

---

**The Somerset Hills School District  
Regular Meeting Agenda - June 8, 2022  
Executive Session - 6:00 P.M.  
Public Input & Action - 7:30 P.M.  
Bernards High School Performing Arts Center**

**I. Call to Order & Welcome**

Welcome to a meeting of the Board of Education of Somerset Hills. Please be advised that this and all meetings of the Board are open to the public and media, consistent with the Open Public Meetings Act: (Chapter 231 Laws of 1975), and that advance notice required therein has been provided. This is a meeting of the Board of Education of Somerset Hills at which formal action may be taken. The public will have an opportunity to be heard as shown on the Agenda.

**II. Roll Call**

**III. Executive Session**

WHEREAS the “Open Public Meetings Act:” (Chapter 231 Laws of 1975) authorizes a public body to exclude the public from that portion of a meeting at which specified topics are to be discussed under circumstances where the public consideration of such topics will clearly endanger the public, or where the personal privacy or guaranteed rights of individuals whose activities or affairs are to be discussed would be clearly in danger of unwarranted invasions, and

WHEREAS the matters about to be presented for discussion clearly meet the “circumstances” test of such Act:

RESOLVED that the Board of Education of Somerset Hills now adjourns its public session to reconvene in Executive Session for the purpose of discussing the following: Personnel, Student Matters, Contracts, Negotiations and Litigation.

And, be it further,

RESOLVED that the discussion in Executive Session be disclosed when the Board’s consideration of the subject matter has been closed, or that such matter does not adversely affect the rights of prospective, current, or past public officers, or personnel of the Board, unless such individuals have in writing requested the disclosures of such discussion at a public meeting and provided such a public disclosure will no longer clearly endanger the public interest.

**IV. Pledge of Allegiance**

**V. Roll Call**

**VI. Report of the Superintendent:**

1. Student Representatives’ Report
2. End-of-Year Student and Staff Recognition - Bernardsville Middle School and Bedwell Elementary
3. *The Board’s Role in Curriculum* - Presentation by New Jersey School Board Association’s Field Service Representative Gwen H. Thornton
4. Board Recognition - Retiree

- WHEREAS, Hong Panyanouvong has been employed from July 2005 as a Custodian and;

WHEREAS, Hong Panyanouvong exemplified expertise, commitment, and professionalism in his duties;

NOW THEREFORE BE IT RESOLVED, the Somerset Hills School District and Board of Education recognize Hong Panyanouvong's retirement effective August 1, 2022, and extend to him congratulations and best wishes for a happy, healthy, and enjoyable retirement.

**VII. Public Comments for Actionable Agenda Items**

We very much welcome input from the public. Public comments are welcome at this time on any actionable agenda item. Towards the end of the meeting there is a second public forum on any topic. Please state your name and address. Comments are limited to three minutes, but an individual may speak a second time after all others who wish to speak on the topic have been heard. Please understand that our public forums are not structured as question and answer sessions, but are offered as opportunities to share your thoughts with the Board. In instances where the Board feels that there is a misunderstanding or inaccuracy, the Board President or Superintendent may address the comment. In accordance with New Jersey Statute, the Board will not discuss matters regarding specific personnel. Public Comments will be limited to 30 minutes. Thank you for your input.

**VIII. Approval of Minutes\***

1. Approval of Minutes

Resolved, that the Somerset Hills Board of Education approve the Public Input & Action and Executive meeting minutes for May 11, 2022 and Special meeting minutes for Jun 2, 2022.

**IX. FINANCE**

A. Committee Report & Discussion:

B. Action Items:

1. Board Secretary & Treasurer Reports & Board Certification\*

WHEREAS, the Board Secretary has received the Reports of the Secretary and Treasurer for the month of April 2022 showing the following balances:

<b>FUND</b>	<b>Board Secretary Cash Balance (1)</b>	<b>Treasurer Cash Balance (2)</b>
(10) General Fund	\$9,404,600.00	\$9,404,600.00
(20) Special Revenue Fund	(\$191,154.17)	(\$191,154.17)
(30) Capital Projects Fund	\$371,191.25	\$371,191.25
(40)Debt Service Fund	(\$520,603.08)	(\$520,603.08)
Total Government Funds	\$9,064,034.00	\$9,064,034.00

(1) From Secretary's Report (2) From Treasurer's Report

WHEREAS in compliance with N.J.A.C.6A: 23-2.1(c)3 the secretary has certified that, as of the date of the report(s), no budgetary line item account has encumbrances and expenditures which in total exceed the amount appropriated by the district board of education, now, therefore, be it RESOLVED, the Board of Education accepts the above referenced report and certifications and orders that they be attached to and made part of the record of this meeting, and be it FURTHER RESOLVED, in compliance with N.J.A.C.6A: 23-3.11(c) 4, the Board of Education certifies that, after review of the secretary's monthly financial reports (appropriation section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major

account or fund has been overexpended in violation of N.J.A.C.6A: 23-2.11(b), and that sufficient funds are available to meet the district's financial obligations for the remainder of the year.

2. Approve 2021-2022 Budget Transfers\*

Resolved that the Somerset Hills Board of Education approves the attached list of budget transfers for April 2022.

3. Payment of Bills\*

WHEREAS, the Board Secretary has presented attached April 2022 check registers with the recommendation that the checks be paid, and Now, therefore, be it Resolved, that the following bills be paid and an itemized list be filed with the minutes of this meeting:

<b>FUND</b>	
(10) General Fund	\$626,672.98
(20) Special Revenue Fund	–
(30) Capital Projects Fund	–
(40) Debt Service Fund	–
(60) Cafeteria Fund	\$58,137.75
(90) Agency Fund	–
<b>TOTAL</b>	<b>\$684,810.73</b>

4. Payment of Bills\*

WHEREAS, the Board Secretary has presented attached May 2022 check registers with the recommendation that the checks be paid, and Now, therefore, be it Resolved, that the following bills be paid and an itemized list be filed with the minutes of this meeting:

<b>FUND</b>	
(10) General Fund	\$3,051,565.33
(20) Special Revenue Fund	\$37,079.73
(30) Capital Projects Fund	–
(40) Debt Service Fund	–
(60) Cafeteria Fund	–
(90) Agency Fund	\$1,065,818.44
<b>TOTAL</b>	<b>\$4,154,463.50</b>

5. Approve 2021-2022 Non-Public Technology Aid\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the use of funds for Non-Public Technology Aid for the following school:

<b>Non-Public School</b>	<b>Description</b>	<b>Amount</b>
School of St. Elizabeth	HP ProOne 600 G6 AI0 21.5" Core	\$1,162.31

6. Approve 2021-2022 Non-Public Security Aid\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the use of funds for Non-Public Technology Aid for the following school:

<b>Non-Public School</b>	<b>Description</b>	<b>Amount</b>
--------------------------	--------------------	---------------

Far Hills Country Day School	Verkada Security Camera Mounts	\$152.40
Far Hills Country Day School	Verkada Indoor Security Camera	\$1,227.91
Far Hills Country Day School	Verkada Outdoor Security Camera	\$1,637.53
Far Hills Country Day School	10 Year Camera License	\$2,893.52
Far Hills Country Day School	Door ID Badge Reader	\$1,040.24

7. Approve Tuition Rates

Resolved, that the Somerset Hills Board of Education approve the 2022-2023 tuition rates:

Kindergarten	\$17,500.00
Bedwell	\$16,900.00
Middle School	\$18,500.00

8. Approve Tuition Rates\*

Resolved, that the Somerset Hills Board of Education approve the 2022-2023 tuition rates:

High School	\$19,200.00
-------------	-------------

9. Approve Transfers to Capital Reserve\*

Resolved, that the Somerset Hills Board of Education, approve transfers to Capital Reserve  
WHEREAS, NJSA 18A:21-2, NJSA 18A:7G-31, and NJSA 18A:7F-41 permit a Board of Education to establish and/or deposit into certain reserve accounts at year end,  
And

WHEREAS, the aforementioned statutes authorize procedures, under the authority of the Commissioner of Education, which permit a board of education to transfer unanticipated excess current revenue or unexpended appropriations into reserve accounts during the month of June by board resolution,  
And

WHEREAS, the Somerset Hills Board of Education wishes to transfer an amount not to exceed \$4,000,000 unanticipated excess current year revenue or unexpended appropriations from the general fund into a Capital Reserve account at year end, and

WHEREAS, the Somerset Hills Board of Education has determined that a total amount not to exceed \$4,000,000 is available for such purpose of such transfers;

NOW THEREFORE BE IT RESOLVED by the Somerset Hills Board of Education that it hereby authorizes the district's School Business Administrator to make this transfer consistent with all applicable laws and regulations.

10. Approve Transfers to Maintenance Reserve\*

Resolved, that the Somerset Hills Board of Education, approve transfers to Maintenance Reserve  
WHEREAS, NJSA 18A:21-2, NJSA 18A:7G-31, and NJSA 18A:7F-41 permit a Board of Education to establish and/or deposit into certain reserve accounts at year end,  
And

WHEREAS, the aforementioned statutes authorize procedures, under the authority of the Commissioner of Education, which permit a board of education to transfer

unanticipated excess current revenue or unexpended appropriations into reserve accounts during the month of June by board resolution,

And

WHEREAS, the Somerset Hills Board of Education wishes to transfer an amount not to exceed \$2,000,000 unanticipated excess current year revenue or unexpended appropriations from the general fund into a Maintenance Reserve account at year end, and

WHEREAS, the Somerset Hills Board of Education has determined that a total amount not to exceed \$2,000,000 is available for such purpose of such transfers;

NOW THEREFORE BE IT RESOLVED by the Somerset Hills Board of Education that it hereby authorizes the district's School Business Administrator to make this transfer consistent with all applicable laws and regulations.

11. Transfer of Interest\*

Resolved, that the Somerset Hills Board of Education approve the transfer of interest earned in the Capital Project Fund to the General Fund.

12. Approve Special Education Schools\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following schools for the 2022-2023 school year and/or ESY:

	<b>Student ID#</b>	<b>Provider</b>	<b>Location</b>	<b>Tuition</b>
a	8026186552	Limitless - ESY Program	Denville, NJ	\$10,749.00
b	1764996066	Limitless - ESY Program	Denville, NJ	\$10,174.00
c	7435542741	Essex Valley School	West Caldwell, NJ	\$78,903.00
d	7435542741	Essex Valley School - ESY Program	West Caldwell, NJ	\$8,767.00
e	7712323425	Montgomery Academy	Basking Ridge, NJ	\$85,935.00

13. Approve Special Education Schools\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following schools for the 2021-2022 school year and/or ESY:

	<b>Student ID#</b>	<b>Provider</b>	<b>Location</b>	<b>Tuition</b>
a	7435542741	Essex Valley School	West Caldwell, NJ	\$73,449.00 \$7,344.90 (prorated)

14. Approve Parent Transportation Contract\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following Parent Transportation Contract for the 2022-2023 School Year.

	<b>Student ID#</b>	<b>Route #</b>	<b>School</b>	<b>Amount</b>
a	4980445376	CW-2223	Hunterdon Prep - SY	\$13,517.28
b	4980445376	CW-2022	Hunterdon Prep - ESY	\$2,252.88
c	3027945811	EC-2022	Morristown High School - ESY	\$1,427.38

15. Approve Parent Transportation Contract\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following Parent Transportation Contract for the 2021-2022 School Year.

	<b>Student ID#</b>	<b>Route #</b>	<b>School</b>	<b>Amount</b>
a	4169704793	MH-1	Pillar School - SY	\$4,634.60
b	3191740990	DA-001	Midland School - SY (2021-2022)	\$12,322.80
c	3191740990	DA-002	Midland School - ESY (2021)	\$2,053.90

16. Approve Samsara Agreement\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the Samsara license agreement for bus cameras and vehicle gateways for 2022-2023 school year not to exceed \$7,000.

17. Approve RWJ Somerset Athletic Training Services Revision\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, Somerset Sports Performance Athletic Trainer trainers, Somerset, NJ to provide substitute athletic trainer services for 2021-2022 school year for an additional amount not to exceed \$1,590.

18. Approve Rutgers Institute of Reading Development Agreement\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the Tutoring, Reading and Writing Skills Program from Rutgers Institute of Reading Development for 2022-2023 school year not to exceed \$8,000. This agreement is funded by ARP ESSER grant.

19. Approve Decline of ARP-HCY II Allocation\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves to decline ARP-HCY II allocation of \$1,169.

20. Approve Lease Purchase Agreement\*

Lessee: Somerset Hills School District

Principal Amount Expected to be Financed: \$118,950.59

WHEREAS, the Lessee named above (the "Lessee") is a political subdivision of the State of New Jersey (the "State") and is duly organized and existing pursuant to the Constitution and laws of the State;

WHEREAS, pursuant to applicable law, the Lessee acting through its governing body (the "Governing Body") is authorized to acquire and lease personal property necessary to the functions or operations of the Lessee;

WHEREAS, the Governing Body hereby finds and determines the execution of the lease-purchase agreement ("Equipment Lease") in the principal amount not exceeding the amount stated above (the "Principal Amount") for the purpose of acquiring the equipment described generally below

(the “Equipment”) and to be described more specifically in Exhibit A, Description of Equipment, attached to the Equipment Lease, is appropriate and necessary to the functions and operations of the Lessee;

Brief Description of Equipment: 54 passenger School Bus

WHEREAS, First Hope Bank, A National Banking Association (the “Lessor”) is expected to act as the Lessor under the Equipment Lease;

WHEREAS, the Lessee may pay certain capital expenditures in connection with the Equipment prior to its receipt of proceeds of the Equipment Lease (“Lease Purchase Proceeds”) for such expenditures, and such expenditures are not expected to exceed the Principal Amount; and

WHEREAS, the Lessee hereby declares its official intent to be reimbursed for any capital expenditures made for the Equipment after adoption of this resolution but prior to the issuance of the Equipment Lease from the Lease Purchase Proceeds.

NOW, THEREFORE, Be It Resolved by the Governing Body of the Lessee as follows:

Section 1. The Lessee hereby determines that it has critically evaluated the financing alternatives and that entering into the Equipment Lease and financing the acquisition of the Equipment thereby is in the best interests of the Lessee.

Section 2. The Lessee is hereby authorized to acquire and install the Equipment and is hereby authorized to finance the Equipment by entering into the Equipment Lease. Any action taken by the Lessee in connection therewith is hereby ratified and confirmed.

Section 3. Either one or both of the School Business Administrator or the Board President (each an “Authorized Representative”) acting on behalf of the Lessee is hereby authorized to negotiate, enter into, execute, and deliver one or more Equipment Lease in substantially the form set forth in the document presently before the Governing Body, which document is available for public inspection at the office of the Lessee. Each Authorized Representative acting on behalf of the Lessee is hereby authorized to negotiate, enter into, execute, and deliver such other agreement or documents relating to the Equipment Lease (including, but not limited to, escrow agreements) as the Authorized Representative deems necessary and appropriate.

Section 4. By a written instrument signed by any Authorized Representative, said Authorized Representative may designate specifically identified officers or employees of the Lessee to execute and deliver agreements and documents relating to the Equipment Lease on behalf of the Lessee.

Section 5. The aggregate original principal amount of the Equipment Lease shall not exceed the Principal Amount and shall bear interest as set forth in the Equipment Lease and the Equipment Lease shall contain such options to purchase by the Lessee as set forth therein.

Section 6. The Lessee’s obligations under the Equipment Lease shall be subject to annual appropriation or renewal by the Governing Body as set forth in each Equipment Lease, and the Lessee’s obligations under the Equipment Lease shall not constitute indebtedness of the Lessee under the laws of the State.

Section 7. It is hereby determined that the acquisition of the Equipment is permitted under the laws governing the Lessee and is essential to the efficient operation of the Lessee.

Section 8. The Governing Body of the Lessee anticipates that the Lessee may pay certain capital expenditures in connection with the Equipment following adoption of this resolution but prior to the receipt of the Lease Purchase Proceeds for the Equipment. The Governing Body of the Lessee hereby declares the Lessee's official intent to use the Lease Purchase Proceeds to reimburse itself for such Equipment expenditures. This section of the resolution is adopted by the Governing Body of the Lessee for the purpose of establishing compliance with the requirements of Section 1.150-2 of Treasury Regulations. This section of this resolution does not bind the Lessee to make any expenditure, incur any obligation, or proceed with the acquisition of the Equipment.

Section 9. The Lessee covenants that it will comply with all requirements of the Internal Revenue Code of 1986, as amended, (the "Code") necessary to ensure that the interest portion of rental payments due under the Equipment Lease will be excluded from gross income under Section 103(a) of the Code. [The Lessee reasonably expects it will not issue more than \$10,000,000 of tax-exempt obligations (other than "private activity bonds" that are not "qualified 501(c)(3) bonds") during the calendar year in which each of the Equipment Lease is issued and hereby designates each Equipment Lease as a qualified tax-exempt obligation for purposes of Section 265(b) of the Code.] The Authorized Representative is further authorized to take such actions and execute such documents as may be necessary to ensure the continued status of the interest portion of the rental payments due on the Equipment Lease authorized by this resolution as excludable from gross income for federal income tax purposes pursuant to Section 103(a) of the Code.

Section 11. This resolution shall take effect immediately upon its adoption and approval. 20.

## X. FACILITIES & OPERATIONS

A. Committee Report & Discussion:

B. Action Items:

1. HIB\*

Resolved, that the Somerset Hills Board of Education reviewed the Harassment, Intimidation, and Bullying cases presented on May 11, 2022, and upheld the findings and/or consequences recommended by the Superintendent.

- BHS 2021-2022 #7

2. HIB

Resolved, that the Somerset Hills Board of Education reviewed the Harassment, Intimidation, and Bullying cases presented on May 11, 2022, and upheld the findings and/or consequences recommended by the Superintendent.

- BES 2021-2022 #3
- BMS 2021-2022 #19 and #21

3. Bus Evacuation Drills

Resolved, that the Somerset Hills Board of Education approves the Bus Evacuation Drills for the 2021-2022 School Year. Reports for drills are on file in the Business Office:

School	Date



Bedwell School	5/17, 5/31, 6/1, 6/2
Bernardsville Middle School	6/7

4. Bus Evacuation Drill\*

Resolved, that the Somerset Hills Board of Education approves the Bus Evacuation Drill for the 2021-2022 School Year. Reports for drills are on file in the Business Office:

Bernardsville High School	6/7
---------------------------	-----

**XI. CURRICULUM**

A. Committee Report &amp; Discussion:

B. Action Items:

1. Approve School Business/Professional Development\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following professional development:

	School	Name	Workshop/Conference	Date	Est. Cost
a	Olcott	Patti Pedota	Intermediate Google Training for School Secretaries and Administrative Assistants	06/28 & 06/29 (½ day in PM)	\$110.00
b	Olcott	Lucy Russoniello	Intermediate Google Training for School Secretaries and Administrative Assistants	06/28 - ½ day 06/29 - full day	\$165.00
c	BHS	Dana Pottheiser	Intermediate Google Training for School Secretaries and Administrative Assistants	06/27 - 06/30 3:00-4:30 PM	\$195.00

**XII. PERSONNEL**

A. Committee Report and Discussion.

B. Action Items:

1. Accept Retirement\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the retirement of the following employee:

	Name	School	Position	Effective
a	Panyanouvong, Hong	District	Custodian	8/1/22

2. Accept Resignation

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, accepts the resignation of the following employees:

	Name	School	Position	Effective
a	Ryan, Vanessa	BES	Teacher	7/1/22

3. Accept Resignation\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, accepts the resignation of the following employees:

	Name	School	Position	Effective
a	Conant, Christopher	District	Custodian	5/31/22

4. Approve Appointment Certificated Staff

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following non-tenured certificated staff for the 2022 - 2023 school year *subject to further investigation pursuant to law*:

	Name	School	Position	Replace	Level	Step	Salary	Effective
a	Reilly, Kathryn	BMS	Teacher Special Education	Azevedo	BA	1	\$60,800	9/1/22

5. Approve Appointment Non-Certified Staff\*

Resolved, that the Somerset Hills Board of Education approve the appointment of the following non-certified staff for the 2021 - 2022 and 2022-2023 school years, *subject to further investigation pursuant to law*:

	Last Name	First Name	School	Position	Replace	Step	Salary	Effective
a	Rittipun	Sugunya	District	Custodian PT	Garcia	4	\$17,350	<i>Pending Clearance</i>
b	Price	Stephen	District	Custodian FT Night Shift	Conant	17	\$48,935	7/1/22
c	Moreno Sr.	Carlos	District	Bus Driver			\$32/hour	9/1/22

6. Approval Leave Replacement Teachers

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following Leave Replacement Teachers for the 2022-23 school year, *subject to further investigation pursuant to law*:

	Name	School	Position	Replace	Level	Step	Salary	Effective
a	Riker, Joanna	BES	Teacher	8543	BA	1	\$60,800	9/1/22-1/23/23
b	Adams, Jennifer	BES	Teacher	8857	MA	4-5	\$67,205	9/1/22-1/23/23

7. Amend Approval Tenure Contracts\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, amend the approval of the following tenured certificated staff for the 2022-2023 school year: BHS

	Last Name	First Name	School	Level	Step	\$ Salary	Effective
a	Bale-Pena	Matthew	BHS	MA+15	14	\$82,810	9/1/22

8. Approve Substitutes\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following substitutes for the 2021-2022 and 2022-2023 school year *subject to further investigation pursuant to law*:

	Last Name	First Name	Substitute Position	Certification	Effective
--	-----------	------------	---------------------	---------------	-----------

a	Zambrano	Valentina	Custodian	N/A	<i>Pending Clearance</i>
b	Mahlik	Annette	Teacher/Paraprofessional	County Substitute Certificate	<i>Pending Clearance</i>

9. Approve Transfers

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following transfers for the 2022-2023 school year

	Last Name	First Name	Previous Position/Location	New Position/Location	Effective
a	Freda	Michele	Preschool Teacher/BES	Special Education Teacher/BMS	9/1/2022
b	Kleinstejn	Mary	BES	BMS	9/1/2022

10. Approve Summer Work\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following summer work for staff members at their 2021-2022 per hour rate: BHS & District

	Name	Position	School	Not to Exceed	Hourly Rate
a	Connor, Anne	Nurse	BHS	2 days*	\$77.06
b	Worstell, Laura	Nurse	BHS	1 day, 5 hours*	\$42.56
c	LaBruno, Wendi	LDTC	District	2 days*	\$74.41
d	Mongno, Megan	LDTC	District	2 days*	\$63.77
e	Panik, Meredith	Psychologist	District	1 day*	\$65.49
f	Lavalle, Alexa	Psychologist	District	3 days*	\$49.06
g	Inclendon, Cassandra	Social Worker	District	4 days*	\$45.28
h	McCloskey, Heather	Speech	District	2 days*	\$49.78
i	Roll, Jill	OT	District	2 days*	\$69.60
j	Strohman, Elizabeth	Speech	District	2 days*	\$52.32
k	Ellis, Amanda	Counselor	BHS	10 days*	\$59.20
l	Sosely, Anna	Counselor	BHS	10 days*	\$74.41
m	Stolarz, Lizabeth	Counselor	BHS	10 days*	\$56.15

\* days in excess can be approved through the Superintendent or designee

11. Approve Summer Instruction\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following summer instructional work at their 2021-2022 per hour rate, to be paid out of the ARP ESSER grant funds, not to exceed \$5,650

	<b>Name</b>	<b>Position</b>	<b>Hourly Rate</b>
a	Nicole Boyce	BHS Summer Math Support	\$48.88
b	Janet Garay	BHS Summer Math Support	\$62.05
c	Richard Anderson	BMS/BHS Summer Math Lab Teacher	\$50.99
d	Kyle O'Brien	BMS/BHS Summer Math Lab Teacher	\$45.62
e	Heiner Acuna	BHS Summer Math Lab Teacher	\$43.43
f	Justin Kaufman	BHS Summer Math Lab Teacher	\$42.80

12. Approve Summer Work

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following summer work for staff members at their 2021-2022 per hour rate: BMS & BES

	<b>Name</b>	<b>Position</b>	<b>School</b>	<b>Not to Exceed</b>	<b>Hourly Rate</b>
a	Gomez, Melissa	Nurse	BMS/BES	7 days, 5 hours*	\$42.56
b	Pane, Patricia	Nurse	BES	8 days*	\$55.18
c	Ryan, Suzanne	Nurse	BMS	2 days*	\$73.19
d	Craver, Marcella	Counselor	BMS	5 days*	\$77.06
e	Habermas, Christopher	Counselor	BMS	5 days*	\$62.05
f	Dooley, Megan	Counselor	BES	5 days*	\$49.78

\* days in excess can be approved through the Superintendent or designee

13. Approve Summer Instruction

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following summer instructional work at their 2021-2022 per hour rate, to be paid out of the ARP ESSER grant funds, not to exceed \$31,000

	<b>Name</b>	<b>Position</b>	<b>Hourly Rate</b>
a	Jeannette Bracero	BES Summer Support Teacher	\$55.26

b	Carolyn Sheehan	BES Summer Support Teacher	45.23
c	Marixza Acuña	BES Summer Support Teacher	\$42.18
d	Stephan Mirando	BES Summer Support Teacher	\$46.24
e	Sarah Falzarano	BES Summer Support Teacher	\$52.02
f	Elizabeth Rudin	BES Summer Support Teacher	\$77.06
g	Salome Chaffee	BES Summer Support Teacher	\$46.24
h	Joanna Riker	BES Summer Support Teacher	\$41.84
i	Amy Hart	BES Summer Support Sub	\$46.24
j	Alex Andino	BES Summer Support Sub	\$42.18
k	Theresa DeRoberts	BES Summer Support Sub	\$71.89
l	Pilar Medina	BES Summer Support Sub	\$42.80
m	Melissa Kimmel	BMS Summer Reading Lab Teacher	\$51.10
n	Rebecca Andrews Wright	BMS Summer Reading Lab Teacher	\$47.66
o	Danielle McGovern	BMS Summer Reading Lab Teacher	\$45.23
p	Dawn Russo	BMS Summer Reading Lab Teacher	\$56.89
q	Derek Boudreau	BMS Summer Reading Lab Teacher	\$54.43

r	Anne O'Halloran	BMS Summer Math Lab Teacher	\$46.34
s	Richard Anderson	BMS/BHS Summer Math Lab Teacher	\$50.99
t	Kyle O'Brien	BMS/BHS Summer Math Lab Teacher	\$45.62

14. Approve ESY Summer Work\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following ESY summer work for staff members at their 2021-2022 per hour rate: *District*

	Name	Position	School	Not to Exceed	Hourly Rate
a	Godard, Stern J.	Bus Driver	District ESY	23 days	\$32
b	DeLapaz, Manuel	Bus Driver	District ESY	23 days	\$32
c	Aiello, Andrew	Bus Driver	District ESY	23 days	\$32
d	Miller, Traci	Bus Driver	District ESY	23 days	\$32
e	Grasso, Loriann	Bus Driver	District ESY	23 days	\$32
f	Bartow, Lillian	Bus Driver	District ESY	23 days	\$32
g	Clarke, Ellen	Bus Aide	District ESY	23 days	\$32
h	Stanek, Cary	Bus Aide	District ESY	23 days	\$32

15. Approve Certificated Staff\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve all District General Education & Special Education Certificated Staff for up to 5 hours of IEP Meetings during the months of July and August 2022 at \$35 per hour.

16. Approve Stipend Positions\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the appointment of the following stipend positions for the 2022-2023 school year:

	Name	Position	Stipend
a	Komsiri, Bhanca	Board Mail Person	\$5,245
b	Gonzalez, Didier	BHS Head / Lead Custodian	\$6,000

17. Approve Stipend Positions

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the appointment of the following stipend positions for the 2022-2023 school year:

	<b>Name</b>	<b>Position</b>	<b>Stipend</b>
a	Komsiri, Bhanca	BMS Head / Lead Custodian	\$3,500
b	Singsongkam, Khambone	BES Head / Lead Custodian	\$3,500

18. Approve Co-Curricular Positions BES

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following **BES co-curricular** positions for the 2022-2023 school year:

	<b>Last Name</b>	<b>First Name</b>	<b>Position</b>	<b>Stipend</b>
a	DeStefano	Phyllis	Community Service Advisor 50%	\$1750 (50% 3500)
b	Heppes	Laurie	Community Service Advisor 50%	\$1750 (50% 3500)
c	Brooten	Darcey	Bookroom Coordinator	\$2,750
d	Westfall	Sarah	Student Activities Coordinator 50%	\$1375 (50% \$2,750)
e	Rokosky	Debbie	Student Activities Coordinator 50%	\$1375 (50% \$2,750)
f	DeStefano	Phyllis	Team Leader: Grade K	\$2,750
g	Maddaluna	Penny	Team Leader: Grade 1	\$2,750
h	Rudin	Beth	Team Leader: Grade 2	\$2,750
i	O'Day	Lauren	Team Leader: Grade 3	\$2,750
j	Reed	Pat	Team Leader: Grade 4	\$2,750
k	Daina	Gulbis	Garden K-8	\$5,000
l	Och	Laurie	Tutor Mentor (per hour–max 8 hrs) (Math Club)	\$59.11 / Hour
m	O'Day	Lauren	Homework Club (per hour–max 8 hrs) (Math Club)	\$59.11 / Hour
n	Leonard	Melissa	Continental Math Prog. (per hour–max 8 hrs) (Math Club)	\$59.11 / Hour

19. Approve Co-Curricular Positions BMS

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following **BMS co-curricular** positions for the 2022-2023 school year:

	<b>Last Name</b>	<b>First Name</b>	<b>Position</b>	<b>Stipend</b>
a	Welter	Lynn	Drama: Fall Drama:	\$2,778
b	McGovern	Diane	Drama: Fall Assistant	\$1,805
c	McGovern	Diane	Drama: Spring Assistant	\$2,778
d	Gori	Michelle	Green Team	\$2,778
e	Fabregas	Kelly	Kindness Club	\$1,389 (50% of \$2,778)
f	Wertman	Suzanne	Kindness Club	\$1,389 (50% of \$2,778)
g	Kimmel	Melissa	Newspaper	\$1,389 (50% of \$2,778)
h	Russo	Dawn	Newspaper	\$1,389 (50% of \$2,778)

i	Craver	Marcy	Peer Leadership	\$2,778
j	McGovern	Courtney	Robotics	\$2,778
k	King	Brian	Science Team: Earth Science	\$2,778
l	Kimmel	Melissa	Service Organization	\$3,500
m	Gash	Adriane	Student Council	\$2,778
n	Rounsaville	Julie	Yearbook	\$2,778
o	Froysland	Megan	Team Leader Grade 5	\$2,750
p	Fitzgerald	Marianne	Team Leader Grade 6	\$2,750
q	O'Halloran	Annie	Team Leader Grade 7	\$2,750
r	Porter	Shane	Team Leader Grade 8	\$2,750
			<b>CLUBS (PER HOUR - MAX 8 HOURS)</b>	
s	Chaffee	Salome Escobar	Art Club (Oct.-Dec)	\$43/hour
t	Chaffee	Salome Escobar	Art Club (Jan-Mar)	\$43/hour
u	McGovern	Courtney	Digital Photography (Oct-Dec)	\$43/hour
v	McGovern	Courtney	Digital Photography (Mar-May)	\$43/hour
w	O'Halloran	Annie	Math Lab	\$59.11/hour
x	Wright	Becky	Writing Lab	\$59.11/hour

20. Approve Athletic Positions BMS

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following **BMS athletic** positions for the 2022-2023 school year:

	<b>Last Name</b>	<b>First Name</b>	<b>Season</b>	<b>Position</b>	<b>Stipend</b>
a	O'Halloran	Anne	Fall	Cross Country	\$4,205
b	McGovern	Courtney	Fall	Cross Country: Assistant	\$2,733
c	Paterno	Amy	Fall	Field Hockey	\$4,205
d	Lavelle	Alexa	Fall	Field Hockey: Assistant	\$2,733
e	Koch	Kevin	Fall	Soccer Boys' Head	\$4,205
f	Reed	Patrick	Fall	Soccer: Boys' Assistant	\$2,733
g	Spautz	Daniel	Fall	Soccer Girls' Head	\$4,205
h	Griffith	Chris	Fall	Soccer: Girls' Assistant	\$2,733
i	Reed	Patrick	Winter	Basketball: Boys' Head	\$4,792
j	O'Connor	Leslie	Winter	Basketball: Girls' Head	\$4,792
k	Simoneau	Jon	Winter	Basketball: Girls' Assistant	\$3,115
l	Gori	Michelle	Spring	Softball: Assistant	\$2,733
m	LaSpada	Joseph	Spring	Track: Boys' Head	\$4,205



n	O'Halloran	Annie	Spring	Track: Girls' Head	\$4,205
o	Marashlian	Nicole	Spring	Track: Boys/Girls Assistant Coach	\$2,733
p	Struble	Alice	Spring	Volunteer Softball Coach	n/a

21. Approve Athletic Positions BHS\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following **BHS athletic** positions for the 2022-2023 school year:

	Last Name	First Name	Season	Position	Stipend
a	Bisconti	Brett	Winter	Basketball: Women's Head	\$9,500
b	Paterno	Amy	Spring	Assistant AD: Spring (50%)	\$1,900 (50% of \$3,800)
c	Bisconti	Brett	Fall	Assistant AD: Fall (50%)	\$1,900 (50% of \$3,800)
d	Boudreau	Derek	Fall	Soccer: Women's Head	\$8,000
e	Brothers	Dave	Winter	Wrestling: Head	\$9,500
f	Brothers	Dave	Spring	Lacrosse: Men's Head	\$8,000
g	Carmon	Dave	Fall	Football: Assistant	\$7,875
h	Carmon	Dave	Winter	Basketball: Men's Assistant (FR)	\$6,650
i	Carmon	Dave	Spring	Track & Field: Men's Head	\$8,000
j	Chaffee	Salome	Fall	Soccer: Women's Assistant (FR)	\$5,600
k	Cherng	Jonathan	Winter	Fencing: Head	\$7,200
l	Cherng	Jonathan	Spring	Assistant AD: Spring (50%)	\$1,900 (50% of 3,800)
m	Crisman	Gillian	Fall	Soccer: Women's Assistant (JV)	\$6,000
n	DeLeon	Ryan	Fall	Volunteer Football	n/a
o	Falzarano	Sarah	Fall	Field Hockey: Head	\$8,000
p	Falzarano	Jeffrey	Fall	Open Gym: Fall	\$1,750
q	Falzarano	Jeffrey	Spring	Baseball: Head	\$8,000
r	Falzarano	Jeffrey	Winter	Assistant AD: Winter (50%)	\$2,137 (50% of \$4,274)
s	Femenella	Matthew	Spring	Volunteer Boys Lacrosse	n/a
t	Froysland	Meghan	Spring	Softball: Assistant (JV) 50%	\$3,000 (50% of \$6,000)
u	Hammond	Jaclyn	Winter	Fencing: Assistant	\$5,400
v	Hemans	Nick	Spring	Lacrosse Men's Assistant (FR)	\$5,600
w	Johnson	Alec	Winter	Basketball: Men's Assistant (JV)	\$7,125
x	Kaufmann	Justin	Spring	Baseball: Assistant (JV)	\$6,000
y	Koch	Kevin	Spring	Tennis: Men's Assistant	\$5,400
z	LaBruno	Wendi	Fall	Volunteer Gymnastics	n/a
aa	LaChac	Luke	Winter	Winter Track: Head	\$7,200

	<b>Last Name</b>	<b>First Name</b>	<b>Season</b>	<b>Position</b>	<b>Stipend</b>
ab	LaChac	Luke	Spring	Track & Field: Women's Head	\$8,000
ac	LaSpada	Joseph	Fall	Soccer: Men's Head	\$8,000
ad	Lavalle	Alexa	Spring	Softball: Assistant (JV) 50%	\$3,000 (50% of \$6,000)
ae	Lavalle	Alexa	Winter	Basketball: Women's Assistant (FR)	\$3,325
af	Lister	KC	Winter	Ski Team: Head	\$7,200
ag	Locatelli	TJ	Spring	Baseball: Assistant (FR)	\$5,600
ah	Maddaluna	John	Fall	Football: Assistant (FR)	\$7,350
ai	Maginnis	Luke	Fall	Volunteer Football	n/a
aj	Manore	Paul	Fall	Assistant AD 50%	\$1,900 (50% of \$3,800)
ak	Manore	Paul	Winter	Ice Hockey: Head	\$7,200
al	Manore	Paul	Spring	Golf: Assistant	\$5,400
am	Maurizio	Andrew	Fall	Football: Assistant (JV)	\$7,875
an	Maurizio	Andrew	Winter	Winter Track Assistant	\$5,400
ao	Maurizio	Andrew	Spring	Track & Field: M/W Assistant	\$6,000
ap	McCullough	Ryan	Fall	Football: Assistant (JV)	\$7,875
aq	McMillan	Patricia	Fall	Volunteer Girls Tennis	n/a
ar	McMillan	Patricia	Spring	Volunteer Boys Tennis	n/a
as	Mrak	Michael	Winter	Fencing: Assistant	\$5,400
at	O'Connor	Leslie	Fall	Field Hockey: Assistant (JV)	\$6,000
au	O'Connor	Leslie	Winter	Assistant AD: Winter (50%)	\$2,137 (50% of \$4,274)
av	O'Connor	Leslie	Spring	Softball: Head	\$8,000
aw	O'Reilly	Brendan	Fall	Volunteer Football	n/a
ax	Palmieri	Jeremy	Winter	Basketball: Women's Assistant (JV)	\$7,125
ay	Palmieri	Jeremy	Spring	Volunteer Softball	n/a
az	Paterno	Amy	Winter	Assistant AD: Winter (50%)	\$2,137 (50% of \$4,274)
ba	Rivera	Fernando	Fall	Soccer: Men's Assistant (FR)	\$5,600
bb	Robinson	Carl	Fall	Football: Assistant (FR)	\$7,350
bc	Samson	Alyssa	Fall	Cross Country: Assistant	\$6,000
bd	Samson	Alyssa	Winter	Winter Track: Assistant	\$5,400
be	Sheehan	Carolyn	Fall	Volunteer Field Hockey	n/a
bf	Simoneau	Jon	Fall	Football: Head	\$10,500
bg	Simoneau	Jon	Spring	Track & Field: M/W Assistant	\$6,000
bh	Simoneau	Jon	Spring	Weight Training: Summer	\$1,750
bi	Simoneau	Wayne	Fall	Volunteer Football	n/a

	Last Name	First Name	Season	Position	Stipend
bj	Sina	Jaren	Winter	Basketball: Men's Head	\$9,500
bk	Spautz	Daniel	Winter	Ice Hockey: Assistant	\$5,400
bl	Spautz	Daniel	Spring	Golf: Head	\$7,200
bm	St. Ours	Elizabeth	Fall	Tennis: Women's Assistant	\$5,400
bn	Szostak	Dave	Fall	Cross Country: Head	\$8,000
bo	Thurlow	Allen	Fall	Soccer: Men's Assistant (JV)	\$6,000
bp	Tynan	Jessica	Fall	Field Hockey: Assistant (FR)	\$5,600
bq	Tynan	Jessica	Spring	Track & Field: M/W Assistant	\$6,000
br	Vitollo	Michael	Winter	Volunteer Wrestling	n/a
bs	Voight	Douglas	Spring	Lacrosse: Men's Assistant (JV)	\$6,000
bt	Witty	Dean	Spring	Volunteer Boys Lacrosse	n/a

22. Approve Co-Curricular Positions BHS\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following **BHS co-curricular** positions for the 2022-2023 school year:

	Last Name	First Name	Position	Stipend
a	Ferrara	James	Activities Technician	\$3,500
b	Ferrara	James	Activities Technician II	\$2,250
c	O'Brien	Janice	Bernardian: Literary Advisor (50%)	\$3,500 (50% of \$7,000)
d	Hunkele	Heather	Bernardian: Literary Advisor (50%)	\$3,500 (50% of \$7,000)
e	O'Brien	Janice	Bernardian: Financial Advisor (50%)	\$1,750 (50% of \$3,500)
f	Hunkele	Heather	Bernardian: Financial Advisor (50%)	\$1,750 (50% of \$3,500)
g	Snyder	Allison	Book Club	\$2,750
h	Boyce	Nicole	Class Advisor: Senior	\$4,000
i	Murphy	Theresa	Class Advisor: Junior	\$4,000
j	Callahan	Angela	Class Advisor: Sophomore	\$2,900
k	Clark	Kelly	Class Advisor: Freshman	\$2,900
l	Sosely	Anna	Community Service	\$4,500
m	Hunkele	Heather	Crimson	\$5,500
n	Harvey	Marcus	Drama: Fall Director	\$4,000
o	Pietroluongo	Jade	Drama: Fall Assistant Director	\$2,000
p	Ellis	Judge	Drama: Fall Set Construction	\$2,500
q	Callahan	Angela	Forensics Team	\$2,750
r	Young	Joe	Green Team	\$2,750
s	Kaplan	Daniel	Harvard Model Congress Advisor	\$2,750
t	Kaplan	Daniel	Key Club	\$2,750
u	Noonan	Mark	Marching Band: Director	\$8,500
v	LeFurge	Scott	Marching Band: Assistant Front	\$4,250
w	Snyder	Jason	Marching Band: Assistant Marching	\$3,400
x	O'Brien	Kyle	Math League	\$2,750

y	Harvey	Marcus	Musical: Spring Director	\$4,550
z	Ciocco	Jared	Musical: Spring Assistant Director	\$2,225
aa	Pietroluongo	Jade	Musical: Spring Choreographer	\$4,000
ab	Ellis	Judge	Musical: Spring Set Construction	\$2,500
ac	Lapine	Matt	Musical: Spring Vocal	\$4,000
ad	Murphy	Theresa	National Honor Society	\$2,750
ae	Maestas	Alyssa	Peer Leadership	\$7,000
af	Crisman	Gillian	Photography Club	\$2,750
ag	Snyder	Allison	Pinnacle	\$2,750
ah	Koch	Kevin	Robotics	\$2,500
ai	Young	Joseph	Science Team: Biology	\$2,750
aj	Whitlock	Christine	Science Team: Chemistry II	\$2,750
ak	Ferrara	James	Science Team: Physics	\$2,750
al	Reitz	Cameron	Student Council	\$5,500
am	Steffani	Phil	Vocal Music Accompanist	\$4,000
an	Pair	Randall	Media Center After Hours Supervisor	\$25.00/hour
ao	Dolson	Peg	Media Center After Hours Supervisor	\$25.00/hour
ap	Hart	Amy	Media Center After Hours Supervisor	\$25.00/hour
aq	Snyder	Allison	Media Center After Hours Supervisor	\$25.00/hour
ar	LaBruno	Wendi	Media Center After Hours Supervisor	\$25.00/hour

23. Approve Substitutes\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following substitutes for the 2022-2023 school year:

	<b>Last Name</b>	<b>First Name</b>	<b>Substitute Position</b>	<b>Certification</b>
a	Adams	Jennifer	Teacher / Paraprofessional	Teaching Certificate (Standard)
b	Adler	Edward	Teacher / Paraprofessional	County Substitute Certificate
c	Ball	Karen	Teacher / Paraprofessional / Secretary	County Substitute Certificate
d	Barbato-Ernst	Diane	Teacher / Paraprofessional	County Substitute Certificate
e	Beckerman	SuJin	Teacher / Paraprofessional	County Substitute Certificate
f	Bosworth	Sharon	Teacher / Paraprofessional	Teaching Certificate (Standard)
g	Brennan	Rosemary	Teacher / Paraprofessional / Transp. Bus Para	County Substitute Certificate

h	Brower	Laura	Nurse	RPN
i	Brum	Rick	Teacher / Paraprofessional	Teaching Certificate (Standard)
j	Bryant	Barbara	Teacher / Paraprofessional	Teaching Certificate (CE/CEAS)
k	Byrnes	Amy	Teacher / Paraprofessional/Secretary	Teaching Certificate (Standard)
l	Campbell	Ellie	Teacher / Paraprofessional	County Substitute Certificate
m	Cannon	Steve	Teacher / Paraprofessional	Teaching Certificate (Standard)
n	Carlisle	Christophe r	Teacher / Paraprofessional	County Substitute Certificate
o	Clark	Janice	Teacher / Paraprofessional / Secretary	Teaching Certificate (Standard)
p	Clendenny	Marilyn	Teacher / Paraprofessional	Teaching Certificate (Standard)
q	Cohen	Wade	Teacher / Paraprofessional	Teaching Certificate (CE/CEAS)
r	Connell	Noelle	Teacher / Paraprofessional	County Substitute Certificate
s	Cooperstein	Rhonda	School Counselor	School Counselor (Standard)
t	Cornier	Gabriella	Custodian	N/A
u	Curcio	Marisa	Teacher / Paraprofessional	Teaching Certificate (CE/CEAS)
v	D'Angola	Deborah	Teacher / Paraprofessional / Secretary	County Substitute Certificate
w	Davi	Danielle	Teacher / Paraprofessional	Teaching Certificate (CE/CEAS)
x	Decker	Tristan	Teacher / Paraprofessional	County Substitute Certificate
y	DeLeon	Ryan	Teacher / Paraprofessional	County Substitute Certificate
z	DeStefano	Dominick	Teacher / Paraprofessional	County Substitute Certificate

aa	Diamond	William	Teacher / Paraprofessional	County Substitute Certificate
ab	Dilts	Tyler	Maintenance	N/A
ac	DiSabato	Felicia	Teacher / Paraprofessional / Transp. Bus Para	County Substitute Certificate
ad	Feder	Caryn	Teacher / Paraprofessional	Teaching Certificate (Standard)
ae	Fernando	Maria	Teacher / Paraprofessional	County Substitute Certificate
af	Ferrara	Samantha	Teacher / Paraprofessional	Teaching Certificate (Standard)
ag	Furbish	Mary Ellen	Teacher / Paraprofessional	Teaching Certificate (Standard)
ah	Furfaro	Antonina	Teacher / Paraprofessional	County Substitute Certificate
ai	Gabriele	Sharon	Nurse	RPN
aj	Gdula	Edward	Teacher / Paraprofessional	County Substitute Certificate
ak	Ghodbane	Rachida	Teacher / Paraprofessional	County Substitute Certificate
al	Glen	Patricia	Nurse	RPN
am	Gonella	Christine	Teacher / Paraprofessional / Secretary	Teaching Certificate (Standard)
an	Graves	Debra	Teacher / Paraprofessional	Teaching Certificate (Standard)
ao	Gribben	Stephen T.	Substitute teacher K-12	County Substitute Certificate
ap	Gulbis	Daina	Teacher / Paraprofessional / Secretary	Teaching Certificate (Standard)
aq	Haney	Jake	Teacher / Paraprofessional	Teaching Certificate (Standard)
ar	Hayes	Emily M.	Teacher / Paraprofessional	County Substitute Certificate
as	Hoosein	Sadique	Teacher / Paraprofessional	Teaching Certificate (CE/CEAS)
at	Kalamarides	Ruth	Teacher / Paraprofessional	Teaching Certificate (CE/CEAS)

au	Kane	Elizabeth	Teacher	County Substitute Certificate
av	Klosk	Gregory	Teacher / Paraprofessional	County Substitute Certificate
aw	Kneafsey	Matthew	Maintenance	N/A
ax	Koczot	Kristin	Teacher / Paraprofessional	County Substitute Certificate
ay	Koskinen	Birgitta	Teacher / Paraprofessional	County Substitute Certificate
az	Lewis	Margaret	Teacher / Para / Secretary	County Substitute Certificate
ba	Luciano	Carlos	Teacher / Paraprofessional / Secretary	County Substitute Certificate
bb	Luik	Norman	Technology	N/A
bc	Mahlik	Philip	Teacher / Paraprofessional	County Substitute Certificate
bd	Maurice	Kathy	Nurse	RPN
be	Mayer	Pamela	Teacher / Paraprofessional	County Substitute Certificate
bf	McGee	Andrea	Teacher / Paraprofessional	County Substitute Certificate
bg	McMahon	Linda	Teacher / Paraprofessional	Teaching Certificate (Standard)
bh	McMenamin	Sheila	Nurse	County Substitute Certificate/County Substitute School Nurse Certificate
bi	Melendez	Kelvin	Custodian	N/A
bj	Milde	Joe	Teacher / Paraprofessional/ Driver	Teaching Certificate (Standard)
bk	Mitchell	Lynn	Teacher / Paraprofessional	Teaching Certificate (Standard)
bl	Morales	Gladys	Teacher / Paraprofessional	County Substitute Certificate
bm	Ober	Douglas	Teacher / Paraprofessional	County Substitute Certificate
bn	Olson	Trish	Teacher / Paraprofessional	County Substitute Certificate

bo	Pagel	Courtney	Teacher / Paraprofessional	Teaching Certificate (Standard)
bp	Palma	Joseph	Teacher / Paraprofessional / Custodian / Maintenance	Teaching Certificate (CE/CEAS)
bq	Paltan	William	Transportation / Bus Driver	CDL
br	Panetta	Carolyn	Teacher / Paraprofessional / Secretary	County Substitute Certificate
bs	Pepe	Michael	Teacher / Paraprofessional	Teaching Certificate (Standard)
bt	Perry	William	Teacher / Paraprofessional	County Substitute Certificate
bu	Personick	Carol	Teacher / Paraprofessional	County Substitute Certificate
bv	Peterson	Aileen	Nurse	RN
bw	Petitti (Flores)	Priscilla	Teacher / Paraprofessional	Teaching Certificate (Standard)
bx	Petty	Joanne	Teacher / Paraprofessional	County Substitute Certificate
by	Phengmany	Soutsakhone	Custodian	N/A
bz	Phouthapadith	Chone	Custodian	N/A
ca	Pistilli-Urena	Jaclyn	Nurse	RPN
cb	Poandl	Diane	Teacher / Paraprofessional / Secretary	County Substitute Certificate
cc	Prinz	Ralph	Teacher / Paraprofessional	Teaching Certificate (Standard)
cd	Regan	Meg	Teacher / Paraprofessional	Teaching Certificate (Standard)
ce	Riker	Joanna	Teacher / Paraprofessional	County Substitute Certificate
cf	Rose	Dina	Substitute teacher K-12	County Substitute Certificate
cg	Senior	Jennifer	Teacher / Paraprofessional	County Substitute Certificate
ch	Seylaz	Kelly	Teacher / Paraprofessional	County Substitute Certificate
ci	Smith	Emily M.	Teacher	County Substitute Certificate



cj	Sina	Jaren	Teacher / Paraprofessional	County Substitute Certificate
ck	Smith	Sandy	Teacher / Paraprofessional / Secretary	County Substitute Certificate
cl	Soell	Meghan	Teacher / Paraprofessional	Teaching Certificate (CE/CEAS)
cm	Stanford	Richard	Custodian	N/A
cn	Stefani	LeeAnne	Teacher / Paraprofessional	County Substitute Certificate
co	Struble	Alice	Teacher / Paraprofessional / Secretary	Teaching Certificate (CE/CEAS)
cp	Tlack	Laila	Teacher	County Substitute Certificate
cq	Tosti	Frances	Teacher / Paraprofessional	Teaching Certificate (Standard)
cr	Trabachino	John	Teacher / Paraprofessional	Teaching Certificate (Standard)
cs	Turso	Kenneth	Teacher / Paraprofessional	Teaching Certificate (Standard)
ct	Urbanowicz	Mary Ellen	Nurse	School Nurse
cu	Van Der Stad	Katherine	Teacher	Standard Elementary Teacher Cert
cv	Voight	Douglas	Teacher	County Substitute Certificate
cw	Wally	Joy	Teacher / Paraprofessional	County Substitute Certificate
cx	Wieczorek	Renee	Teacher / Paraprofessional	County Substitute Certificate
cy	Young	Megan	Teacher / Paraprofessional	Teaching Certificate (Standard)
cz	Zartler	Paul	Teacher / Paraprofessional	Teaching Certificate (CE/CEAS)

24. Approve Nonresident Students (Staff)\*

Resolved, that the Somerset Hills Board of Education upon the recommendation of the Superintendent, approve the following nonresident students of staff members for the 2022-2023 school year:

a	Grade 10	Evelyn Noonan
---	----------	---------------

25. Approve Nonresident Students (Staff)

Resolved, that the Somerset Hills Board of Education upon the recommendation of the

Superintendent, approve the following nonresident students of staff members for the 2022-2023 school year:

a	Grade 3	Jacob Simoneau
b	Grade 8	Rylee Simoneau

26. Approve Salary Advancement

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following salary advancement for the 2021-2022 school year

	Last Name	First Name	Position/Location	Old Salary	New Salary	Effective
a	Walker	Jaime	Supervisor Pupil Services/Guidance BHS	\$124,246	\$129,246 (prorated)	5/6/22

27. Approve Student Teaching

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following student teaching for the 2022-2023 school year, *subject to further investigation pursuant to law.*

	Last Name	First Name	Bldg	Subject	Mentor	Effective term/dates
a	Mallick	Matthew	BMS	Elementary General Music	Matt LaPine	Fall 2022

28. Approve Home Instruction\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following home instructors for the 2022-2023 school year, *subject to further investigation pursuant to law BHS/District:*

	Last Name	First Name	Bldg	Effective
a	Prothero	Ruth	District	9/1/22
b	Poggioli	Joseph	District	9/1/22

### XIII. POLICY

- A. Committee Report and Discussion.
- B. Action Items:

1. First Reading\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the first reading of the following bylaw, policy & regulation:

Policy / Regulation #	Title
P5460	High School Graduation ( <i>M</i> ) ( <i>Revised</i> )
P3161	Examination for Cause ( <i>Revised</i> )
P4161	Examination for Cause ( <i>Revised</i> )

P7410	Maintenance and Repair <i>(M) (Revised)</i>
R7410.01	Facilities Maintenance, Repair Scheduling, and Accounting <i>(M) (Revised)</i>
P8420	Emergency and Crisis Situations <i>(M) (Revised)</i>

2. Second Reading\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the second reading of the following bylaw, policy & regulation:

<b>Policy / Regulation #</b>	<b>Title</b>
P1648.14	Safety Plan for Healthcare Settings in School Buildings - COVID-19 <i>(M) (Abolished)</i>
P1648.15	Recordkeeping for Healthcare Settings in School Buildings - COVID-19 <i>(M) (New)</i>
P2416.01	Postnatal Accommodations for Students <i>(New)</i>
P2417	Student Intervention and Referral Services <i>(M) (Revised)</i>
P5512	Harassment, Intimidation, and Bullying <i>(M) (Revised)</i>
P9320 & R9320	Cooperation with Law Enforcement Agencies <i>(M) (Revised)</i>

**XIV. SUPPLEMENTARY MATTERS**

**XV. PUBLIC COMMENTS**

Public comments are welcome at this time on any topic. Public Comments will be limited to 3 minutes. Please state your name and address. Thank you for your input.

**XVI. ADJOURNMENT**

**\*Note:** The areas of permitted voting for the Bedminster district representative of the Board of Education are: (a) Tuition to be charged the sending district by the receiving district and the bill lists or contracts for the purchase, operation or maintenance of facilities, equipment and instructional materials to be used in the education of the pupils of the sending district; (b) New capital construction to be utilized by sending district pupils; (c) Appointment, transfer or removal of teaching staff members providing services to pupils of the sending district, including any teaching staff member who is a member of the receiving district's central administrative staff; (d) Addition or deletion of curricular and extracurricular programs involving pupils of the sending district; (e) Any matter directly involving the sending district pupils or programs and services utilized by those pupils; (f) Approval of the annual receiving district budget; (g) Any collectively negotiated agreement involving employees who provide services utilized by sending district pupils; (h) Any individual employee contracts not covered by a collectively negotiated

---

**agreement, if those employees provide or oversee programs or services utilized by sending district pupils; and (i) Any matter concerning governance of the receiving district board of education including, but not limited to, the selection of the board president or vice-president, approval of board bylaws, and the employment of professionals or consultants such as attorneys, architects, engineers, or others who provide services to the receiving district board of education.**

**(cf: P.L.1996, c.103, s.1)**

**Somerset Hills School District**

**June 8, 2022**

**ADDENDUM**

**IX. FINANCE**

21. Amend Professional Services Contract Awards\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following appointments for the 2022-2023 school year:

WHEREAS, there exists a need for auditing services, architectural services, legal services, and,

WHEREAS, the Local Public Contracts Law N.J.S.A. 40A:11-1 et. seq. Requires that the resolution authorizing the award for “Professional Services” without competitive bids must be publicly advertised,

WHEREAS, NJAC 6A:23A-5.2 provides that a school district must establish a maximum dollar limit prior to budget preparation for professional services fees, and;

WHEREAS, Somerset Hills Board of Education has established the following maximum dollar limits as required:

<b>Provider</b>	<b>Service</b>	<b>Est Amt. Not to Exceed</b>
Suplee, Clooney & Co.	Auditor	\$26,500

These appointments are made without competitive bidding as “Professional Services” under the provisions of N.J.S.A. 40:11-1 et. seq. Because such services are recognized professions licensed and regulated by law not allowing for competitive bids.

BE IT FURTHER RESOLVED, that a brief notice of this action shall be printed once in the Bernardsville News as required by law, within ten (10) days of its passage, stating its nature, duration, service and amount, and that the resolution and contract are on file in the Business Office.

22. Approve Authorization of Year-End Closeout\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, authorize the Business Administrator to pay supplementary bill lists and payroll which shall become due on or before June 30, 2022, including all year-end payables; to proceed with all necessary adjustments and transfers to close the books for the 2021-2022 fiscal year, as well as any and all entries and actions for the opening of the 2022-2023 fiscal year, including but not limited to the issuance and/or cancellation of purchase orders, stale dated checks, transfers, award of contracts in compliance with the Public Contracts Laws, and other such actions as may be required by statute, code and Board Policy; and

BE IT FURTHER RESOLVED, that the Board authorizes the Superintendent and Business Administrator to process and issue the payment of bills and claims between Board meetings during the months of June, July and August 2022; and

BE IT FURTHER RESOLVED, that all of those actions shall be presented to the Board at its next meeting for ratification and/or final approval.

**Somerset Hills School District**

**June 8, 2022**

**ADDENDUM**

23. Approve 2022-2023 ESSA Grant\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, authorizes application and approves funds for the 2022-2023 school year for the ESSA-ESEA Federal Grant Allocation for as follows:

<b>Grant</b>	<b>Somerset Hills (Public)</b>	<b>Far Hills (Nonpublic)</b>	<b>St. Elizabeth's (Nonpublic)</b>	<b>Total</b>
Title I, Part A	\$74,934			\$74,934
Title II, Part A	\$27,211	\$4,064	\$2,539	\$33,814
Title III	\$27,434			\$27,434
Title IV, Part A	\$8,047	\$1,202	\$751	\$10,000

**XI. CURRICULUM**

2. Approve Summer Curriculum\*

Resolved that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following teachers and days for the 2022 summer curriculum projects in order to update documents to meet New Jersey Standards and course requirements. As per SHEA contract, 1 day is defined as 5 hours of work at \$40/hour.

	<b>Course Name</b>	<b>Project Description</b>	<b>Days</b>	<b>Writer(s)</b>
a	Fifth grade Wellness	Course Revision-incorporate Study Skills	3	Craver
b	Spanish 3A	NJSLS-WL Updates & course revision	3	J. Daben
c	Spanish 3H	NJSLS-WL Updates & course revision	3	J. Bracero
d	Spanish 4A	NJSLS-WL Updates & course revision	3	J. Bracero
e	Spanish 4H	NJSLS-WL Updates & course revision	3	M. Violillo
f	French 3A	NJSLS-WL Updates & course revision	3	S. DeAngelo
g	French 3H	NJSLS-WL Updates & course revision	3	S. DeAngelo
h	French 4A	NJSLS-WL Updates & course revision	3	S. DeAngelo
i	French 4H	NJSLS-WL Updates & course revision	3	S. DeAngelo
j	Latin 1A	NJSLS-WL Updates	1	J. Ciocco
k	Latin 2A	NJSLS-WL Updates	1	J. Ciocco
l	Latin 3H	NJSLS-WL Updates	1	J. Ciocco
m	Latin 4H	NJSLS-WL Updates	1	J. Ciocco
n	Spanish Language 1	NJSLS-WL Updates	1	J. Bracero
o	Spanish Language 2	NJSLS-WL Updates	1	J. Bracero
p	Spanish Culture and Society	NJSLS-WL Updates	1	J. Bracero
q	K Art	NJSLS-VPA Updates	0.25	McCarron
r	Art Grade 1	NJSLS-VPA Updates	0.25	McCarron
s	Art Grade 2	NJSLS-VPA Updates	0.25	McCarron

**Somerset Hills School District**

**June 8, 2022**

**ADDENDUM**

t	Art Grade 3	NJSLS-VPA Updates	0.25	McCarron
u	Art Grade 4	NJSLS-VPA Updates	0.25	McCarron
v	BMS Orchestra	NJSLS-VPA Updates	1	Snyder
w	BMS Band	NJSLS-VPA Updates	1	Snyder
x	BMS Chorus	NJSLS-VPA Updates and Course Revision	3	Sands
y	BHS Orchestra	NJSLS-VPA Updates	1	Snyder
z	BHS Chorus	NJSLS-VPA Updates and Course Revision	3	LaPine
aa	BHS Madrigals	NJSLS-VPA Updates	1	LaPine
ab	BHS Concert Band	NJSLS-VPA Updates	1	Snyder
ac	Theatre Arts 1	NJSLS-VPA Updates	0.5	Weltler
ad	Theatre Arts 2	NJSLS-VPA Updates	0.5	Weltler
ae	Acting Troupe	NJSLS-VPA Updates	1	Weltler
af	Art 2 BHS	NJSLS-VPA Updates	1	Crisman
ag	Art 6	NJSLS-VPA Updates	0.5	Chaffee
ah	Art 7	NJSLS-VPA Updates	0.5	Chaffee
ai	Art 8	NJSLS-VPA Updates and Course Revision	1.5	Chaffee
aj	Digital Photography BMS	NJSLS-VPA Updates and Course Revision	1.5	Chaffee
ak	Digital Photography BHS	NJSLS-VPA Updates	0.5	Crisman
al	Digital Imaging	NJSLS-VPA Updates	0.5	Crisman
am	Photoshop	NJSLS-VPA Updates	0.5	Crisman
an	Photo Workshop	NJSLS-VPA Updates	1	Crisman
ao	Science Grade 4	NJSLS-S Updates	.5	Seelig
ap	Science Grade 8	NJSLS-S Updates	1	King
aq	Science Grade 8 Honors	NJSLS-S Updates	1	King
ar	BMS Math 6	Course Revision to reflect new materials	3	Fitzgerald
as	BMS Math 6 Honors	Course Revision to reflect new materials	3	Fitzgerald
at	BMS Math 7	Course Revision to reflect new materials	3	O'Halloran
au	BMS Math 7H	Course Revision to reflect new materials	3	O'Halloran
av	BMS Math 8	Course Revision to reflect new materials	3	Georgiana
aw	PE/Health standards -K	NJSLS Updates and Course Revision	1.5	Paterno/Palmieri
ax	PE/Health standards - 1	NJSLS Updates and Course Revision	1.5	Paterno/Palmieri
ay	PE/Health standards	NJSLS Updates and Course Revision	1.5	Paterno/Palmieri

**Somerset Hills School District**

**June 8, 2022**

**ADDENDUM**

	-2			
az	PE/Health standards - 3	NJSLS Updates and Course Revision	1.5	Paterno/Palmieri
ba	PE/Health standards - 4	NJSLS Updates and Course Revision	1.5	Paterno/Palmieri
bb	PE/Health standards - 5	NJSLS Updates and Course Revision	3	McGinn
bc	PE/Health standards - 6	NJSLS Updates and Course Revision	3	McGinn
bd	PE/Health standards - 7	NJSLS Updates and Course Revision	3	McGinn
be	PE/Health standards - 8	NJSLS Updates and Course Revision	3	McGinn
bf	PE/Health standards - 9	NJSLS Updates and Course Revision	3	O'Connor
bg	PE/Health standards - 10	NJSLS Updates and Course Revision	3	O'Connor
bh	PE/Health standards - 11	NJSLS Updates and Course Revision	3	O'Connor
bi	PE/Health standards - 12	NJSLS Updates and Course Revision	3	O'Connor
bj	Grade K Social Studies	AAPI Updates, NJSLS - SS update	0.5	D. Rokosky
bk	Grade 1 Social Studies	AAPI Updates, NJSLS - SS update	0.5	D. Rokosky
bl	Grade 2 Social Studies	AAPI Updates, NJSLS - SS update	0.5	S. Falzarano
bm	Grade 3 Social Studies	AAPI Updates, NJSLS - SS update	0.5	L. O'Day
bn	Grade 4 Social Studies	AAPI Updates, NJSLS - SS update	0.5	A. Gelsinger
bo	Grade 5 Social Studies	AAPI Updates	1	E. Calabrese
bp	Grade 6 Social Studies	AAPI Updates, NJSLS - SS update - Course Revision	3	L. LaChac / J. Pietroluongo
bq	Grade 7 Social Studies	AAPI Updates, NJSLS - SS update - Course Revision	3	L. LaChac
br	Grade 8 Social Studies	AAPI Updates, NJSLS - SS update - Course Revision	3	S. Porter
bs	World History NL	AAPI Updates, NJSLS - SS update	1	J. Pietroluongo
bt	World History A	AAPI Updates, NJSLS - SS update	1	J. Pietroluongo



**Somerset Hills School District**

**June 8, 2022**

**ADDENDUM**

bu	World History H	AAPI Updates, NJSLS - SS update	1	J. Pietroluongo
bv	US History 1 NL	AAPI Updates, NJSLS - SS update	1	D. Kaplan
bw	US History 1 A	AAPI Updates, NJSLS - SS update	1	D. Kaplan
bx	US History 1 H	AAPI Updates, NJSLS - SS update	1	D. Kaplan
by	US History 2 NL	AAPI Updates, NJSLS - SS update	1	D. Szostak
bz	US History 2 A	AAPI Updates, NJSLS - SS update	1	D. Szostak

**XII. PERSONNEL**

1. Accept Retirement\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the retirement of the following Employee:

	<b>Name (Last, First)</b>	<b>Bldg</b>	<b>Position</b>	<b>Effective</b>
b	Drew, Lisa	BHS	SAC	7/1/22

2. Accept Resignation

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, accepts the resignation of the following employees:

	<b>Name</b>	<b>School</b>	<b>Position</b>	<b>Effective</b>
b	Friedman, April	BES	Assistant Principal	8/1/22

3. Accept Resignation\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, accepts the resignation of the following employees:

	<b>Name</b>	<b>School</b>	<b>Position</b>	<b>Effective</b>
b	Nelson, Ryan	BHS	Teacher	8/31/22

14. Approve ESY Summer Work\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following ESY summer work for staff members at their 2021-2022 per hour rate: *District*

g	Clarke, Ellen	<del>Bus Aide</del>	<del>District ESY</del>	<del>23 days</del>	<del>\$32</del>
h	Stanek, Cary	<del>Bus Aide</del>	<del>District ESY</del>	<del>23 days</del>	<del>\$32</del>
g	Clarke, Ellen	Bus Aide	District ESY	23 days	\$19.92
h	Stanek, Cary	Bus Aide	District ESY	23 days	\$18.00

18. Approve Co-Curricular Positions BES

**Somerset Hills School District**

**June 8, 2022**

**ADDENDUM**

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following **BES co-curricular** positions for the 2022-2023 school year:

g	Maddaluna Rokosky	Penny Debbie	Team Leader: Grade 1	\$2,750
h	Rudin Falzarano	Beth Sarah	Team Leader: Grade 2	\$2,750
i	O'Day Rudin	Lauren Beth	Team leader: Grade 3	\$2,750
f	Och	Laurie	Tutor Mentor (per hour-max 8 hrs) (Math Club)	\$59.11 / Hour

19. Approve Co-Curricular Positions BMS

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following **BMS co-curricular** positions for the 2022-2023 school year:

b	McGovern	Diane	Drama: Fall Assistant	\$1,805
e	McGovern	Diane	Drama: Spring Assistant	\$2,778
b	McGovern	Danielle	Drama: Fall Assistant	\$1,805
c	McGovern	Danielle	Drama: Spring Assistant	\$1,805
y	Welter	Lynn	Drama: Spring	\$2,778

20. Approve Athletic Positions BMS

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following **BMS athletic** positions for the 2022-2023 school year:

	Last Name	First Name	Season	Position	Stipend
l	Gori	Michelle	Spring	Softball: Assistant	\$2,733
m	LaSpada	Joseph	Spring	Track: Boys' Head	\$4,205
m	Szostak	Dave	Spring	Track: Boy's Head	\$4,205

21. Approve Athletic Positions BHS\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following **BHS athletic** positions for the 2022-2023 school year:

**Somerset Hills School District**

**June 8, 2022**

**ADDENDUM**

bu	Gajewski	Richard	Fall	Volleyball: Head	TBD
bv	Gajewski	Brittany	Fall	Volleyball: Assistant	TBD
r	Falzarano	Jeffrey	Winter	Assistant AD: Winter (50%)	\$2,137 (50% of \$4,274)
ae	Lavalle	Alexa	Winter	Basketball: Women's Assistant (FR)	\$3,325
ae	Lavalle	Alexa	Winter	Basketball: Women's Assistant (FR)	\$6,650

22. Approve Co-Curricular Positions BHS\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following **BHS co-curricular** positions for the 2022-2023 school year:

as	Kaufman	Justin	Peer Leadership: Assistant	\$3,000
at	Whitlock	Christine	Science Team: Chemistry I	\$2,750

27. Approve Student Teaching

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following student teaching for the 2022-2023 school year, *subject to further investigation pursuant to law.*

	Last Name	First Name	Bldg	Subject	Mentor	Effective term/dates
a	Mallick	Matthew	BMS	Elementary General Vocal Music	Matt LaPine Stephen Sands	Fall 2022

29. Approve Internship/Mentorship\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following internship/mentorship for the 2022-2023 school year, **BHS/District:**

	Last Name	First Name	School	Subject	Mentor	Effective term/dates
a	Pair	Randall	East Stroudsburg Univ	Instructional Technology	Jeremy Schwarz	Summer 2022

30. Approve to Hire for Emergent Vacant Positions\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve for the time period of July 1, 2022 through September 1, 2021, the Superintendent to hire for emergent vacant positions needed for the opening of school, upon consultation with the Board President.

**Somerset Hills School District**

**June 8, 2022**

**ADDENDUM**

31. Approve Overloads\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following tenured certificated staff for the 2022-2023 school year: BHS

	<b>Course</b>	<b>Teacher</b>	<b>Term</b>	<b>Salary</b>	<b>OVERLOAD Salary prorated</b>
a	English	O'Brien, Janice	Semester 1	\$111,242	\$9,272.02
b	English	Hunkele, Heather	FY	\$92,855	\$15,478.93
c	English	Weltler, Lynn	Extension	\$111,242	\$92.72 Per diem until completed as determined By BHS Principal
d	English	Falzarano, Jeffrey	FY	\$103,845	\$17,310.96
e	Math	Camuto, Lisa	Semester 1	\$76,030	\$6,337.10
f	Science	Silva, Karen	FY	\$112,242	\$18,710.74
g	Financial Literacy	Murphy, Theresa	FY	\$76,030	\$12,674.20
h	French	Thatcher, Stephanie	FY	\$81,605	\$13,603.55
i	Art	Crisman, Gillian	Semester 2	\$73,225	\$6,103.30

32. Reappoint Non-Certified Staff\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, reappoint the following non certificated staff for the 2022 - 2023 school year: **District**

	<b>Name (Last, First)</b>	<b>Location</b>	<b>Position</b>	<b>Salary</b>	<b>Longevity</b>	<b>Total Salary</b>	<b>Effective</b>
a	Clark, Dave	Central	Custodial Foreman	\$68,000		\$68,000	7/1/22
b	Griffith, Chris	Central	Data Administrator	\$72,500		\$72,500	7/1/22
c	Lucas, Doug	Central	Director of Facilities	\$113,300		\$113,300	7/1/22
d	Kacanski, Jaclyn	Central	Business Office Assistant - Confidential	\$72,678		\$72,678	7/1/22
e	Porter, Jackie	Central	Business Office Assistant - Payroll - Confidential	\$78,786		\$78,786	7/1/22
f	Rizzo, Frank	Central	Transportation Manager	\$76,500		\$76,500	7/1/22
g	Saez, Rickey	Central	Technology Assistant	\$86,500		\$86,500	7/1/22

**Somerset Hills School District**

**June 8, 2022**

**ADDENDUM**

			Manager				
h	Schwarz, Jeremy	Central	Information Technology Manager	\$130,000		\$130,000	7/1/22
i	Thorp, Debbie	Central	Accounts Payable - Confidential	\$67,950	\$3,457	\$71,407	7/1/22
j	Vought, Rufus	Central	Maintenance Foreman	\$100,00		\$100,000	7/1/22

33. Approve the Attainment of the Superintendents' Merit Goals\*

Resolved, that the Somerset Hills Board of Education, with the approval of the County Superintendent, approve the attainment of the Somerset Hills School District Superintendent's 2021 - 2022 Merit Goals.

a.	Ensure the district's resources are appropriately serving children in the community (Residency Reaffirmation)
b	Revitalize the district's Community Service program

34. Approve Appointment Employee Drivers\*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following employee drivers for the 2022-2023 school year:

	<b><u>Name</u></b>
a	Ferrara, James
b	McMillan, Patricia
c	Szostak, David
d	Milde, Joe
e	Riccio, Frank

# POLICY GUIDE

STUDENTS  
5460/page 1 of 15  
High School Graduation  
Jan 22  
M

[See POLICY ALERT Nos. 186, 205, 208, 209, 211, and 226]

## 5460 HIGH SCHOOL GRADUATION

The Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation in accordance with N.J.A.C. 6A:8-5.1 et seq. The Board will annually certify to the Executive County Superintendent each student who has been awarded a diploma and has met the requirements for graduation.

As defined in N.J.A.C. 6A:8-1.3, “credit” means the award for the equivalent of a class period of instruction, which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2 and A.1.b. below.

### A. High School Graduation Requirements – N.J.A.C. 6A:8-5.1

1. For a State-endorsed diploma, the Board shall develop, adopt, and implement graduation requirements that prepare students for success in post-secondary degree programs, careers, and civic life in the 21<sup>st</sup> century, and that include the following:
  - a. A graduating student must have earned a minimum of no fewer than 120 credits in courses designed to meet all of the New Jersey Student Learning Standards (NJSLS), including, but not limited to, the following credits:
    - (1) At least twenty credits in English language arts aligned to grade nine through twelve standards;
    - (2) At least fifteen credits in mathematics, including Algebra I or the content equivalent; geometry or the content equivalent; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21<sup>st</sup> century careers;



# POLICY GUIDE

STUDENTS  
5460/page 2 of 15  
High School Graduation

- (3) At least fifteen credits in science, including at least five credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course;
- (4) At least fifteen credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;
- (5) At least two and one-half credits in financial, economic, business, and entrepreneurial literacy;
- (6) At least three and three-quarters credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7, and 8;
- (7) At least five credits in visual and performing arts;
- (8) At least five credits in world languages or student demonstration of proficiency as set forth in N.J.A.C. 6A:8-5.1(a)2ii(2) and A.1.b.(2)(b) below;
- (9) Technological literacy, consistent with the NJSLs, integrated throughout the curriculum;
- (10) At least five credits in 21<sup>st</sup> century life and careers, or career-technical education; and
- (11) Electives as determined by the high school program sufficient to total a minimum of at least 120 credits.



# POLICY GUIDE

STUDENTS  
5460/page 3 of 15  
High School Graduation

- b. The 120-credit requirement set forth in N.J.A.C. 6A:8-5.1(a)1. and in A.1.a. above may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of individualized learning opportunities, as follows:
- (1) The district shall establish a process to approve individualized student learning opportunities that meet or exceed the NJSLS.
    - (a) Individualized student learning opportunities in all NJSLS areas include, but are not limited to, the following:
      - (i) Independent study;
      - (ii) Online learning;
      - (iii) Study abroad programs;
      - (iv) Student exchange programs; and
      - (v) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.
    - (b) Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the NJSLS shall:
      - (i) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;
      - (ii) Include demonstration of student competency;





# POLICY GUIDE

STUDENTS  
5460/page 4 of 15  
High School Graduation

- (iii) Be certified for completion based on the district process adopted according to N.J.A.C. 6A:8-5.1(a)2.ii. and A.1.b.(2) below; and
  - (iv) Be on file in the school district and subject to review by the Commissioner of Education or designee.
- (c) Group programs based upon specific instructional objectives aimed at meeting or exceeding the NJSLS shall be permitted and shall be approved in the same manner as other approved courses.
- (2) The district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the NJSLS at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated at N.J.A.C. 6A:8-5.1(a)2 and A.1.b. above. Such programs or assessments may occur all or in part prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.
- (a) The district shall choose assessments that are aligned with or exceed the NJSLS and may include locally designed assessments.
  - (b) The district shall choose from among the following assessment options to determine if students have achieved the level of language proficiency designated as Novice-High as



# POLICY GUIDE

STUDENTS  
5460/page 5 of 15  
High School Graduation

defined by the American Council on the Teaching of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the NJSLS:

- (i) The Standards-based Measurement of Proficiency (STAMP) online assessment;
  - (ii) The ACTFL Oral Proficiency Interview (OPI) or the Modified Oral Proficiency Interview (MOPI); or
  - (iii) New Jersey Department of Education-approved locally designed competency-based assessments.
- (3) The district shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), or concurrent/dual enrollment at accredited higher education institutions.
- (a) The district shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the NJSLS.
- c. Local student attendance requirements;
- d. Other requirements established by the Board of Education as indicated below:
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_;



# POLICY GUIDE

STUDENTS  
5460/page 6 of 15  
High School Graduation

- e. Any statutorily mandated requirements for earning a high school diploma;
- f. The requirement that all students demonstrate proficiency by achieving a passing score on the English Language Arts (ELA) and mathematics components of the State graduation proficiency test or through the alternative means at N.J.A.C. 6A:8-5.1(h) and A.7. below, if applicable, or for students who take the State graduation proficiency test but do not achieve a passing score through the alternative means set forth at N.J.A.C. 6A:8-5.1(g) and (i) and A.6. and A.8. below:
  - (1) Students in the graduating classes of 2019, 2020, 2021, and 2022 shall be required to demonstrate proficiency by achieving a passing score on the high school end-of-course PARCC assessments in ELA 10 and Algebra I or through alternative means set forth at N.J.A.C. 6A:8-5.1(f), (h), and (i) and A.5., A.7., and A.8. below.
- g. For students who have not demonstrated proficiency on the ELA and/or mathematics components of the State graduation proficiency test, the opportunity for the following will be provided:
  - (1) Remediation, pursuant to N.J.S.A. 18A:7C-3.; and
  - (2) One or more additional opportunities to demonstrate proficiency on the State graduation proficiency test, pursuant to N.J.S.A. 18A:7C-6; and
- h. Students graduating from an adult high school shall demonstrate proficiency in the ELA and mathematics components of the State graduation proficiency test, or through alternative means set forth at N.J.A.C. 6A:8-5.1(f) through (i) and A.5. through A.8. below.



# POLICY GUIDE

STUDENTS  
5460/page 7 of 15  
High School Graduation

2. In the development of Personalized Student Learning Plans according to N.J.A.C. 6A:8-3.2(a), the district shall actively encourage all students who have otherwise met the requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a)1 through 3 and A.1.a. through A.1.c. above, to include in their programs of study the following additional credits:
  - a. Five credits in mathematics during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21<sup>st</sup> century careers;
  - b. Five credits in a laboratory science during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21<sup>st</sup> century careers;
  - c. Five credits in social studies during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21<sup>st</sup> century careers; and
  - d. Five credits in world languages during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21<sup>st</sup> century careers.
3. The district shall provide to the Executive County Superintendent the district's graduation requirements each year they are evaluated through Quality Single Accountability Continuum (QSAC) and update the district's filed copy each time the graduation policy is revised.
4. The district shall provide each student entering high school and their parents with a copy of the district's requirements for a State-endorsed diploma and the programs available to assist students in attaining a State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5.
5. To ensure adequate transition to the new Statewide assessment systems, the district shall provide students in the graduating classes of 2018, 2019, 2020, 2021, and 2022 who have not demonstrated proficiency on the high school end-of-course PARCC assessments in ELA 10 and Algebra I with the opportunity to demonstrate competence through one of the alternative means set forth below:



# POLICY GUIDE

STUDENTS  
5460/page 8 of 15  
High School Graduation

- a. For the graduating classes of 2018, 2019, 2020, 2021, and 2022, students who did not take the ELA 10 and the Algebra I end-of-course PARCC assessment or who take but do not achieve a passing score on both assessments, as required by N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above, may satisfy the State requirement to demonstrate proficiency in English language arts and/or mathematics in one of the following ways:
  - (1) Achieve a passing score, as determined by the Commissioner of Education, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable, or substitute a passing score on another end-of-course PARCC assessment, including ELA 9, ELA 11, Geometry, or Algebra II; or
  - (2) Meet the criteria of the portfolio appeals process.
6. For students in the graduating classes of 2023, 2024, and 2025, the alternative means referenced at N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above shall be as follows:
  - a. Achieve a passing score, as determined by the Commissioner of Education and approved by the New Jersey State Board of Education, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable; and/or
  - b. Demonstrate proficiency through the portfolio appeals process, pursuant to N.J.S.A. 18A:7C-3.
7. All English language learners (ELLs) shall satisfy the requirements for high school graduation, except ELLs may demonstrate they have attained State minimum levels of proficiency through passage of the portfolio appeals process in their native language, when available, and passage of a New Jersey Department of Education-approved, English fluency assessment.



# POLICY GUIDE

STUDENTS  
5460/page 9 of 15  
High School Graduation

8. Students, including students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act who participate in the alternative assessment for students with disabilities, are not required to participate in repeated administrations of high school assessment components required at N.J.A.C. 6A:8-4.1(c).
9. For students in the graduating classes of 2019, 2020, 2021, and 2022, the New Jersey Department of Education (NJDOE) shall consider high school end-of-course State assessments to be equivalent to the corresponding high school end-of-course PARCC assessments.

## B. High School Diplomas – N.J.A.C. 6A:8-5.2

1. The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with N.J.A.C. 6A:8-5.1(a), (c), or N.J.A.C. 6A:8-5.2(d) and A.1 above, C.1. below, or B.4. below.
2. The Board shall not issue a high school diploma to any student not meeting the criteria specified in the rule provisions referenced in B.1. above.
  - a. The district shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty or until the requirements for a State-endorsed diploma have been met, whichever comes first.
  - b. The district shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements but has failed to pass the State proficiency test to demonstrate proficiency through alternative means as set forth at N.J.A.C. 6A:8-5.1(a) through N.J.A.C. 6A:8-5.1(i) and in A.1.f. through A.8. above, as applicable, pursuant to the standards applicable to the student's graduating class. Students in graduating classes prior to 2018 shall demonstrate proficiency as set



# POLICY GUIDE

STUDENTS  
5460/page 10 of 15  
High School Graduation

forth for the classes of 2018 through 2022 at N.J.A.C. 6A:8-5.1(f)1 and A.5.a. above. Upon certification of passing the test applicable to the student's class in accordance with N.J.A.C. 6A:8 and this Policy, a State-endorsed diploma shall be granted by the high school of record.

3. Pursuant to N.J.A.C. 6A:20-1.4, the Commissioner of Education shall award a State-issued high school diploma based on achieving the Statewide standard score on the General Education Development test (GED) or other adult education assessments to individuals age sixteen or older who are no longer enrolled in school and have not achieved a high school credential.
4. The Commissioner of Education shall award a State-issued high school diploma to individuals age sixteen or older and no longer enrolled in high school based on official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education. Included in the thirty general education credits must be a minimum of fifteen credits with at least three credits in each of the five general education categories as follows: English; mathematics; science; social science; and the humanities.
5. The Board shall award a State-endorsed high school diploma to any currently enrolled student, regardless of grade level, who:
  - a. Has demonstrated proficiency in the State graduation proficiency test, pursuant to N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above, or as set forth at N.J.A.C. 6A:8-5.1(g) and A.6. above:
    - (1) The Board shall award a State-endorsed high school diploma to any currently enrolled student in the graduating classes of 2019, 2020, 2021, and 2022 who has demonstrated proficiency in the high school end-of-course PARCC assessments in ELA 10 and Algebra I, or as set forth in N.J.A.C. 6A:8-5.1(f) and in A.5. above;



# POLICY GUIDE

STUDENTS  
5460/page 11 of 15  
High School Graduation

- b. Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and
    - c. Has formally requested such early award of a State-endorsed high school diploma.
  6. Pursuant to N.J.S.A. 18A:7C-7 and 18A:7E-3, the Superintendent shall report annually to the Board at a public meeting not later than September 30, and to the Commissioner of Education:
    - a. The total number of students graduated;
    - b. The number of students graduated under the substitute competency test process;
    - c. The number of students graduated under the portfolio appeals process;
    - d. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their individualized education programs (IEP);
    - e. The total number of students denied graduation from the twelfth grade class; and
    - f. The number of students denied graduation from the twelfth grade class solely because of failure to pass the high school end-of-course PARCC assessments, the State graduation proficiency test, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8.
- C. Students with Disabilities – N.J.A.C. 6A:8-5.1(c) and N.J.A.C. 6A:14-4.11
  1. Through the IEP process set forth at N.J.A.C. 6A:14-3.7 and pursuant to N.J.A.C. 6A:14-4.11, the Board may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined at N.J.A.C. 6A:14-1.3.





# POLICY GUIDE

STUDENTS  
5460/page 12 of 15  
High School Graduation

- a. The district shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.
  - b. The district shall develop and implement procedures for assessing whether a student has met the specified alternate requirements for graduation individually determined in an IEP.
2. The IEP of a student with a disability who enters a high school program shall specifically address the graduation requirements. The student shall meet the high school graduation requirements pursuant to N.J.A.C. 6A:8-5.1 and A. above, except as specified in the student's IEP. The IEP shall specify which requirements would qualify the student with a disability for the State-endorsed diploma issued by the Board responsible for the student's education.
  3. Graduation with a State-endorsed diploma is a change of placement that requires written notice pursuant to N.J.A.C. 6A:14-2.3(f) and (g).
    - a. As part of the written notice, the parent shall be provided with a copy of the procedural safeguards statement published by the NJDOE.
    - b. As with any proposal to change the educational program or placement of a student with a disability, the parent may resolve a disagreement with the proposal to graduate the student by requesting mediation or a due process hearing prior to graduation.
    - c. In accordance with N.J.A.C. 6A:14-3.8(d), a reevaluation shall not be required.
    - d. When a student graduates or exceeds the age of eligibility, the student shall be provided a written summary of their academic achievement and functional performance prior to the date of the student's graduation or the conclusion of the school year in which the student exceeds the age of eligibility. The summary shall include recommendations to assist the student in meeting their postsecondary goals.



# POLICY GUIDE

STUDENTS  
5460/page 13 of 15  
High School Graduation

4. If a student attends a school other than that of the school district of residence that is empowered to grant a diploma, the student shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.
  - a. If the school the student is attending declines to issue a diploma to the student, the Board of the school district of residence shall issue the student a diploma if the student has satisfied all State and local graduation requirements, as specified in the student's IEP.
5. If the Board grants an elementary school diploma, a student with a disability who fulfills the requirements of their IEP shall qualify for and receive a diploma.
6. Students with disabilities who meet the standards for graduation according to N.J.A.C. 6A:14-4.11 and C. of this Policy shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

## [Optional]

### D. State Seal of Biliteracy – N.J.A.C. 6A:8-5.3

1. The Board may award a State Seal of Biliteracy to any student who has met all requirements in N.J.A.C. 6A:8-5.2 and B. above and demonstrates proficiency in the following:
  - a. One or more world languages via an approved assessment pursuant to N.J.A.C. 6A:8-5.3(f) and D.6. below during the student's next to last or final year of high school; and
    - (1) Pursuant to N.J.S.A. 18A:7C-15, a foreign language other than English also shall include, but not be limited to, American Sign Language, Latin, and Native American languages.
  - b. English language arts as set forth in N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above.



# POLICY GUIDE

STUDENTS  
5460/page 14 of 15  
High School Graduation

2. A Board that chooses to award the State Seal of Biliteracy shall incorporate the process into the developed, adopted, and implemented Policy 5460 – High School Graduation pursuant to N.J.A.C. 6A:8-5.1(a) and A.1. above, denoting participation in the voluntary program. A Board choosing to participate shall submit, in accordance with N.J.A.C. 6A:8-5.1(d) and A.3. above, a copy of Policy 5460 – High School Graduation that reflects the option for students to participate in the State Seal of Biliteracy.
3. The Board of Education shall pay the costs for related assessments and transcript insignias.
4. The Board of Education shall do the following:
  - a. Provide the NJDOE with information regarding students who qualify for the State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3(a) and D.1. above;
  - b. Present each student who qualifies pursuant to D.1. above with a New Jersey Department of Education-issued certificate;
  - c. Include the Commissioner of Education-developed insignia on the student’s transcript; and
  - d. Maintain appropriate records to identify students who have earned the State Seal of Biliteracy.
5. The Board shall not award a State Seal of Biliteracy to any student who does not meet the criteria in N.J.A.C. 6A:8-5.3(a) and D.1. above and shall not include the Commissioner of Education-developed insignia on the student’s transcript.
6. A list of New Jersey Department of Education-approved, nationally recognized assessments and the Statewide scores necessary for a student to satisfy requirements for the State Seal of Biliteracy shall be set by a resolution approved by the New Jersey State Board of Education.

STUDENTS



# POLICY GUIDE

5460/page 15 of 15  
High School Graduation

- a. If an approved assessment, pursuant to N.J.A.C. 6A:8-5.3(f) and D.6. above, does not exist for a particular language, the Board may administer a NJDOE-approved, locally designed proficiency-based assessment.]

N.J.S.A. 18A:7C-3; 18A:7C-5; 18A:7C-6, 18A:7C-7; 18A:7C-15; 18A:7E-3  
18A:35-1; 18A:35-2; 18A:35-5; 18A:35-7; 18A:35-8  
N.J.A.C. 6A:8-1.3; 6A:8-5.1 et seq.; 6A:14-1.3; 6A:14-2.3; 6A:14-3.7  
6A:14-3.8; 6A:14-4.11; 6A:20-1.4

Adopted:



# POLICY GUIDE

TEACHING STAFF MEMBERS

3161/page 1 of 2

Examination for Cause

Apr 22

[See **POLICY ALERT No. 227**]

## 3161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any teaching staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a teaching staff member whenever, in the judgment of the Superintendent, a teaching staff member shows evidence of deviation from normal physical or mental health, to determine the teaching staff member's physical and mental fitness to perform with reasonable accommodation the position the teaching staff member currently holds, or to detect any health risks to students and other employees.

A teaching staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the teaching staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the teaching staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the teaching staff member in writing within five working days of the teaching staff member's receipt of the written statement of reasons. A teaching staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the teaching staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the teaching staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the teaching staff member's own choosing, approved by the Board, and at the teaching staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.



# POLICY GUIDE

## TEACHING STAFF MEMBERS

3161/page 2 of 2

### Examination for Cause

If the teaching staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the teaching staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the teaching staff member to authorize the release of the examination results to the Superintendent.

If the results of any such examination indicate mental abnormality or communicable disease, the teaching staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the teaching staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the teaching staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and teaching staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the teaching staff member's choice, the cost shall be borne by the teaching staff member.

A teaching staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101

N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;  
18A:28-5; 18A:30-1 et seq.

N.J.A.C. 6A:32-6.2; 6A:32-6.3

Adopted:



# POLICY GUIDE

SUPPORT STAFF MEMBERS

4161/page 1 of 2

Examination for Cause

Apr 22

[See **POLICY ALERT No. 227**]

## 4161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any support staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a support staff member whenever, in the judgment of the Superintendent, a support staff member shows evidence of deviation from normal physical or mental health, to determine the support staff member's physical and mental fitness to perform with reasonable accommodation the position the support staff member currently holds, or to detect any health risks to students and other employees.

A support staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the support staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the support staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the support staff member in writing within five working days of the support staff member's receipt of the written statement of reasons. A support staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the support staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the support staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the support staff member's own choosing, approved by the Board, and at the support staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.



# POLICY GUIDE

## SUPPORT STAFF MEMBERS

4161/page 2 of 2

### Examination for Cause

If the support staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the support staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the support staff member to authorize the release of the examination results to the Superintendent.

If the results of any such examination indicate mental abnormality or communicable disease, the support staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the support staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the support staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and support staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the support staff member's choice, the cost shall be borne by the support staff member.

A support staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101

N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;  
18A:28-5; 18A:30-1 et seq.

N.J.A.C. 6A:32-6.2 ; 6A:32-6.3

Adopted:





# POLICY GUIDE

PROPERTY  
7410/page 1 of 2  
Maintenance and Repair  
Apr 22  
M

[See POLICY ALERT Nos. 182 and 227]

## 7410 MAINTENANCE AND REPAIR

The Board of Education recognizes the fixed assets of the school district represent a significant investment of this community and maintenance is a prime concern to the Board.

The school district is required to develop, approve, and implement a comprehensive maintenance plan in accordance with the requirements of N.J.A.C. 6A:26-20.5. A “comprehensive maintenance plan” means a school district’s multi-year maintenance plan covering required maintenance activities for each school facility in the school district adopted pursuant to N.J.A.C. 6A:26.

Required maintenance activities include those activities outlined in N.J.A.C. 6A:26-20.3. The school district shall determine the required maintenance activities to reasonably maintain each school facility in the school district, and shall report the activities in its annual comprehensive maintenance plan pursuant to N.J.A.C. 6A:26-20.5.

In accordance with N.J.A.C. 6A:26-20.4(a), expenditures for required maintenance activities set forth in N.J.A.C. 6A:26-20.3 shall qualify as investments in maintenance for purposes of calculating the required maintenance expenditure in N.J.A.C. 6A:26-20.4(d) and (e), the annual required maintenance budget amount pursuant to N.J.A.C. 6A:26-20.8, and the maintenance factor (M) in N.J.S.A. 18A:7G-9. Expenditures that qualify as required maintenance shall be in accordance with the provisions of N.J.A.C. 6A:26-20.4.

The school district’s comprehensive maintenance plan shall be submitted to the Executive County Superintendent by a Board of Education resolution every school year, pursuant N.J.A.C. 6A:26-20.5(a)1.

The required annual maintenance budget amount as reported in its comprehensive maintenance plan shall be included in the district’s annual budget certified for taxes in accordance with the provisions of N.J.A.C. 6A:26-20.8(a). The required annual maintenance budget amount shall be calculated and adjusted in accordance with the provisions of N.J.A.C. 6A:26-20.8(b). The Executive County Superintendent shall not approve the school district’s budget that does not comply with the provisions of N.J.A.C. 6A:26-20.1 et seq.



# POLICY GUIDE

PROPERTY  
7410/page 2 of 2  
Maintenance and Repair

Commencing September 1, 2002, no person shall be employed by the Board of Education as a buildings and grounds supervisor, as defined in N.J.S.A. 18A:17-49, unless the person is a certified educational facilities manager pursuant to N.J.S.A. 18A:17-49 and 18A:17-50.

Facilities maintenance, repair scheduling and accounting shall be in accordance with the provisions of N.J.A.C. 6A:23A-6.9 and Regulation 7410.01.]

N.J.S.A. 18A:7G-9; 18A:17-49; 18A:17-50; 18A:18A-43; 18A:21-1  
N.J.A.C. 6A:23A-6.9; 6A:26-1.1 et seq.; 6A:26-20.3; 6A:26-20.4; 6A:26-20.5;  
6A:26-20.6; 6A:26-20.8

Adopted:



# REGULATION GUIDE

PROPERTY  
R 7410.01/page 1 of 3  
Facilities Maintenance, Repair Scheduling, and  
Accounting  
Apr 22  
M

[See POLICY ALERT Nos. 182, 184, and 227]

[Required for School Districts with Three or More District Buildings]

## R 7410.01 FACILITIES MAINTENANCE, REPAIR SCHEDULING, AND ACCOUNTING

A school district with three or more district buildings shall have an automated work order system ~~by July 1, 2010~~ for prioritizing, performing, and recording all maintenance and repair requests for all district buildings and grounds **in accordance with the provisions of N.J.A.C. 6A:23A-6.9.**

### A. Standard Operating Procedure (SOP) For Work Order System

1. The Superintendent or designee shall establish Standard Operating Procedures (SOP) for the approval and prioritization of work order requests which take into account the health and safety of building occupants, priorities and objectives established annually to carryout the district Strategic Plan, the need for the work requested, and other factors the district deems appropriate.
2. Except in an emergency where the work is necessary to correct a situation that poses an imminent threat to the health or safety of students and/or staff, the work order system shall include the following information for a request for work before work begins:
  - a. The name of the person making the request;
  - b. The date of the request;
  - c. The appropriate approval(s) as established by SOP;
  - d. The date of approval(s);
  - e. The location of work requested;
  - f. The priority level (for example, urgent, high, average, low);



# REGULATION GUIDE

PROPERTY  
R 7410.01/page 2 of 3  
Facilities Maintenance, Repair Scheduling, and  
Accounting

- g. The scheduled date(s) of service;
  - h. The trade(s) needed such as general maintenance worker;; custodian;; carpenter;; plumber;; electrician;; **heating, ventilation, and air conditioning** (HVAC);; grounds;; roofer;; masonry;; glazer;; other;
  - i. A description of the work requested;
  - j. A projection of the materials and supplies needed for the work;
  - k. The estimated **labor man** hours needed to complete task;
  - l. The name of the work order assigner; and
  - m. The name of the employee(s) working on the order.
3. The work order system shall include the following close-out information for each request for work:
- a. The actual hours worked by date for each assigned staff member;
  - b. The actual hourly rate paid, both regular and over-time, for each assigned staff member;
  - c. The aggregate cost of labor by regular, over-time, and total;
  - d. The actual materials and supplies needed to complete the work order;
  - e. Actual cost of materials and supplies; and
  - f. The name of the employee responsible for attesting that the job was completed satisfactorily.



# REGULATION GUIDE

PROPERTY

R 7410.01/page 3 of 3

Facilities Maintenance, Repair Scheduling, and  
Accounting

4. Except **when** ~~where~~ prohibited by a collective bargaining agreement, the SOP shall require for any work, which cannot be completed during regular working hours by the needed completion date, an assessment of the cost-benefit of outsourcing any such work in excess of the quote threshold as determined under N.J.S.A. 18A:18A-37.
5. **If** ~~Where~~, according to the assessment, the cost of outsourcing work is less than the in-house estimated cost of labor, at over-time rates, and materials for the same work, the work shall be outsourced provided the work can be contracted in accordance with N.J.S.A. 18A:18A-1 et seq., completed by the projected completion date contained in the prioritized work order system and does not violate the terms of a collective bargaining agreement for maintenance workers and/or custodians.
6. The School Business Administrator/Board Secretary, in consultation with the supervisor responsible for this work, shall conduct an analysis of the information in the work order system no later than February 1 of the prebudget year for consideration during budget preparation. The analysis should include productivity of staff as a whole and individually, significant variations between estimated labor time and materials and actual labor time and materials, unusual trends for like projects and other factors that will improve productivity and efficiency.

Adopted:



# POLICY GUIDE

OPERATIONS

8420/page 1 of 4

Emergency and Crisis Situations

Apr 22

M

[See **POLICY ALERT Nos. 189, 191, 221, 224, and 227**]

## 8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district will develop and implement comprehensive written plans, procedures, and mechanisms to provide for the protection of health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and support services for staff, students, and their families.

“School security drill” means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The Superintendent of Schools or designee shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and community resources, as appropriate, in the development of the school district’s plans, procedures, and mechanisms for school safety and security. The plans, procedures, and mechanisms shall be consistent with the provisions of N.J.A.C. 6A:16-5.1 and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education and shall be reviewed annually, and updated as appropriate.

A copy of the school district’s school safety and security plan shall be disseminated to all school district employees. New employees shall receive a copy of the school district’s safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan.

The school district shall develop and provide an in-service training program for all school district employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the school district’s plans, procedures, and mechanisms for school safety and security and the provisions of N.J.A.C. 6A:16-5.1. New employees



# POLICY GUIDE

OPERATIONS

8420/page 2 of 4

Emergency and Crisis Situations

shall receive this in-service training, as appropriate, within sixty days of the effective date of their employment. This in-service training program shall be reviewed annually and updated, as appropriate.

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district's practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.

Every Principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual fire or school security emergency that occurs at a school during the month and that includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year. **Notwithstanding any other provision of law to the contrary, the school district shall ensure that a school security drill that occurs when students are present:**

- 1. Includes clear, developmentally and age-appropriate messaging to students and staff at the conclusion of the drill that the event is a drill and that no current danger exists;**
- 2. Does not expose students to content or imaging that is not developmentally or age-appropriate;**
- 3. Is paired with trauma-informed approaches to address any student inquiries or concerns which may arise as a result of a school security drill;**



# POLICY GUIDE

OPERATIONS

8420/page 3 of 4

Emergency and Crisis Situations

4. **Does not include the use of fake blood, real or prop firearms, or the simulations of gun shots, explosions, or other sounds or visuals that may induce panic or traumatic response from a student or school district employee;**
5. **Does not require a student to role play as a victim, but may include first aid training in which students participate; and**
6. **Is accessible to students with disabilities and mental health conditions, and provides all necessary accommodations for these students.**

**The Principal or designee shall provide written notification to the parent of a student enrolled in the school following completion of a school security drill, which notice shall be provided to the parent by no later than the end of the school day on which the school security drill is conducted.**

The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1. **The school district may permit emergency personnel access to the buildings and grounds of its schools for school security drills that are scheduled outside of school hours and during such times as students are not present.**

**The school district shall review and update its school security drill procedures using a process that coincides with the review of the school safety and security plan developed pursuant to N.J.A.C. 6A:16-5.1 and collects input from emergency personnel; parents of students enrolled in the school district; teachers and staff employed in the district; mental health professionals; and student government representatives from multiple grade levels.**

**The school district shall annually track data on such measures and information as required by the Commissioner of Education, and shall report the data to the Commissioner.**





# POLICY GUIDE

OPERATIONS

8420/page 4 of 4

Emergency and Crisis Situations

Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds in accordance with N.J.A.C. 6A:16-5.1.

The school district will be required to annually submit a security drill statement of assurance to the New Jersey Department of Education by June 30 of each school year. Each school in the district will be required to complete a security drill record form as required by the New Jersey Department of Education.

N.J.S.A. 2C:33-3

N.J.S.A. 18A:41-1; 18A:41-2; 18A:41-6; 18A:41-7; **18A:41-7a.**

N.J.A.C. 6A:16-5.1; ~~6A:27-11.2~~

Adopted:



# POLICY GUIDE

ADMINISTRATION

1648.15/page 1 of 2

Recordkeeping for Healthcare Settings  
in School Buildings – COVID-19

Apr 22

M

[See POLICY ALERT No. 227]

## 1648.15 RECORDKEEPING FOR HEALTHCARE SETTINGS IN SCHOOL BUILDINGS – COVID-19

The Board of Education is committed to providing a safe and healthy workplace for all employees. The school district shall maintain its records in accordance with Occupational Safety and Health Act of 1970 (OSHA) COVID-19 Emergency Temporary Standard (ETS) published on June 21, 2021 as adopted by the Public Employees Occupational Safety and Health (PEOSH), the agency with jurisdiction over public employers in New Jersey. The provisions of the ETS have expired and are no longer in effect for school districts except for the provisions addressing recordkeeping, outlined in 29 CFR §1910.502(q). The ETS and this Policy are only applicable for employees working in the school nurse's office and any adjoining clinical areas in the school building.

For the purpose of this Policy, "employee" means any district employee or contracted service provider working in a healthcare setting where people with suspected or confirmed COVID-19 are reasonably expected to be present. Therefore, the provisions of the ETS and this Policy only apply to employees or contracted service providers working in a nurse's office or any adjoining clinical areas.

For the purpose of this Policy, "healthcare setting" means all settings in the school district where any employee or contracted service provider provides healthcare services or healthcare support services. Where a healthcare setting is embedded within a non-healthcare setting (i.e. school nurse's office and any adjoining clinical areas in a school building), the ETS and this Policy only apply to the embedded healthcare setting and not to the remainder of a school building.

The school district will retain all versions of Policy 1648.14 – Safety Plan for Healthcare Settings in School Buildings, to comply with the ETS while the ETS remains in effect, even after Policy 1648.14 has been abolished.



# POLICY GUIDE

ADMINISTRATION

1648.15/page 2 of 2

Recordkeeping for Healthcare Settings  
in School Buildings – COVID-19

The school district will establish and maintain a COVID-19 log to record each instance in which an employee is COVID-19 positive, regardless of whether the instance is connected to exposure to COVID-19 at work. The COVID-19 log will contain, for each instance, the employee's name, one form of contact information, occupation, location where the employee worked, the date of the employee's last day in the healthcare setting, the date of the positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced.

The school district will record the information in the COVID-19 log within twenty-four hours of learning the employee is COVID-19 positive. The school district will maintain the COVID-19 log as a confidential medical record and will not disclose it except as required by the ETS or other Federal law. The school district will maintain and preserve the COVID-19 log while the ETS remains in effect.

By the end of the next business day after a request, the school district will provide for examination and copying: all versions of Policy 1648.14; the individual COVID-19 log entry for a particular employee to that employee and to anyone having written authorized consent of that employee; and a version of the COVID-19 log that removes the names of employees, contact information, and occupation, and only includes, for each employee in the COVID-19 log, the location where the employee worked, the last day that the employee was in the healthcare setting before removal, the date of that employee's positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced, to all employees.

29 CFR §1910.502(q)

Adopted:



# POLICY GUIDE

PROGRAM

2416.01/page 1 of 2

Postnatal Accommodations for Students

Apr 22

[See **POLICY ALERT No. 227**]

## 2416.01 POSTNATAL ACCOMMODATIONS FOR STUDENTS

The Board of Education recognizes students may be returning to school shortly after their child's birth and may need to breastfeed their child or to express breast milk during the school day. The school district will accommodate a student who wants to breastfeed or express breast milk while attending school in the district.

A student shall be permitted to breastfeed their child or to express breast milk while attending school in accordance with a schedule provided by the student to the school nurse, who shall consult with the Principal or designee. The district encourages the student develop a schedule that does not impact a student's instructional time and encourages a student to schedule such time to breastfeed or to express breast milk during study hall time, lunch time, or other non-instructional times of the school day. The student may bring to school a breast pump and any other equipment necessary to express breast milk on school grounds. The student shall not incur an academic penalty for using any reasonable accommodations offered to the student and shall be provided the opportunity to make up any work missed due to such use.

The Principal or designee, in consultation with the school nurse, will designate a lactation/breastfeeding room that is shielded from view and free from intrusion by other students, staff members, and the public. The location must be functional as a space for breastfeeding or expressing breast milk and shall include an electrical outlet, a chair, and nearby access to running water. Expressed breast milk may be stored in a refrigerator in the school building or in the student's personal cooler. If the space is not a dedicated lactation/breastfeeding room, it must be available when needed. A space temporarily converted into a lactation/breastfeeding room or made available when needed by the student is sufficient; however, a bathroom, even if private, is not a permissible location. A student opting to breastfeed their child in the lactation/breastfeeding room will be responsible to make arrangements for their child to be brought to the school in accordance with a time schedule agreed to by the Principal or designee.

All staff members will assist in providing a positive atmosphere of support for students who are returning to school after the birth of their child. Conduct by a staff member or student that reasonably interferes with a student's performance in school; creates an intimidating, hostile, or offensive environment for a student



# POLICY GUIDE

PROGRAM

2416.01/page 2 of 2

Postnatal Accommodations for Students

that is complying with the provisions of this Policy; or that inhibits a student's ability to breastfeed their child or express breast milk while in school will not be tolerated.

The Principal shall ensure Policy 2416.01 is distributed to pregnant students and students who are returning to school after the birth of their child.

N.J.S.A. 26:4C-1; 26:4C-2; 26:4C-3

Adopted:



# POLICY GUIDE

PROGRAM

2417/page 1 of 2

Student Intervention and Referral Services

Apr 22

M

[See POLICY ALERT Nos. 177, 203, and 227]

## 2417 STUDENT INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board of Education shall choose the ~~adopts this~~ appropriate multidisciplinary team approach, such as the **Response to Intervention (RTI) or a Multi-Tiered System of Support (MTSS) model** for planning and delivering the services required under N.J.A.C. 6A:16-8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team.

The intervention and referral services shall be provided to **support** ~~aid~~ students in the general education program and may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individualized Education Program Team, as appropriate. **Child Study Team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6.**

The functions of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16-8.2(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.



# POLICY GUIDE

PROGRAM

2417/page 2 of 2

Student Intervention and Referral Services

The I&RS Team **in each school building** shall review and assess the effectiveness of ~~the provisions of~~ each intervention and referral services action plan in achieving the **identified** outcomes, ~~identified in each action plan~~ and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.

At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2

Adopted:



# POLICY GUIDE

STUDENTS

5512/page 1 of 30

Harassment, Intimidation, and Bullying

Apr 22

M

[See POLICY ALERT Nos. 179, 180, 181, 182, 183, 188, 193, 194, 200, 216, and 227]

## 5512 HARASSMENT, INTIMIDATION, AND BULLYING

### Table of Contents

<u>Section</u>	<u>Section Title</u>
A.	Policy Statement
B.	Harassment, Intimidation, and Bullying Definition
C.	Student Expectations
D.	Consequences and Appropriate Remedial Actions
E.	Harassment, Intimidation, and Bullying Reporting Procedure
F.	Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)
G.	Harassment, Intimidation, and Bullying Investigation
H.	Range of Responses to an Incident of Harassment, Intimidation, or Bullying
I.	Reprisal or Retaliation Prohibited
J.	Consequences and Appropriate Remedial Action for False Accusation
K.	Harassment, Intimidation, and Bullying Policy Publication and Dissemination
L.	Harassment, Intimidation, and Bullying Training and Prevention Programs
M.	Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment, and Review





# POLICY GUIDE

STUDENTS

5512/page 2 of 30

Harassment, Intimidation, and Bullying

- N. Reports to Board of Education and New Jersey Department of Education
- O. School and District Grading Requirements
- P. Reports to Law Enforcement
- Q. Collective Bargaining Agreements and Individual Contracts
- R. Students with Disabilities
- S. Approved Private Schools for Students with Disabilities (APSSD)

## 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. **When** ~~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.



# POLICY GUIDE

STUDENTS

5512/page 3 of 30

Harassment, Intimidation, and Bullying

## 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 **their** ~~his/her~~ person or damage to **their** ~~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).



# POLICY GUIDE

STUDENTS

5512/page 4 of 30

Harassment, Intimidation, and Bullying

“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;



# POLICY GUIDE

STUDENTS

5512/page 5 of 30

Harassment, Intimidation, and Bullying

3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, 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.



# POLICY GUIDE

STUDENTS

5512/page 6 of 30

Harassment, Intimidation, and Bullying

## 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.

#### Consequences – Students

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

#### 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.**



# POLICY GUIDE

STUDENTS

5512/page 7 of 30

Harassment, Intimidation, and Bullying

## 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.**

## 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**
9. **Expulsion.**

**In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.**

## Appropriate Remedial Actions – Students

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of



# POLICY GUIDE

STUDENTS

5512/page 8 of 30

Harassment, Intimidation, and Bullying

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.



# POLICY GUIDE

STUDENTS

5512/page 9 of 30

Harassment, Intimidation, and Bullying

## 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;~~





# POLICY GUIDE

STUDENTS

5512/page 10 of 30

Harassment, Intimidation, and Bullying

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~~
9. ~~Expulsion.~~

## Examples of Remedial Measures

### Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways **they** ~~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 understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of **their** ~~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.



# POLICY GUIDE

STUDENTS

5512/page 11 of 30

Harassment, Intimidation, and Bullying

## Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure ~~they he or she~~ **do 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;



# POLICY GUIDE

STUDENTS

5512/page 12 of 30

Harassment, Intimidation, and Bullying

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;
31. 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.



# POLICY GUIDE

STUDENTS

5512/page 13 of 30

Harassment, Intimidation, and Bullying

## 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 victim's physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

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

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



# POLICY GUIDE

STUDENTS

5512/page 14 of 30

Harassment, Intimidation, and Bullying

## 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 written report shall be on a numbered form developed by the New Jersey Department of Education in accordance with N.J.S.A. 18A:37-15.b.(5). A copy of the form shall be submitted promptly by the Principal to the Superintendent.**

The 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 keep a written record of the date, time, and manner of notification to the parents.** 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. **The district shall provide a means for a parent to complete an online numbered form developed by the New Jersey Department of Education to confidentially report an incident of harassment, intimidation, or bullying.**



# POLICY GUIDE

STUDENTS

5512/page 15 of 30

Harassment, Intimidation, and Bullying

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

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;



# POLICY GUIDE

STUDENTS

5512/page 16 of 30

Harassment, Intimidation, and Bullying

- 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



# POLICY GUIDE

STUDENTS

5512/page 17 of 30

Harassment, Intimidation, and Bullying

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





# POLICY GUIDE

STUDENTS

5512/page 18 of 30

Harassment, Intimidation, and Bullying

- 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.

### [Option – Principal’s Preliminary Determination

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

**The Principal shall report to the Superintendent if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying. The Superintendent may require the Principal to conduct an investigation of the incident if the Superintendent determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, and bullying. The Superintendent shall notify the Principal of this determination in writing. An investigation required by the Superintendent must be**



# POLICY GUIDE

STUDENTS

5512/page 19 of 30

Harassment, Intimidation, and Bullying

**completed as soon as possible, but not later than ten school days, from the date of the written notification from the Superintendent to the Principal.**

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

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

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

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



# POLICY GUIDE

STUDENTS

5512/page 20 of 30

Harassment, Intimidation, and 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. **The Superintendent or designee will appoint a staff member to complete investigations involving allegations against a staff member serving in a supervisory or administrative position.**

~~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 **as a result of the finding of the investigation**, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action **including seeking further information**, as necessary.



# POLICY GUIDE

STUDENTS

5512/page 21 of 30

Harassment, Intimidation, and Bullying

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

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

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



# POLICY GUIDE

STUDENTS

5512/page 22 of 30

Harassment, Intimidation, and Bullying

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:



# POLICY GUIDE

STUDENTS

5512/page 23 of 30

Harassment, Intimidation, and Bullying

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



# POLICY GUIDE

STUDENTS

5512/page 24 of 30

Harassment, Intimidation, and 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



# POLICY GUIDE

STUDENTS

5512/page 25 of 30

Harassment, Intimidation, and Bullying

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:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.45, 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.





# POLICY GUIDE

STUDENTS

5512/page 26 of 30

Harassment, Intimidation, and Bullying

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

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the 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. **The Superintendent or designee shall post the contact information for the New Jersey School Climate State Coordinator on the school district's and on each school's website in the same location as this Policy is posted.**

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



# POLICY GUIDE

STUDENTS

5512/page 27 of 30

Harassment, Intimidation, and Bullying

## 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



# POLICY GUIDE

STUDENTS

5512/page 28 of 30

Harassment, Intimidation, and Bullying

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



# POLICY GUIDE

STUDENTS

5512/page 29 of 30

Harassment, Intimidation, and Bullying

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

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

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 **any bias related acts, in accordance with N.J.A.C. 6A:16-6.3(e), either serious acts or those which may be part of a larger pattern in accordance with** **and pursuant to** the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

## Q. Collective Bargaining Agreements and Individual Contracts

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



# POLICY GUIDE

STUDENTS

5512/page 30 of 30

Harassment, Intimidation, and Bullying

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

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

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

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-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.S.A. 18A:37-13 through 18A:37-~~32~~**37**

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

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

Adopted:



# POLICY GUIDE

COMMUNITY  
9320/page 1 of 1

Cooperation with Law Enforcement Agencies  
Apr 22  
M

[See **POLICY ALERT No. 227**]

## 9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

The Board of Education recognizes that keeping students and staff safe and helping children understand and respect the law is best served by a close and cooperative relationship with local law enforcement.

The Board adopts this Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school staff and law enforcement authorities in all matters relating to the unlawful possession, distribution and disposition of controlled dangerous substances, including anabolic steroids, as defined in N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, drug paraphernalia as defined in N.J.S.A. 2C:36-1, alcoholic beverages; firearms, as defined in N.J.S.A. 2C:39-1.f.; and other deadly weapons as defined in N.J.S.A. 2C:39-1.r.

The Board adopts Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school district staff and law enforcement authorities in all matters relating to the planning and conduct of law enforcement activities and operations occurring on school grounds, including arrest procedures, undercover school operations, and mandatory reporting the offenses listed in the Memorandum of Agreement between Education and Law Enforcement Officials (MOA).

The Superintendent or designee shall institute a program of such communication and cooperation with law enforcement in accordance with N.J.A.C. 6A:16-6.1.

This Policy and Regulation 9320 shall be submitted for review and approval to the Executive County Superintendent in accordance with N.J.A.C. 6A:16-6.2(a)2.

The Superintendent or designee shall annually review the MOA as adopted by the Board to ensure this Policy and Regulation 9320 are in accordance with the requirements outlined therein.

N.J.A.C. 6A:16-6.1.; 6A:16-6.2; 6A:16-6.4.

Adopted:



# REGULATION GUIDE

COMMUNITY  
R 9320/page 1 of 7  
Cooperation with Law Enforcement Agencies  
Apr 22  
M

[See POLICY ALERT No. 227]

## R 9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

- A. Policy 9320 and this Regulation shall be in accordance with the provisions of N.J.A.C. 6A:16-6.2, the Memorandum of Agreement between Education and Law Enforcement Officials (MOA), and shall be:
1. Developed, implemented, and revised, as necessary, in consultation with the county prosecutor and other law enforcement officials as may be designated by the county prosecutor;
  2. Reviewed and approved by the Executive County Superintendent;
  3. Made available annually to all school district staff, students, and parents;
  4. Consistent with reporting, notification, and examination procedures of students suspected of being under the influence of alcohol and other drugs pursuant to N.J.A.C. 6A:16-4.3; and
  5. Consistent with N.J.A.C. 6A:16-7, as appropriate.
- B. The school district's policies and procedures for cooperation with law enforcement agencies shall include the following components:
1. The Superintendent has designated school district staff as liaisons to law enforcement agencies in accordance with the MOA. The MOA includes a description of the liaisons' roles and responsibilities;
  2. Specific procedures for and responsibilities of school district staff in summoning appropriate law enforcement authorities onto school grounds, for the purpose of conducting law enforcement investigations, searches, seizures, or arrests shall be in accordance with the MOA;



# REGULATION GUIDE

COMMUNITY  
R 9320/page 2 of 7  
Cooperation with Law Enforcement Agencies

3. Specific procedures and responsibilities of school district staff for notifying parents in instances of law enforcement interviews involving their children shall be consistent with the MOA and the following:
  - a. School officials shall not notify the student's parent(s) in instances of suspected child abuse or neglect;
  - b. School officials shall notify the student's parent(s) when the student is the target of the law enforcement investigation; and
  - c. In all other instances, school authorities shall permit law enforcement authorities to determine whether or when a student's parent should be contacted;
4. Specific procedures for and responsibilities of school district staff in cooperating with arrests made by law enforcement authorities on school grounds shall be in accordance with the MOA;
5. Specific procedures for and responsibilities of school district staff in initiating or conducting searches and seizures of students, their property, and their personal effects shall be in accordance with the MOA and the following:
  - a. All searches and seizures conducted by school district staff shall comply with the standards prescribed by the United States Supreme Court in *New Jersey v. T.L.O.*, 469 U.S. 325 (1985).
  - b. Questions concerning searches conducted by school officials shall be directed to the appropriate county prosecutor.
  - c. School officials may request that law enforcement authorities assume responsibility for conducting a search or seizure.





# REGULATION GUIDE

COMMUNITY

R 9320/page 3 of 7

Cooperation with Law Enforcement Agencies

- d. No school district staff member shall impede a law enforcement officer engaged in a lawful search, seizure, or arrest whether pursuant to a warrant or otherwise.
  - e. School district staff shall permit law enforcement authorities, upon their arrival, to assume responsibility for conducting a search or seizure.
  - f. All inspections of lockers, desks, or other objects or personal property on school grounds involving the use of law enforcement drug-detection canines may be undertaken with only the express permission of the county prosecutor or the Director of the Division of Criminal Justice or the Director's designee in the New Jersey Department of Law and Public Safety.
  - g. Questions concerning the legality of a contemplated or ongoing search, seizure, or arrest conducted by a law enforcement officer on school grounds shall be directed to the county prosecutor or in the case of a search, seizure, or arrest undertaken by the Division of Criminal Justice's designee in the New Jersey Department of Law and Public Safety, to the assigned Assistant Attorney General;
6. The procedures for and responsibilities of school district staff, with regard to interviews of students suspected of possessing or distributing a controlled dangerous substance; including anabolic steroids, drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530 and the MOA;
  7. Procedures for planning, approving, and conducting undercover school operations shall be in accordance with the MOA and the following:
    - a. The Superintendent and Principal shall cooperate with law enforcement authorities in the planning and conduct of undercover school operations. The Superintendent shall approve undercover operations without prior notification to the Board of Education.



# REGULATION GUIDE

COMMUNITY

R 9320/page 4 of 7

Cooperation with Law Enforcement Agencies

- b. All information concerning requests to undertake an undercover school operation, information supplied by law enforcement authorities to justify the need for and explain a proposed undercover school operation, and all other information concerning an ongoing undercover school operation, including the identity of any undercover officer placed in a school, shall be kept strictly confidential by the Superintendent and Principal.
      - c. The Superintendent and Principal shall not divulge information concerning an undercover school operation to any person without the prior express approval of the county prosecutor or designee.
      - d. The Superintendent, Principal, or any other school district staff or Board member who may have been informed regarding the existence of the undercover school operation shall immediately communicate to the county prosecutor or designee if they subsequently learn of information that suggests the undercover officer's true identity has been revealed, the undercover officer's identity or status as a bona fide member of the school community has been questioned, or the integrity of the undercover school operation has been in any other way compromised;
8. The procedures for and responsibilities of school district staff concerning the safe and proper handling of a seized controlled dangerous substance, including anabolic steroids, drug paraphernalia, or a firearm or other deadly weapon, and the prompt delivery of the items to appropriate law enforcement authorities shall be in accordance with N.J.A.C. 6A:16-6.2, Policy and Regulation 5530, and the MOA;
9. The procedures for and responsibilities of school district staff in notifying authorities of a suspected violation of laws prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530 and the MOA;



# REGULATION GUIDE

COMMUNITY

R 9320/page 5 of 7

Cooperation with Law Enforcement Agencies

10. Provisions for requesting uniformed police attendance at extracurricular school events shall be in accordance with the MOA;
11. Provisions for notifying parents as soon as possible whenever a student is arrested for violating a law prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530;
12. Provisions for in-service training of school district staff concerning policies and procedures established in this subchapter, and the exchange of information regarding the practices of the school district and law enforcement agencies shall be in accordance with the MOA;
13. A MOA with appropriate law enforcement authorities in accordance with N.J.A.C. 6A:16-6, Policy 9320, and this Regulation;
14. An annual process for the Superintendent and appropriate law enforcement officials to discuss the implementation and need for revising the MOA, and to review the effectiveness of policies and procedures implemented pursuant to N.J.A.C. 6A:16-6.2 and the MOA;
15. Provisions for contacting the Chief Executive Officer of the involved law enforcement agency, county prosecutor, and/or Division of Criminal Justice, as necessary, to resolve disputes concerning law enforcement activities occurring on school grounds shall be in accordance with the MOA; and
16. Provisions for directing inquiries or complaints received by school district staff regarding interviews, investigations, arrests, or other operations conducted by sworn law enforcement officers to the appropriate law enforcement agency shall be in accordance with the MOA.



# REGULATION GUIDE

COMMUNITY  
R 9320/page 6 of 7  
Cooperation with Law Enforcement Agencies

## C. Mandatory Reporting

1. There are seven offenses that must be reported to law enforcement if they qualify as mandatory reports, as set forth and explained in further detail in the MOA. These mandatory reports include:
  - a. Whenever any school district staff has reason to believe a student is in possession of a controlled dangerous substance or related paraphernalia, or is involved or implicated in distribution activities regarding controlled dangerous substances, pursuant to N.J.A.C. 6A:16-6.3;
  - b. Whenever any school district staff in the course of their employment develops reason to believe that a firearm or other dangerous weapon has unlawfully been possessed on or off school grounds, a weapon was used in an assault against a student or other school personnel, or that any student or other person has committed an offense with, or while in possession of, a firearm, whether or not such offense was committed on school grounds or during school operating hours, pursuant to N.J.A.C. 6A:16-5.5, 5.6(d)4 and 6.3(b);
  - c. Whenever any school district staff in the course of their employment develops reason to believe that anyone has threatened, is planning, or otherwise intends to cause death, serious bodily injury, or significant bodily injury to another person under circumstances in which a reasonable person would believe that the person genuinely intends at some time in the future to commit the violent act or to carry out the threat, pursuant to N.J.A.C. 6A:16-6.3(c) through (e);
  - d. Whenever any school district staff in the course of their employment develops reason to believe that a crime involving sexual penetration or criminal sexual contact has been committed on school grounds, or by or against a student during school operating hours or during school-related functions or activities, pursuant to N.J.A.C. 6A:16-6.3(d);



# REGULATION GUIDE

COMMUNITY  
R 9320/page 7 of 7  
Cooperation with Law Enforcement Agencies

- e. Whenever any school district staff in the course of their employment develops reason to believe that an assault upon a teacher, administrator, other school Board employee, or district Board of Education member has been committed, with or without a weapon, pursuant to N.J.A.C. 6A:16-5.7(d)5;
  - f. Whenever any school district staff in the course of their employment develops reason to believe a “bias-related act” has been committed or is about to be committed on or off school grounds, pursuant to N.J.A.C. 6A:16-6.3(e); and
  - g. Whenever any school employee in the course of their employment develops reason to believe a student is potentially missing, abused, or neglected, pursuant to N.J.A.C. 6A:16-11.1(a)3i. through iii.
- D. Nothing in the policies and procedures required under N.J.A.C. 6A:16-6 and Policy 9320 and this Regulation shall be construed to prohibit school district staff from disclosing information, pursuant to N.J.A.C. 6A:32-7.2 and 7.5(f), if necessary, to protect the immediate health or safety of a student or other persons.
- E. The Superintendent or designee shall annually review Policy 9320 and this Regulation as adopted by the Board to ensure each are in accordance with the requirements outlined in the MOA.

Adopted:

