours of the referral of the student, the student shall be allowed to return to school until such time as a positive determination of alcohol or other drug use is received from the examining physician, unless the student was also removed for violating the Code of Student Conduct.
d. If the written report of the medical evaluation verifies that alcohol or other drugs do not interfere with the student’s physical or mental ability to perform in school, the student shall be immediately returned to school. If there is a positive determination from the medical examination indicating the student’s alcohol or other drug use interferes with his or her physical or mental ability to perform in school, the student shall be returned to the care of the parent as soon as possible. Attendance at school shall not resume until a written report has been submitted to the parent, Principal, and Superintendent from a physician licensed to practice medicine or osteopathy who has examined the student that verifies the student’s alcohol or other drug use no longer interferes with his or her physical and mental ability to perform in school.

e. Removal of a student with a disability shall be in accordance with N.J.A.C. 6A:14.

f. While a student is at home because of the medical evaluation or after the student returns to school, an appropriately certified school staff member(s) will conduct an alcohol and other drug assessment of the student and a reasonable investigation of the situation and may initiate referral alcohol or other drug abuse treatment in accordance with N.J.A.C. 6A:16-4.3(a)12, 4.3(a)13, and 4.3(a)14.

g. Disclosure to law enforcement authorities of the identity of a student in instances of alcohol and other drugs shall be in accordance with the requirements of N.J.A.C. 6A:16-4.3(a)3.

h. The Board may provide additional intervention and referral services for the student according to the requirements of N.J.S.A. 18A:40A-10 and N.J.A.C. 6A:16-8.

2. Anabolic Steroids

a. Whenever any teaching staff member, certified or non-certified school nurse, or other educational personnel has reason to believe a student has used or may be using anabolic steroids, the person shall report the matter in accordance with N.J.A.C. 6A:16-4.3(b)1.
b. The Principal or designee upon receiving such report shall immediately notify the parent and Superintendent and shall arrange for an examination of the student as soon as possible to determine whether the student has been using anabolic steroids in accordance with N.J.A.C. 6A:16-4.3(b)2.

c. Disclosure to law enforcement authorities of the identity of students in instances of anabolic steroids shall be in accordance with the requirements of N.J.A.C. 6A:16-4.3(b)3.

d. A written report of the examination shall be provided by the examining physician to the parent, Principal, and Superintendent.

e. If it is determined the student has used anabolic steroids, an appropriately certified school staff member(s) shall interview the student and others to determine the extent of the student’s involvement with and use of anabolic steroids and the possible need for referral for treatment in accordance with N.J.A.C. 6A:16-4.3(b)5.

f. If the results of a referral for evaluation have positively determined the student’s involvement with and use of anabolic steroids represents a danger to the student’s health and well-being, an appropriately certified school staff member(s) shall initiate a referral for treatment to agencies and/or private practitioners as outlined in N.J.A.C. 6A:16-4.3(b)6.

3. A school employee who seizes or discovers alcohol or other drugs, or an item believed to be a controlled dangerous substance, including anabolic steroids, or drug paraphernalia, shall comply with the provisions of N.J.A.C. 6A:16-6.4.

4. The Board will provide intervention, referral for evaluation, and referral for treatment services to those students that are affected by alcohol or other drug use in accordance with the provisions of N.J.A.C. 6A:16-4.1(c)7.

5. Refusal or failure by a parent to comply with the provisions of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3 shall be treated as a policy violation of the

6. Refusal or failure of a student to comply with the provisions of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3 shall be treated by the school district as a policy violation and handled in accordance with N.J.A.C. 6A:16-4.1(c)2.

E. In-Service Training


The Board directs the Superintendent to develop a program of in-service training for all teaching staff members involved in the instruction of students in accordance with the provisions of N.J.S.A. 18A:40A-15. The Board will provide time for the conduct of the program during the usual school schedule. The in-service training program required in N.J.S.A. 18A:40A-15 shall be updated at regular intervals in order to ensure teaching staff members have the most current information available on this subject.

F. Parent Training Program/Outreach Program

N.J.A.C. 6A:16-4.1(c)8

The Board will provide a parent training program/outreach program in accordance with the provisions of N.J.S.A. 18A:40A-16 and 17.

G. Records and Confidentiality of Records

42 CFR Part 2
N.J.A.C. 6A:16-3.2; 6A:32-7.1 et seq.

Notations concerning a student’s involvement with substances may be entered on his/her records, subject to N.J.A.C. 6A:32-7.1 et seq. and Policy 8330 regarding confidentiality. Information concerning a student’s involvement in a school intervention or treatment program for alcohol or other drug abuse shall be kept strictly confidential according to 42 CFR Part 2, N.J.S.A. 18A:40A-7.1 and 7.2, N.J.A.C. 6A:16-3.2, and N.J.A.C. 6A:16-6.5.
If an elementary or secondary student who is participating in a school-based drug or alcohol abuse counseling program provides information during the course of a counseling session in that program which indicates that the student’s parent or other person residing in the student’s household is dependent upon or illegally using a substance as that term is defined in N.J.S.A. 18A:40A-9, that information shall be kept confidential and may be disclosed only in accordance with N.J.S.A. 18A:40A-7.1 and N.J.A.C. 6A:16-3.2.

H. Nonpublic School Students


The Board has the power and duty to loan to students attending nonpublic schools located in this district and to the parents of such students all educational materials on the nature and effects of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances developed and made available by the Commissioner of Education. The Board shall not be required to expend funds for the loan of these materials.

I. Civil Immunity

N.J.A.C. 6A:16-4.3(c)

No action of any kind in any court of competent jurisdiction shall lie against any employee, officer, or agent of the Board because of actions taken under the education statutes on substance abuse, N.J.S.A. 18A:40A-1 et seq., provided the skill and care given is that ordinarily required and exercised by other such employees, officers, and agents of the Board in accordance with the provisions of N.J.S.A. 18A:40A-13.

Any educational or non-educational Board employee who in good faith reports a student to the Principal or designee in compliance with N.J.A.C. 6A:16-4.3 shall not be liable in civil damages as a result of making such a report, as specified in N.J.S.A. 18A:40A-13 and 14.

J. Reporting Students to Law Enforcement Authorities
N.J.A.C. 6A:16-4.1; 6A:16-6.3

The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of a controlled dangerous substance, including anabolic steroids, or related paraphernalia or involved or implicated in distribution activities regarding controlled dangerous substances, including anabolic steroids pursuant to N.J.A.C. 6A:16-4.1(c)9. The Superintendent or designee shall not disclose the identity of the student who has voluntarily sought and participated in an appropriate treatment or counseling program for an alcohol or other drug abuse problem provided the student is not reasonably believed to be involved or implicated in drug-distribution activities.

The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to be under the influence of alcohol and/or other drugs, pursuant to N.J.A.C. 6A:16-4.1(c)9.i. Law enforcement authorities shall not be notified of the findings if a student’s alcohol or other drug test was obtained as a result of a district’s voluntary random drug testing program pursuant to N.J.S.A. 18A:40A-22 et seq. and N.J.A.C. 6A:16-4.4.

K. Policy Review and Accessibility

N.J.A.C. 6A:16-4.2(a) and (b)

The Board will annually review the effectiveness of Policy and Regulation 5530 on student alcohol and drug abuse. The Board may solicit parent, student, and community input, as well as consult in the review process with local alcohol or other drug abuse prevention, intervention, and treatment agencies licensed by the New Jersey Department of Human Services.

This Policy and Regulation shall be annually disseminated to all school staff, students, and parents through the district website or other means.

N.J.A.C. 6A:16-1.1 et seq.; 6A:16-4.1 et seq.; 6A:16-6.1 et seq.

Adopted: 17 October 2013
Revised: 25 January 2017
The Board of Education adopts this Student Discipline/Code of Conduct Policy to establish standards, policies, and procedures for positive student development and student behavioral expectations on school grounds and, as appropriate, for conduct away from school grounds. Every student enrolled in this district shall observe promulgated rules and regulations and the discipline imposed for infraction of those rules.

The Superintendent of Schools will establish a process for the annual review and update of the district’s Student Discipline/Code of Conduct Policy and Regulation that may involve a committee of parents, students, and community members that represent, where possible, the composition of the district’s schools and community. The Superintendent will report to the Board the process used for the annual review of this Policy and Regulation and will recommend to the Board updates, if any, to the Student Discipline/Code of Conduct Policy and Regulation.

The Student Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, students, and parents. The Board of Education shall provide to all employees annual training on the Student Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of student conduct that violates the district’s Policy and Regulation. Information on the Student Discipline/Code of Conduct Policy and Regulation shall be incorporated into the orientation for new employees.

The Board provides for the district’s Student Discipline/Code of Conduct’s equitable application. Student discipline and the Code of Student Conduct will be applied without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; martial, domestic-partnership, or civil union; mental, physical or sensory disability; or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5-.1 et seq.

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. §1400 et seq., the Individuals with Disabilities Education Improvement Act and accommodation plans under 29 U.S.C. §§ 794 and 705(20), the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.
The Student Discipline/Code of Conduct is established for the purposes outlined in N.J.A.C. 6A:16-7.1(b).

Policy and Regulation 5600 include a description of student responsibilities that include expectations for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 13.1; a description of behaviors that will result in suspension or expulsion, pursuant to N.J.S.A. 18A:37-2; and a description of student rights pursuant to N.J.A.C. 6A:16-7.1(c)3.i through vii.

The Board of Education approves the use of comprehensive behavioral supports that promote positive student development and the students’ abilities to fulfill the behavioral expectations established by the Board. These behavioral supports include, but are not limited to, positive reinforcement for good conduct and academic success including the programs that honor and reward student conduct and academic achievement; supportive intervention and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the behavior’s nature, the students’ developmental ages and the students’ histories of problem behaviors and performance; and for students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

Policy and Regulation 5600 include a description of school responses to violations of behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

Students are required to be in compliance with Policy and Regulation 5200 – Attendance pursuant to N.J.A.C. 6A:16-7.6 and Policy and Regulation 5512 – Harassment, Intimidation, and Bullying pursuant to N.J.A.C. 6A:16-7.7.

The Building Principal shall maintain a current list of community-based health and social service provider agencies available to support a student and the student’s family, as appropriate, and a list of legal resources available to serve the community.

The Building Principal or designee shall have the authority to assign discipline to students. School authorities also have the right to impose a consequence on a student for conduct away from school grounds that is consistent with the district’s
POLICY

BOARD OF EDUCATION

Students
5600

STUDENT DISCIPLINE/CODE OF CONDUCT (M)

Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.5. This authority shall be exercised only when it is reasonably necessary for the student’s physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences pursuant to N.J.A.C. 6A:16-7.5 shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7-4. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

Consequences and appropriate remedial action for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are listed in Policy 5512 – Harassment, Intimidation, and Bullying. Consequences for a student who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student’s history of problem behaviors and performance, and shall be consistent with this Policy and the school district’s Student Discipline/Code of Conduct Policy pursuant to N.J.A.C. 6A:16-7.1. Remedial measures for one or more acts of harassment, intimidation, or bullying shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

Consequences and remedial measures to address acts or incidents of dating violence at school shall be consistent with the school district’s Student Discipline/Code of Conduct Policy. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are included in Policy and Regulation 5519 – Dating Violence at School and shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and aggressor have been involved. Consequences for acts or incidents of dating violence at school may range from admonishment to suspension or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the aggressor based on the severity of the act or incident. Remedial measures/interventions for
acts or incidents of dating violence at school may include, but are not limited to: parent
conferences, student counseling (all students involved in the act or incident), peer support
groups, corrective instruction or other relevant learning or service experiences, supportive
student interventions (Intervention and Referral Services - I&RS), behavioral management
plans, and/or alternative placements.

Any student to be disciplined shall be provided the due process procedures for students and
their families as set forth in Policy and Regulation 5600 and N.J.A.C. 6A:16-7.2 through 7.4.

In accordance with the provisions of N.J.A.C. 6A:16-7.8, when a student transfers to a public
school district from another public school district, all information in the student’s record
related to disciplinary actions taken against the student by the school district and any
information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of
Juvenile Information, Penalties for Disclosure, shall be provided to the receiving public school
district, in accordance with the provisions of N.J.S.A. 18A:36-19(a) and N.J.A.C. 6A:32-7.5.

The Superintendent may be required to submit a report annually to the New Jersey
Department of Education on student conduct, including all student suspensions and
expulsions, and the implementation of the Student Discipline/Code of Conduct Policy in
accordance with the format prescribed by the Commissioner of Education. The
Superintendent shall report to the Commissioner of Education each incident of violence,
including harassment, intimidation, and bullying, vandalism, and alcohol and other drug
offenses, pursuant to N.J.A.C. 6A:16-4.3, in the school district utilizing the Electronic Violence
and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3.

N.J.A.C. 6A:16-7.1 et seq.; 6A:14-1.1 et seq.

Adopted: 17 October 2013
Revised: 13 May 2015
Any student who commits an assault, as defined under N.J.S.A. 2C:12-1(a)1, not involving the use of a weapon or firearm, upon a teacher, administrator, other school district employee, or Board member acting in the performance of his or her duties and in a situation where his or her authority to act is apparent, or as a result of the victim's relationship to the school district, shall be immediately removed from school pursuant to N.J.S.A. 18A:37-2.1 and N.J.A.C. 6A:16-5.7.

A student, other than a student with a disability, who commits an assault as defined in N.J.S.A. 2C:12-1(a)1, shall be immediately removed from school consistent with due process procedures, pending a hearing pursuant to N.J.A.C. 6A:16-7.2 through 7.5. Nothing in N.J.S.A. 18A:37-2.1 or N.J.A.C. 6A:16-5.7 shall be construed as prohibiting the expulsion of a general education student. A student with a disability who commits an assault as defined in this Policy, shall be removed in accordance with N.J.A.C. 6A:14 and due process proceedings in accordance with N.J.A.C. 14-2.7 and 2.8.

In accordance with the provisions of N.J.S.A. 18A:37-2.1(a), said proceedings shall take place no later than thirty calendar days following the day on which the student is suspended. The decision of the Board shall be made within five days after the close of the hearing. Any appeal of the Board's decision shall be made to the Commissioner of Education within ninety days of the Board's decision. The provisions herein shall be construed in a manner consistent with 20 U.S.C. § 1400 et seq.

The Principal or designee shall remove, isolate, and place the student under the supervision of school staff until the student’s parent or appropriate agency takes custody of the student. The Principal or designee will immediately report to the Superintendent the removal of the student and notify the student’s parent of the removal action and the student’s due process rights. The Principal or designee will notify the appropriate law enforcement official of a possible violation of the New Jersey Code of Criminal Justice.

In accordance with the provisions of N.J.S.A. 18A:37-2.1(b), whenever a teacher, administrator, Board member, other school district employee, or a labor representative on behalf of an employee makes an allegation in writing that the Board member or employee has been assaulted by a student, the Principal shall file a written report of the alleged assault with the Superintendent. The Superintendent shall report the alleged assault to the
Board at its next regular meeting; provided that the name of the student who allegedly committed the assault, although it may be disclosed to the Board members, shall be kept confidential at the public Board of Education meeting.

Any person who fails to file a report of an alleged assault as required pursuant to N.J.S.A. 18A:37-2.1 and N.J.A.C. 6A:16-5.7 may be liable to disciplinary action by the Board.

The Superintendent of Schools biannually shall submit to the Commissioner of Education a report on each incident under N.J.A.C. 6A:16-5.7 utilizing the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(e)1.

Policy and Regulation 5612, implementing the requirements of N.J.A.C. 6A:16-5.7, shall be annually disseminated to all school staff, students, and parents.

N.J.A.C. 6A:14-2.7; 6A:14-2.8; 6A:16-5.7;
  6A:16-7.2; 6A:16-7.3; 6A:16-7.4;
  6A:16-7.5

Adopted: 17 October 2013
Revised: 10 December 2014
The Board of Education is committed to providing a safe and secure school environment to all students attending the public schools. To provide this environment, the Board of Education will implement policies and procedures regarding a student who commits an assault, as defined under N.J.S.A. 2C:12-1(a)(1), with a weapon, which includes, but is not limited to, items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f) and 18 U.S.C. § 921, upon a teacher, administrator, other school Board employee, Board of Education member, or another student on school grounds, pursuant to N.J.S.A. 18A:37-2.2 through 2.5.

A student, other than a student with a disability, who commits an assault as defined above shall be immediately removed from the school’s general education program for a period not exceeding one calendar year and placed in an alternative education program according to the requirements of N.J.A.C. 6A:16-9. A student with a disability who commits an assault as defined above shall be immediately removed in accordance with the provisions of N.J.A.C. 6A:14 and applicable Federal regulations and shall receive a placement in accordance with N.J.A.C. 6A:14.

The Principal or designee shall remove the student in accordance with the requirements outlined in N.J.A.C. 6A:16-5.6(d), which includes notifying the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

If it is found that the removed student did not commit these offense(s), the student shall be immediately returned to the program for which he or she was removed.

If a student, other than a student with a disability, is removed from the general education program pursuant to N.J.A.C. 6A:16-5.6 and this Policy, and a placement in an alternative education program is not available, the general education student shall be provided home or other out-of-school instruction, according to N.J.A.C. 6A:16-10.2, until placement is available.

The Superintendent shall make the final determination on whether the general education student removed, in accordance with the requirements of N.J.A.C. 6A:16-5.6 and this Policy, is prepared to return to the general education program or will remain in an alternative education program or receive home or other out-of-school instruction based on the criteria outlined in N.J.A.C. 6A:16-5.6(i).
REMOVAL OF STUDENTS FOR ASSAULTS WITH WEAPONS OFFENSES (M)

The Superintendent of Schools biannually shall submit to the Commissioner of Education a report on each incident and the circumstance surrounding the removal of students pursuant to N.J.A.C. 6A:16-5.6 utilizing the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(e)1.

This Policy and Regulation 5613, implementing the requirements of N.J.A.C. 6A:16-5.6, shall be annually disseminated to all school staff, students, and parents.

N.J.A.C. 6A:14-2.8 et seq.; 6A:16-5.6;
   6A:16-6.1 et seq.; 6A:16-7.1 et seq.;
   6A:16-8.1 et seq.; 6A:16-9.1 et seq.;
   6A:16-10.2

Adopted: 10 December 2014
The Board of Education will not tolerate sexual harassment of pupils by school employees, other pupils, or third parties. Sexual harassment of pupils is a form of prohibited sex discrimination. School district staff will investigate and resolve allegations of sexual harassment of pupils engaged in by school employees, other pupils (peers), or third parties.

The Board shall establish a grievance procedure through which school district staff and/or pupils can report alleged sexual discrimination, including sexual harassment which may include quid pro quo harassment and hostile environment.

Definitions:

1. Quid pro quo harassment occurs when a school employee explicitly or implicitly conditions a pupil’s participation in an educational program or activity or bases an educational decision on the pupil’s submission to unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Quid Pro Quo Harassment is equally unlawful whether the pupil resists and suffers the threatened harm or submits and thus avoids the threatened harm.

2. Hostile environment sexual harassment is sexually harassing conduct (which can include unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature) by an employee, by another pupil, or by a third party that is sufficiently severe, persistent, or pervasive to limit a pupil’s ability to participate in or benefit from an educational program or activity, or to create a hostile or abusive educational environment.

This Policy protects any “person” from sex discrimination; accordingly both male and female pupils are protected from sexual harassment engaged in by school district employees, other pupils, or third parties. Sexual harassment, regardless of the gender of the harasser, even if the harasser and the pupil being harassed are members of the same gender is prohibited. Harassing conduct of a sexual nature directed toward any pupil, regardless of the pupil’s sexual orientation, may create a sexually hostile environment and therefore constitute
sexual harassment. Nonsexual touching or other nonsexual conduct does not constitute sexual harassment.

The regulation and grievance procedure shall provide a mechanism for discovering sexual harassment as early as possible and for effectively correcting problems.

The Superintendent, or designee, will take steps to avoid any further sexual harassment and to prevent any retaliation against the pupil who made the complaint, was the subject of the harassment, or against those who provided the information or were witnesses. The school district staff can learn of sexual harassment through notice and any other means such as from a witness to an incident, an anonymous letter or telephone call.

This policy and regulation on sexual harassment of pupils shall be published and distributed to pupils and employees to ensure all pupils and employees understand the nature of sexual harassment and that the Board will not tolerate it. The Board shall provide training for all staff and age-appropriate classroom information for pupils to ensure the staff and the pupils understand what type of conduct can cause sexual harassment and that the staff know the school district policy and regulation on how to respond.

In cases of alleged harassment, the protections of the First Amendment must be considered if issues of speech or expression are involved. Free speech rights apply in the classroom and in all other programs in the public schools. The Superintendent, or designee, will formulate, interpret, and apply the policy so as to protect free speech rights of staff, pupils and third parties.

In addition, if the Board accepts Federal funds, the Board shall be bound by Title IX of the Education Amendments of 1972 prohibiting sexual harassment of pupils. Title IX applies to all public school districts that receive Federal funds and protects pupils in connection with all the academic, educational, extra-curricular, athletic, and other programs of the school district, whether they take place in the school facilities, on the school bus, at a class or training program sponsored by the school in a school building or at another location.


Adopted: 17 October 2013
The Board of Education authorizes the use of electronic surveillance systems in school buildings and on school grounds to enhance the safety and security for school district staff, students, community members, and other building occupants and to protect the school district’s buildings and grounds.

The content produced by the surveillance system under certain circumstances may be considered a student record and if so it will be subject to the Board of Education policy and regulations regarding confidential student records. If the content of the surveillance system becomes the subject of a disciplinary proceeding, it shall be treated like other evidence in the proceeding.

In accordance with the provisions of N.J.S.A. 18A:41-9, if at least one school building of the school district is equipped with video surveillance equipment that is capable of streaming live video wirelessly to a remote location, the Board of Education shall enter into a Memorandum of Understanding (MOU) with local law enforcement authorities providing the authorities with the capacity to activate the equipment and view live streaming video. The MOU shall include the provisions of N.J.S.A. 18A:41-9 and any additional information required by law enforcement officials. In the event the parties to the MOU are unable to reach an agreement regarding any provision required to be included in the MOU as per N.J.S.A. 18A:41-9a, the County Prosecutor shall make the final determination regarding that provision. Nothing in N.J.S.A. 18A:41-9 shall be construed as to require the installation of video surveillance equipment capable of streaming live video wirelessly to a remote site from a school building that does not have the ability to have live streaming video.

The Board of Education shall post signage in a prominent, public place in buildings and on school grounds where electronic surveillance equipment may be used.

In addition to posting, the district shall notify school staff members, parent(s), and students that electronic surveillance may be used in school buildings and on school grounds through publication in student and staff handbooks, school calendars, notice sent home with students, or any other effective means to publish the district’s use of electronic surveillance equipment in school buildings and on school grounds.

Adopted: 17 October 2013
Revised: 28 March 2018
The Board of Education shall transport eligible pupils to and from school and school related activities in accordance with N.J.S.A. 18A:39-1 et seq., N.J.A.C. 6A:27-1 et seq. and Board policy. Transportation shall be provided only to eligible public and nonpublic (and charter, if applicable) school pupils, authorized school staff members, and adults serving as approved chaperones.

The Board will provide transportation to and from school for public school pupils less than remote from their school in grades K - eight who live more than 2.0 miles from the school they attend and in grades nine - twelve who live more than 2.5 miles from the school they attend.

The Board has determined that no public school pupil in grades Pre-K to two or classified as IEP Sped Trans shall be required to ride a school bus more than forty-five minutes one way per day. The Board has determined that no nonpublic and/or charter school pupil shall be required to ride a school bus more than forty-five minutes one way per day. (Applies to In-District Routes Only)

Pupils in grades K – eight shall not be required to walk more than one mile to the bus stop to which they have been assigned.


The Board will approve all bus routes by October 15th of each school year. Bus routes for all non-remote pupils who must walk to and from school along hazardous routes will be designated. The Board will consider, but shall not be limited to, the criteria outlined in N.J.S.A 18A:39-1.5 in determining “Hazardous Routes.”

The Board will not be responsible for the transportation of nonresident pupils to or from school, except that transportation to and from school will be provided for homeless children for whom the district is determined to be the district of residence and for homeless children enrolled in this district when no district of residence has been determined.
The Board will transport resident children who attend a nonpublic or charter school in the State of New Jersey not more than twenty miles from their residence, but not a lesser distance from their residence than that required for the transportation of pupils enrolled in the schools of this district. Pursuant to N.J.A.C. 6A:27-2.2, pupils living more than twenty miles from their nonpublic school are eligible for transportation services when other pupils living within the district, whose residence is less than twenty miles from school, are transported to the same nonpublic school.

Transportation services will be provided in accordance with N.J.A.C. 6A:27-2.2(c)2, and this policy to a nonpublic school located outside the State not more than twenty miles from the pupil’s home.

Aid in lieu of transportation will be provided to a parent(s) or legal guardian(s) of nonpublic and charter pupils pursuant to N.J.S.A. 18A:39-1. When the schools of this district are closed for inclement weather or other conditions, no transportation will be provided for pupils enrolled in any public, nonpublic and/or charter school except that when weather-related conditions improve significantly by 12:00 noon, regular afternoon transportation will be provided to the nonpublic schools that had children delivered in the morning by parents or alternate transportation methods.

On inclement weather days on which the Superintendent calls for a 90-Minute Delayed Opening, the Transportation Department will notify all affected bus contractors that morning transportation for the nonpublic schools will be suspended, for those schools that opt for a normal schedule. Such suspension of services is subject to each school certifying that they have the approval of their parents for this suspension of services and that alternate transportation will be provided to these students by the school or parent at no cost to the Board of Education.

When the Board provides transportation of pupils to and from county vocational schools, schools classified pursuant to Chapter 46 of N.J.S.A. 18A of the New Jersey Statutes, and/or when the Board has in the prior year provided payments in lieu of transportation for any nonpublic schools pursuant to N.J.S.A. 18A:39-1 or the Board cannot provide transportation in the ensuing school year the Board will utilize MOESC for providing cooperative transportation services in accordance with N.J.S.A. 18A:39-11.1. The Board will attempt to use one of the agencies prior to determining to pay aid in lieu of transportation if in the prior year payments in lieu of transportation were provided. The Board will provide to the MOESC any unique limitations or restrictions of the required transportation.

When the costs to provide transportation in cooperation with MOESC is less than the aid in lieu of payments, the Board will contract with the MOESC to provide transportation. The Board will
make the determination on the manner in which transportation services shall be provided in accordance with N.J.S.A. 18A:39-11.1 and shall notify the nonpublic school and the parent(s) or legal guardian(s) of the nonpublic school by August 1 prior to the beginning of the school year.

Transportation in cooperation with MOESC will not be required when the district can provide transportation at a lower cost than the MOESC or the transportation provided by MOESC does not fall within the policies of the Board regarding length of ride and assignment of pupils to a route based on pupil age or classification.

Vehicles used to transport pupils to and from school or school related activities shall meet standards, registration and inspection requirements of the New Jersey Departments of Education and Transportation. The operation and fiscal management of the district’s transportation system shall be conducted in strict accordance with rules of the State Board of Education and the Department of Education Policy and Procedures Manual for Pupil Transportation.

Students will be transported based on their home address. The “distance from home to school” calculation will be based on the measurement from the student’s home door most closely located from the roadway to the school door most closely located to nearest public access route servicing the school. Parents of students eligible to receive transportation may request to use an alternate pick-up and drop-off location (ALTA - also referred to as “Babysitter” or “Daycare” assignments) if all of the following seven stipulations are met:

1. The Alternate Location Transportation Assignment (ALTA) is within the attendance boundaries of the child’s school of attendance; and

2. The ALTA must be the same for the child’s pick-up and drop-off everyday school is in session; and

3. The ALTA is along an existing route servicing the child’s school of attendance; and

4. There is sufficient room on the route at the time of assignment of the ALTA. Should a new eligible student move in to the subject route’s assignment area and there are not sufficient seats available for the new student on the bus that contains other students who have an ALTA, then an empty seat must be provided to the new student by removing the ALTA student who was the last one to be assigned; and
5. The approved ALTA form must be submitted to the transportation department and signed in person by the parent or guardian making the ALTA request. Proof of identity will be required at the time the ALTA form is submitted; and

6. Students who do not meet the Board’s Transportation Eligibility Requirements as stated in paragraphs two and three of this section #8600, are not eligible to receive Alternate Location Transportation Assignments (ALTA); and

7. An approved ALTA will be effective on the fifth school day following the submission of an eligible and properly executed ALTA form to the Transportation Department.

N.J.S.A. 27:15-16
N.J.S.A. 39:3B-1 et seq.

Adopted: 17 October 2013
Revised: 10 April 2014
Revised: 14 December 2016
Revised: 19 July 2017
The Board of Education adopts this Pupil Supervision After School Dismissal Policy as a result of the New Jersey Supreme Court’s decision in *Joseph Jerkins, an infant by his Guardian Ad Litem, Charles Jerkins; Charles Jerkins and Toni Jerkins, individually, v. Soweto Anderson; Kemba N. Anderson; John Does 1-10 (fictitious individuals) and ABC Corporations 1-10 (fictitious entities), and Board of Education of Pleasantville Public Schools and Rosemay Clarke*. 

The New Jersey Supreme Court, in Jerkins, indicated dangers exist for younger pupils at dismissal as children are susceptible to numerous risks, including negligent conduct, when leaving school property. Because of these risks, the Board of Education adopts and requires the implementation of Policy 8601 for the supervision of younger pupils after dismissal. The supervision provisions of Policy Guide 8601 are applicable to parents or legal guardians of pupils attending district-operated schools or programs in grades Kindergarten to twelve who are not eligible for district-provided transportation after dismissal or are eligible and elect not to use district-provided transportation after dismissal.

Any parent(s) or legal guardian(s) of a pupil attending a district-operated school or program in grades Kindergarten to twelve, where the pupil is not eligible for district-provided transportation or is eligible and elects not to use district-provided transportation after dismissal may request the school or program not release the pupil to walk home after dismissal unless the pupil is released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) designated escort(s) must be at least sixteen years old. The parent(s) or legal guardian(s) may designate up to two escorts. The parent(s) or legal guardian(s) requesting their child(ren) only be released to a parent(s) or legal guardian(s) or parent(s) or legal guardian(s)-designated escort after dismissal must submit a completed Request for Supervision at Dismissal from School Form to the Principal or designee, or program administrator.

The Form shall be made available upon request to the Principal, or designee, or the program administrator.
PUPIL SUPERVISION AFTER SCHOOL DISMISSAL (M)

Only those parents or legal guardians requesting the school or program not release their child(ren) to walk home after school dismissal unless the child(ren) is released to the parent(s) or legal guardian(s) or designated escort need to complete the Request Form.

In order for the school administration to effectively implement the requirements of this Policy and to ensure the safety and security of pupils that will be released to a parent(s) or legal guardian(s) or designated escort, the parental request shall be applicable for every school day and shall apply for a duration period of the entire school year. The Request Form must be re-submitted at the end of the duration period. In addition, a parent(s) or legal guardian(s) may rescind their Request by submitting a written request to the Principal or program administrator indicating the date in which the parent(s) or legal guardian(s) no longer requests the school provide supervision of their child(ren) after school dismissal. The child(ren) will be dismissed in accordance with typical dismissal protocol effective the date indicated in the rescinding request.

The Principal or designee, or program administrator upon receiving the Request for Supervision at Dismissal from School Form, shall notify the appropriate school staff member(s) who has supervision of the pupil at dismissal time at the end of the school day of the parent’s or legal guardian’s request. The supervising staff member that receives such notice shall retain supervision of the pupil when other pupils are dismissed from school at the end of the school day.

Each Principal or program administrator will develop and implement a written Pupil Supervision After School Dismissal Plan for their school building or program location. This Plan shall include the school building’s or program’s supervision procedures for pupils at the end of the school day to the designated area in the school building or program and the location of the designated area in the school building or program. The Plan shall be based on the school’s or program’s ability to provide supervision, the accessibility for the parent(s) or legal guardian(s) or designated escort to pick-up the child without disrupting dismissal of the remaining school population, and other considerations unique to the school building or program location. The school’s or program’s Pupil Supervision After School Dismissal Plan shall be provided to all parent(s) or legal guardian(s) that have submitted a Request Form.

The pupil(s) shall be supervised by school staff in the designated area of the building and will only be released when the parent(s) or legal guardian(s) or designated escort arrives to pick up the pupil and signs the pupil out of school.
In order to ensure the safety of other pupils being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other pupils within the building, and to avoid traffic and vehicular safety problems outside the school building, the Principal or program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination shall be made by each Principal or program administrator after considering the unique circumstances at the school building and the building’s typical dismissal protocol.

In the event of an emergency such that, when an unforeseen event prevents a parent or legal guardian or designated escort from arriving for the child(ren) at dismissal within the time period designated by the Principal or program administrator, the pupil will be relocated to the Main Office in the school building and will remain in the Main Office supervised by the Main Office staff until the parent(s) or legal guardian(s) or designated escort arrives and signs the pupil out of school.

The school will provide parent(s) or legal guardian(s) information regarding any supervised after-school services, if any, that may be available to pupils at the school’s facilities after formal school dismissal.

This Policy shall be published in pupil/school handbooks. In addition, the school district shall provide to parent(s) or legal guardian(s) in the beginning of the school year, the school’s calendar to include the starting and dismissal times for full session, half-session, and early dismissal days due to weather or other emergencies. Parent(s) or legal guardian(s) shall be required to return to the school a signed acknowledgement of receipt of the pupil/school handbook, which shall include this Policy and the school calendar. In addition, any changes to the school’s calendar made during the school year shall also be provided to parent(s) or legal guardian(s).

Adopted: 17 October 2013