WOODBRIDGE TOWNSHIP BOARD OF EDUCATION
AGENDA
NOVEMBER 19, 2026

1. Roll Call
2. Student Representative
3. Closed Session
4. Salute to the Flag
5. Minutes to be Approved
    A. October 15, 2026 Regular Meeting
    B. October 15, 2026 Closed Session
6. Bids:
    A. November 13, 2026 9644HLES – New Hopelawn Elementary School #10
7. Superintendent Monthly Reports
8. Open Public Session – Agenda Items Only
9. Superintendent
10. Items for Discussion:
    A. Personnel
    B. Communication, Policy & Planning
    C. Curriculum, Extra-Curricular Activities, & Technology
    D. Finance & Insurance
    E. Safety & Security
    F. Dining & Transportation
    G. Negotiations
11. Board Attorney
12. Old Business
13. New Business
14. Open Public Session
15. Adjournment

Superintendent

November 19, 2026

The **Superintendent of Schools** presents the following recommendations:

1. That the Board of Education approve the list of Professional Development conferences dated November 19, 2026.

2. That the Board of Education accept the monthly report of Harassment, Intimidation, and/or Bullying (HIB) for the period October 16, 2026, through and including November 19, 2026.

3. That the Board of Education grant permission to allow the Colonia High School Rho Kappa to attend the Boston Freedom Trail in Boston, MA, beginning December 3, 2026, through and including December 4, 2026, at no cost to the district, provided that all policies and regulations governing overnight trips are adhered to prior and during the trip.

4. That the Board of Education grant permission to allow the John F. Kennedy Memorial High School Competition Cheering Team to attend the NCA Nationals in Fort Worth, TX, beginning January 21, 2027, through and including January 26, 2027, at no cost to the district, provided that all policies and regulations governing overnight trips are adhered to prior and during the trip.

5. That the Board of Education grant permission to allow the Woodbridge High School Competition Cheer Team to attend the NCA Beach Bash in Ocean City, MD, beginning February 25, 2027, through and including February 28, 2027, at no cost to the district, provided that all policies and regulations governing overnight trips are adhered to prior and during the trip.

6. That the Board of Education grant permission to allow the Colonia High School DECA Club to attend the DECA State Conference in Atlantic City, NJ, beginning March 2, 2027, through and including March 4, 2027, at no cost to the district, provided that all policies and regulations governing overnight trips are adhered to prior and during the trip

7. That the Board of Education grant permission to allow the Woodbridge High School Competition Dance Team to attend the Dance Team Union High School National Competition in Orlando, FL, beginning March 3, 2026, through and including March 9, 2026, at no cost to the district, provided that all policies and regulations governing overnight trips are adhered to prior and during the trip.

8. That the Board of Education grant permission to allow the John F. Kennedy Memorial High School Marching Band to attend the Performance Tour in Boston, MA, beginning April 15, 2027, through and including April 18, 2027, at no cost to the district, provided that all policies and regulations governing overnight trips are adhered to prior and during the trip.

9. That the Board of Education adopt the attached resolution commending seventeen students from Colonia High School for being inducted into the English Honor Society.

I move for the adoption of the foregoing.

Motion by: _____

Seconded by: _____

Resolution

***WHEREAS**, seventeen students from Colonia High School were selected for induction into the English Honor Society; and*

***WHEREAS**, the following students were selected for their academic excellence:*

Marisa Adrian
Brianna Alves
Madelin Cominski
Valentina Diaz
Yasmeen Ghazi
Somit Kumar
Joseph Massimino
Sophia Montesinos
Iqra Nadeem
Erik Panepinto-Lande
Hrishita Paranjape
Shreya Patel
Aliyana Quezada
Yash Rajput
Tanvi Trivedi
Alexandria Weiman
Camilla Westcott

***WHEREAS**, these accomplishments bring honor and acclaim not only to the families of the aforementioned students but also to their school and to the entire community; and*

***WHEREAS**, it is the desire of the members of the Board of Education of the Township of Woodbridge to express their congratulations to the aforementioned students; and*

***NOW, THEREFORE, BE IT RESOLVED**, that the congratulations and best wishes of the Board of Education of the Township of Woodbridge be hereby expressed to the aforementioned students for bringing this honor to the school district and to the Township of Woodbridge; and*

***BE IT FURTHER RESOLVED,** that a copy of this resolution be spread on the minutes of the Board of Education and a copy sent to Colonia High School and to each of the honored students expressing the congratulations of the Board of Education.*

WOODBRIDGE TOWNSHIP BOARD OF EDUCATION

AGENDA

November 19, 2026

Personnel Committee Recommendations

The Personnel Committee, on recommendation of the Superintendent of Schools and the Assistant Superintendent for Human Resources, presents the following:

1. That the following resignation(s) be accepted:

Name	Assignment	Years/Service	Effective
Keane, Jaclyn	Speech, Special Services	4 Years, 1 Month	12/31/26
Parrinello, Michelle	School Aide, #1	8 Years, 4 Months	12/31/26
Pella, Elsa	School Aide, #9	1 Month	11/13/26
Popino, Gillian	Dance, IMS	5 Years, 4 Months	12/23/26
Scherb, Deana	School Aide, #26	8 Years, 6 Months	11/13/26

2. That the following retirement(s) be accepted:

Name	Assignment	Years/Service	Effective
Bobel, Susan	Secretary I, IMS	28 Years, 5 Months	1/31/27
Cosgrove, Darlene	Special Ed., #28	34 Years, 5 Months	6/30/27
Gallagher, Cheryl	Guidance Counselor, #23	28 Years	6/30/27
Gricko, Natalie	Supervisor (12), CMS	33 Years, 9 Months	3/31/27
Hanley, Sharon	Elementary, #23	14 Years	6/30/27
McLaughlin, Brian	Social Studies, WHS	30 Years, 4 Months	12/31/26
Ostrowski, Christine	Paraprofessional, #18	8 Years, 7 Months	12/31/26
Sabatino, Gina	Secretary II, CMS/CST	12 Years, 5 Months	6/30/27
Senatore, Lisa	Science, IMS	33 Years	6/30/27
Shirodkar, Namita	School Aide, #19	18 Years, 3 Months	11/30/26

3. That the following resolutions of retirement be approved:

Name	Assignment	Years / Service
Hudak, Lisa	Chief III Secretary, CMS/CST	36 Years, 1 Month

"WHEREAS, the above employee retiring from active service in the public schools of Woodbridge Township after the number of years listed; and

WHEREAS, it is the desire of the members of the Board of Education of the Township of Woodbridge to express their appreciation for loyal and unselfish service during those years; therefore, be it

RESOLVED, that the gratitude and best wishes of the members of the Board of Education of the Township of Woodbridge are hereby tendered to the employee in acknowledgment of the service they so faithfully and conscientiously rendered; and be it further

RESOLVED, that a copy of this resolution be spread on the minutes of the Board of Education, and a copy be sent to the above employee."

4. That the Board of Education has been informed of the passing of Fausta Martino, a retired Cafeteria Worker, who served faithfully and rendered valuable service to the Board of Education and to the children of the community. The sympathy of the Board of Education and the Administration is extended to the family of Fausta Martino and a note of passing be made in the minutes.

5. That the Board of Education accepts the resignation of Brian Wolferman, effective January 1, 2027, in accordance with the terms and conditions of the Agreement between the Board and Mr. Wolferman. Be it further resolved that the Board President is authorized to sign the Agreement on behalf of the Board.

6. That the Board of Education hereby approves the previously submitted employment agreement of Dr. Brian Falkowski, Acting Business Administrator/Board Secretary, for the period from November 20, 2026 through June 30, 2027, which agreement has been approved by the Interim Executive County Superintendent pursuant to N.J.A.C. 6A:23A-3.1, and authorize the Board President, to execute the agreement on the Board's behalf.

7. That the Board of Education approve the following transfers for the 2026-2027 school year:

Name	From	To	Effective
Cancelo, Paloma	Paraprofessional, #25	Paraprofessional, #9	11/23/26
Guimaraes, Emily	Paraprofessional, #18	Paraprofessional, #28	11/9/26
Ostrowski, Christine	Paraprofessional, #22	Paraprofessional, #18	11/9/26

Name	From	To	Effective
Valdez, Jessica	Paraprofessional, #9	Paraprofessional, #25	11/23/26
Wisneski, Caitlin	Paraprofessional, #28	Paraprofessional, #22	11/9/26

8. That the following be granted an unpaid personal leave of absence and/or maternity leave of absence pursuant to the conditions of the negotiated agreement and/or family leave of absence pursuant to New Jersey Family Leave Act No. N.J.S.A. 34:11,B-1 et.seq. or Federal Family Leave Act No. 29 U.S.C., Section 2601 et.seq.:

Name	Assignment	Effective
^Bona, Kimberly	School Aide, #22	1/22/27,2/26/27,3/9/27-3/16/27
^Britton, De Ante'	Paraprofessional, #27	10/26/26 – 12/4/26
&DonDiego, Ryan	Paraprofessional, CHS	11/9/26 – 2/8/27
^Kaminsky, Karen	School Aide, #18	11/9/26 – 11/13/26
&Kjelle, Christina	Mathematics, WMS	12/16/26 – 3/17/27
^Logan, Kerry	Special Education, #24	12/7/26 – 1/29/27
&LoGatto, Katrina	Language Arts, AMS	12/23/26 – 3/24/27
&Olcott, Samantha	Special Education, #11	11/9/26 – 2/8/27
*^Torres Zabala, Leidy	School Aide, #1	*10/1/26 – 6/30/27
^Yeatman, Aimee	Elementary, #23	11/9/26 – 11/20/26

^Unpaid Personal
&NJFL/FMLA
*Intermittent

9. That the following personnel be appointed for the 2026-2027 school year at the salary rates:

APPOINTMENTS CERTIFIED-

Name	Effective	Degree	Step	Subject Area	Loc.	Prog./ Budget	Salary
*Fronduto, Michelle	01/19/27	M	14	Biology	JFK	Budget	96,712.00

APPOINTMENTS NON-CERTIFIED-

Name	Effective	Assignment/Bldg.	Hourly/Rate	Salary
Kress, Cynthia	12/1/26	School Aide, #26	23.00	8.418.00
Martinez, Lissette	12/1/26	Chief III, CMS	N/A	66,422.00

*Subject to approval for employment from the New Jersey Department of Education. The employee shall be required to submit an authorization and certification form along with fingerprints for a criminal history background check as required by N.J.S.A. 18A:6-7.1 et seq.

10. That the Board of Education approve payment to Brenda Moore (Paraprofessional) to assist a student with an after-school club, effective 10/21/26 for weekly after school activities.

11. That the Board of Education approve payment to Ghadeer Afifi (Paraprofessional) to assist a student with an after-school club on the following dates, 10/28/26, 12/9/26, 1/6/27, 1/20/27, and 2/3/27. The total payment for this assignment shall not exceed 10 hours.

12. That the Board approve the adjustments to the following Elementary Extra Curricular position for the 2026-2027. (Payment will be upon timesheet from account # 11-401-100-100-XX-Z-AC-00.) (Supersedes Personnel Agenda 9/17/26, Item #17.)

School	Teacher	Position	Salary
Matthew Jago	Singh, Kathleen	Chorus Director	$ 0.00
Matthew Jago	Korey Perez, Rebecca	Chorus Director	$ 475.00

13. That the Board approve the following Extra Curricular positions for the 2026-2027. (Payment will be upon timesheet from account # 11-401-100-100-75-Z-AC-00.)

School	Teacher	Position	Hours	Rate	Salary
Robert Mascenik	Boyd, Dolores	Drama Club Advisor	15	$53	$ 795.00
Robert Mascenik	Benson, Nicole	Drama Club Co-Advisor	10	$53	$ 530.00
Robert Mascenik	Mellito, Jill	Drama Club Co-Advisor	10	$53	$ 530.00

School	Teacher	Position	Hours	Rate	Salary
Robert Mascenik	Angelo, Vanessa	Broadcast Club	10	$53	$ 530.00

14. That the Board approve the following afterschool intramural activities for the 2026-2027. (Payment will be upon timesheet from account # 11-401-100-100-75-Z-AC-00.)

School	Teacher	Activity	Hours	Rate	Salary
Ross Street	Badolato, Peter	Fitness Club	10	$32	$320.00
Ross Street	Crilley, Ken	Fitness Club	10	$32	$320.00

15. That the Board approve the following adjustments to the Secondary Extra Curricular position for the 2026-2027. (Payment will be upon timesheet from account # 11-401-100-100-XX-Z-AC-00.) (Supersedes Personnel Agenda 9/17/26, Item #18.)

School	Teacher	Position	Adjustment	Salary
Avenel Middle	LoGatto, Katrina	Community Service Co-Advisor	remove	$ 0.00
Avenel Middle	Anan, Maria	Community Service Co-Advisor	add	$ 1,075.00
Fords Middle	Marghany, Basma	Marketing & Digital Media	add	$ 1,275.00
Iselin Middle	Popino, Gillian	Dance Club Advisor	Decrease / resigned	$ 566.64

16. That the Board of Education approve the correction to the salary of following staff members who were appointed to serve as members of the I&RS Committee during the 2026-2027 school year. *Counselor removed. (Payment will be upon timesheet submitted from account #11-401-100-100-XX-Z-AC-00.) (Supersedes Personnel Agenda 10.15.26, Item #18.)

School	Staff Member	Salary
Pennsylvania Ave	Hofmann, Brooke	$1250.00
Pennsylvania Ave	Samano, Sarahi	$1250.00
Pennsylvania Ave	Turant, Caitlyn*	$ 0.00
Menlo Park Terrace	McGowan, Sydney	$ 0.00
Menlo Park Terrace	Mata, Alyssa	$ 625.00

17. That the Board approve the following elementary chess club advisor for the 2026-2027 school year. Payment will be from Budget account #11-402-100-100-30-Z-AF-00.

School	Teacher	Hours	Rate	Salary
Mawbey Street	Rice, Jacqueline	12.5	$32	$400.00
Mawbey Street	Sieira, Jesse	12.5	$32	$400.00
Avenel Street	Egri, Francesca	12.5	$32	$400.00
Avenel Street	Prestridge, Nicole	12.5	$32	$400.00
Port Reading	Malaquias, Kaitlyn	12.5	$32	$400.00
Port Reading	Rathore, Arti	12.5	$32	$400.00
Ross Street	Franczak, David	25.0	$32	$800.00
Indiana Ave	Edwards, Andrea	12.5	$32	$400.00
Indiana Ave	Thompson, Gabriella	12.5	$32	$400.00
Menlo Park Terrace	Bauer, Ingrid	12.5	$32	$400.00
Menlo Park Terrace	Gamaro, Kelly	12.5	$32	$400.00
Claremont Ave	Bonilla, George	25.0	$32	$800.00
Oak Ridge Heights	Mantele, Jacqueline	12.5	$32	$400.00
Oak Ridge Heights	Wicklund, Alyssa	12.5	$32	$400.00
Lynn Crest	Carter, Karen	12.5	$32	$400.00
Lynn Crest	Schuck, Jaime	12.5	$32	$400.00
Woodbine Ave	Carnemolla, Jessica	12.5	$32	$400.00
Woodbine Ave	Demetor, Meghan	12.5	$32	$400.00
Lafayette Estates	Arvanites, Brandon	12.5	$32	$400.00
Lafayette Estates	Rodriguez, Aaron	12.5	$32	$400.00
Robert Mascenik	Boyd, Dolores	12.5	$32	$400.00
Robert Mascenik	Sautner, Sara	12.5	$32	$400.00
Pennsylvania Ave	Scalia, Anthony	12.5	$32	$400.00
Pennsylvania Ave	Turant, Caitlyn	12.5	$32	$400.00
Matthew Jago	Casaliggi, Tara	12.5	$32	$400.00
Matthew Jago	Dlugos, Michele	12.5	$32	$400.00
Oak Tree Road	Avner, Naomi	25.0	$32	$800.00

18. That the following staff members be appointed to provide Family Program activities at the elementary schools noted below for the 2026-2027 school year. (Payment will be upon timesheet submitted from account #11-000-221-104-75-A-AH-FP):

School	Teacher	Program	Hours	Salary
Mawbey Street	Brooks, Lindsey	Science	8	$424.00
Mawbey Street	Falcone, Kimberly	Literacy	7.5	$397.50
Mawbey Street	Spataro, Stephanie	Science	8	$424.00
Mawbey Street	Szwajda, Danielle	Literacy	7.5	$397.50
Mawbey Street	White, Allison	Math	8	$424.00
Mawbey Street	Ziegler, Carissa	Math	8	$424.00
Avenel Street	Morris, Cheryl	Writing	10	530.00
Avenel Street	Perez, Karen	Writing	10	530.00
Avenel Street	Siswo, Ariel	Writing & Math	10	530.00
Avenel Street	Vladick, Eric	Writing & Math	10	530.00
Port Reading	Galletta, Maria	Math	7	371.00
Port Reading	Malaquias, Kaitlyn	Science	7	371.00
Port Reading	McDonald, Megan	Science	7	371.00
Port Reading	Rathore, Arti	STEAM	7	371.00
Port Reading	Skros, Kristine	STEAM	7	371.00
Port Reading	Weinstein, Candace	Math	7	371.00
Ross Street	Burke, Rebecca	Math	7	371.00
Ross Street	Crilley, Ken	Science	7	371.00
Ross Street	Curtis, Silvia	ELA	7	371.00
Ross Street	Finnegan, Nicole	ELA	7	371.00
Ross Street	McGovern, Jacqueline	Math	7	371.00
Ross Street	Spino, Melissa	Science	7	371.00
Indiana Ave	Arthur, Christine	Science	7	371.00
Indiana Ave	Beeden, Laurie	Writing	7	371.00
Indiana Ave	Lentini, Michael	Science	7	371.00
Indiana Ave	Maslonka, Stephanie	Math	7	371.00
Indiana Ave	Mejia, Claudia	Writing	7	371.00
Indiana Ave	Polo, Catherine	Math	7	371.00
Menlo Park Terrace	Gamaro, Kelly	STEM	8	424.00
Menlo Park Terrace	Glazner, Rachel	STEM	8	424.00
Menlo Park Terrace	Page, Melissa	Writing	11	583.00
Menlo Park Terrace	Woerner, Jaclyn	Writing	11	583.00
Claremont Avenue	Bova, Melinda	Science	8	$424.00
Claremont Avenue	Bussetti, JoAnne	Math	7.5	$397.50
Claremont Avenue	Kost, Erica	Writing	7.5	$397.50
Claremont Avenue	Liquori, Jessica	Science/Math	15.5	$821.50
Claremont Avenue	Tigeleiro, Kimberly	Writing	7.5	$397.50
Oak Ridge Heights	Higgins, Christopher	STEAM	7	371.00
Oak Ridge Heights	Mazzuca, Brooke	ELA	7	371.00
Oak Ridge Heights	Moretti, Stephanie	ELA	7	371.00
Oak Ridge Heights	Rienzo, Heather	Science	7	371.00
Oak Ridge Heights	Voicheck, Lauren	STEAM	7	371.00
Oak Ridge Heights	Wicklund, Alyssa	Science	7	371.00
Lynn Crest	Cuthbertson, Jennifer	ELA	7	371.00
Lynn Crest	Negro, Nicholas	STEM	7	371.00
Lynn Crest	Sawczak, Steven	Math	7	371.00
Lynn Crest	Trapani, Alyssa	Math	7	371.00
Lynn Crest	Vitolla, Tiffany	ELA	7	371.00
Lynn Crest	Voight, MaryJean	STEM	7	371.00
Woodbine Avenue	Carrano, Nicole	Writing	7.5	397.50
Woodbine Avenue	Gaffney, Karen	Math	7.5	397.50
Woodbine Avenue	Guerra, Sarah	Science	7.5	397.50
Woodbine Avenue	Hanley, Sharon	Math	7.5	397.50
Woodbine Avenue	Lederman, Erin	Science	7.5	397.50
Woodbine Avenue	Rinato, Amy	Writing	7.5	397.50

School	Teacher	Program	Hours	Salary
Kennedy Park	Brown, Devon	ELA/Math	15	795.00
Kennedy Park	Coleman, Nicole	ELA/Math	15	795.00
Kennedy Park	Reyes, Bridget	ELA/Math	15	795.00
Lafayette Estates	Cruz, Maria	Science/Writing	8	424.00
Lafayette Estates	Izeppi, Claudia	Science	4	212.00
Lafayette Estates	Jennings, Casey	Science	4	212.00
Lafayette Estates	Margolin, Alyssa	Math	4	212.00
Lafayette Estates	Shaikh, Rehana	Math	4	212.00
Lafayette Estates	Simon, Katherine	Science/Writing	8	424.00
Lafayette Estates	Taylor, Dionne	Math/Writing	8	424.00
Robert Mascenik	Boyd, Dolores	Science	7.5	397.50
Robert Mascenik	Bucior, Lora	Writing	7.5	397.50
Robert Mascenik	Hynes, Amy	Science	7.5	397.50
Robert Mascenik	Mellito, Jill	Math	7.5	397.50
Robert Mascenik	Ortiz, Melissa	Writing	7.5	397.50
Robert Mascenik	Pagano, Leslie	Math	7.5	397.50
Pennsylvania Ave.	Bazaral, Susan	Science	5	265.00
Pennsylvania Ave.	Bulman, Dana	STEM	5	265.00
Pennsylvania Ave.	DelAversano, Victoria	Math	5	265.00
Pennsylvania Ave.	Kokkinakos, Joanna	Science	5	265.00
Pennsylvania Ave.	Kraese, Gina	Math	5	265.00
Pennsylvania Ave.	McCormick, Danielle	STEM	5	265.00
Pennsylvania Ave.	Samano, Sarahi	Writing	5	265.00
Pennsylvania Ave.	Turant, Caitlyn	Writing	5	265.00
Matthew Jago	Baltch, Amy	Science	7.5	397.50
Matthew Jago	Cosgrove, Darlene	Writing	7.5	397.50
Matthew Jago	Johnson, Lindsay	Science	7.5	397.50
Matthew Jago	Roszkowski, Kristine	Math	7.5	397.50
Matthew Jago	Russo, Jennifer	Writing	7.5	397.50
Matthew Jago	Tagliareni, Kerri	Math	7.5	397.50
Oak Tree Road	Isola, Shannon	Math	5.75	304.75
Oak Tree Road	Tweedle, Caitlin	Math	5.75	304.75
Oak Tree Road	Pelosi, Gina	ELA	5.75	304.75
Oak Tree Road	Zelazny, Delia	ELA	5.75	304.75
Oak Tree Road	Mosca, Sheri	Science	4	212.00
Oak Tree Road	Passarelli, Julie	Science	4	212.00
Oak Tree Road	Stephan, Marilyn	Science	4	212.00
Oak Tree Road	Kozub, Suzanne	STEM	4	212.00
Oak Tree Road	Mosca, Sheri	STEM	4	212.00
Oak Tree Road	Stephan, Marilyn	STEM	4	212.00

19. That the Board approve the following staff members who were appointed to the SEL Program at the Title 1 School listed below for the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-200-100-09-F-00-00, not to exceed the amounts below.)

School	Staff	Hours	Rate	Salary
Port Reading	Agostini, Yazmin	9	$53	$477.00
Port Reading	Brody, Karissa	9	$53	$477.00
Port Reading	Cerreto, Darin	9	$53	$477.00
Port Reading	Evaristo, Michele	9	$53	$477.00
Port Reading	Margolies, Amanda	9	$53	$477.00
Port Reading	Marione, Shannon	9	$53	$477.00
Port Reading	Mason, Denise	9	$53	$477.00
Port Reading	McDonald, Megan	9	$53	$477.00
Port Reading	Rodriguez, Michele	9	$53	$477.00
Port Reading	Schaefer, Kelli	9	$53	$477.00
Port Reading	Stone, Meghan	9	$53	$477.00
Port Reading	Tresidder, Brooke	9	$53	$477.00

School	Staff	Hours	Rate	Salary
Port Reading	Ventura, Gina	9	$53	$477.00

20. That the Board approve the following staff members who were appointed to the Port Reading Ave Title 1 Family and Parent Engagement Program at the Title 1 School listed below for the 2026-2027 school year. (Payment will be upon voucher submitted from Title 1 funded account #20-231-200-100-09-F-PF-ER, not to exceed the amounts below.)

School	Staff	Hours	Rate	Salary
Port Reading	Castle, Madelyn	5	$53	$265.00
Port Reading	Cerreto, Darin	5	$53	$265.00
Port Reading	Cinelli, Sandra	5	$53	$265.00
Port Reading	Rendeiro, Jessica	5	$53	$265.00
Port Reading	Rodriguez, Michele	5	$53	$265.00
Port Reading	Skros, Kristine	5	$53	$265.00
Port Reading	Tavares, Michelle	5	$53	$265.00
Port Reading	Thode, Valerie	5	$53	$265.00

21. That the Board of Education approve the following staff members who were appointed to the Port Reading Ave Extended Day Program at the Title 1 School listed below for the 2026-2027 school year. (Payment will be from Title 1 funded account #20-231-100-101-09-F-00-00, not to exceed the amounts listed below).

School	Staff	Hours	Rate	Salary
Port Reading	Agostini, Yazmin	22.5	$53	$ 1,192.50
Port Reading	Brody, Karrisa	10.5	$53	$ 556.50
Port Reading	Cinelli, Sandra	32.5	$53	$ 1,722.50
Port Reading	Galletta, Maria	21.0	$53	$ 1,113.00
Port Reading	Kaelber, Elizabeth	21.0	$53	$ 1,113.00
Port Reading	Malaquias, Kaitlyn	21.0	$53	$ 1,113.00
Port Reading	Margolies, Amanda	10.5	$53	$ 556.50
Port Reading	Marione, Shannon	22.5	$53	$ 1,192.50
Port Reading	Mason, Denise	22.5	$53	$ 1,192.50
Port Reading	McDonald, Megan	22.5	$53	$ 1,192.50
Port Reading	Rendeiro, Jessica	21.0	$53	$ 1,113.00
Port Reading	Roberts, Melissa	21.0	$53	$ 1,113.00
Port Reading	Rodriguez, Michele	22.5	$53	$ 1,192.50
Port Reading	Schaefer, Kelli	22.5	$53	$ 1,192.50
Port Reading	Skros, Kristine	21.0	$53	$ 1,113.00
Port Reading	Sterlacci, Lauren	22.5	$53	$ 1,192.50
Port Reading	Tavares, Michelle	21.0	$53	$ 1,113.00
Port Reading	Thode, Valerie	10.5	$53	$ 556.50
Port Reading	Tresidder, Brooke	22.5	$53	$ 1,192.50
Port Reading	Weinstein, Candace	21.0	$53	$ 1,113.00

22. That a note be made in the minutes correcting the account number on Personnel Agenda 9/17/26, Items #27 and 28 to 20-235-100-101-11-F-00-00.

23. That a note be made in the minutes correcting the account numbers on Personnel Agenda 9/17/26, Item #52 – Serrano, Jasmin, Family & Consumer Resource Officer/Paraprofessional salary line to Title 1 account # 20-231-100-101-11-F-00-00 and Borrero, Emily, Special Services Secretary, salary line to IDEA account # 20-251-100-105-73-F-00-00.)

24. That the Board approve the following additional staff members who were appointed to the Woodbine Avenue Title 1 Extended Day Program for the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-100-101-23-F-00-00, not to exceed the amounts below.) (Existing members were Personnel Agenda 10.15.26, Item # 33.)

School	Staff	Hours	Rate	Salary
Woodbine Ave	Yeatman, Amy	40	$53	$2,120.00
Woodbine Ave	Hanley, Sharon	sub	$53	
Woodbine Ave	Lee, Chowon	sub	$53	

25. That the Board of Education approve the following staff members who were appointed to the Kennedy Park Title 1 Book Club during the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-100-101-24-F-00-00, not to exceed the amounts listed below.)

School	Staff Member	Hours	Rate	Salary
Kennedy Park	Brown, Devon	20	$53	$1,060.00
Kennedy Park	Cangro, Mackenzie	20	$53	$1,060.00
Kennedy Park	Coleman, Nicole	20	$53	$1,060.00
Kennedy Park	Devitt, Robbin	20	$53	$1,060.00
Kennedy Park	Lange, Shelli	20	$53	$1,060.00
Kennedy Park	LePoidevin, Denise	20	$53	$1,060.00
Kennedy Park	Makanda-Hopson,Georgette	20	$53	$1,060.00
Kennedy Park	Reyes, Bridget	20	$53	$1,060.00
Kennedy Park	Torres, Jessica	20	$53	$1,060.00

26. That the Board of Education approve the following staff members who were appointed to the Matthew Jago Extended Day Program at the Title 1 School listed below for the 2026-2027 school year. (Payment will be from Title 1 funded account #20-231-100-101-28-F-00-00, not to exceed the amounts listed below.)

School	Staff	Hours	Rate	Salary
Matthew Jago	Amendolia, Alyssa	20	$53	$1,060.00
Matthew Jago	Baltch, Amy	20	$53	$1,060.00
Matthew Jago	Bischoff, Renee	20	$53	$1,060.00
Matthew Jago	Cosgrove, Darlene	20	$53	$1,060.00
Matthew Jago	Dlugos, Michele	20	$53	$1,060.00
Matthew Jago	Furbush, Megan	20	$53	$1,060.00
Matthew Jago	Guarracino, Jennifer	20	$53	$1,060.00
Matthew Jago	Johnson, Lindsay	20	$53	$1,060.00
Matthew Jago	Negron, Gilberto	20	$53	$1,060.00
Matthew Jago	Pfister, Marlaina	20	$53	$1,060.00
Matthew Jago	Ricci, Karan	20	$53	$1,060.00
Matthew Jago	Russo, Jennifer	20	$53	$1,060.00
Matthew Jago	Tagliareni, Kerri	20	$53	$1,060.00
Matthew Jago	Trubman, Bethanie	20	$53	$1,060.00

27. That the Board approve the adjustment to the following staff members who were appointed to the Fords Middle School Title 1 SIA Reflection and Restorative Practice Advisor for the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 SIA funded account #20-235-200-100-42-F-00-00, not to exceed $2,650 for the total program.) (Supersedes Personnel Agenda 9.17.26, Item #42.)

School	Staff Member	Adjustment	Hours	Total
Fords Middle	Marghany, Basma	Increase	50	$2,650
Fords Middle	Voorhees, Dareth	Decrease -declined	0	

28. That the Board of Education approve the following staff members who were appointed as club advisors of the Title III Math Amigos Club for multilinguals at Oak Tree Road Elementary School #29. (Payment will be upon timesheet submitted from Title III account #20-241-200-100-75-F-00-00.)

Staff	Hours	Rate	Salary
Batista, Sonia	11	$53	$583.00
Kelly, Jodi	11	$53	$583.00
Zanatta-Perdomo, Gabriela	11	$53	$583.00

29. That the Board of Education approve the following staff members who were appointed as members of the curriculum committee listed below during 2026-2027 school year. (Payment will be from account #20-271-200-100-75-F-00-00.)

Name	Program	Hours	Rate	Salary
Bildeyko, Kimberly	ESL Level A and B/C (Gr 6-8)	15	$53	$ 795.00
Sanchez, Laura	ESL Level A and B/C (Gr 6-8) Chair	20	$53	$1,060.00
Olarte, Viviana	ESL Level A and B/C (Gr 6-8)	15	$53	$ 795.00
Santiago, Yvonne	ESL Level A and B/C (Gr 6-8)	15	$53	$ 795.00
Jorge, Carla	ESL Levels 1-4 (Gr 9-12)	30	$53	$1,590.00
Kurowsky, Colleen	ESL Levels 1-4 (Gr 9-12)	30	$53	$1,590.00

Name	Program	Hours	Rate	Salary
Morrison, Peter	ESL Levels 1-4 (Gr 9-12)	30	$53	$1,590.00
Sanchez, Laura	ESL Levels 1-4 (Gr 9-12) Chair	40	$53	$2,120.00
Pasko, Thomas	AP Cybersecurity Chair	20	$53	$1,060.00
Salsman, Danielle	AP Business Chair	20	$53	$1,060.00
Gobbo, Joann	AP Business	15	$53	$ 795.00
Miller, Brittany	AP Business	15	$53	$ 795.00
Mastroserio, Jessica	ELA (Gr 6) Chair	20	$53	$1,060.00
Majkotoski, Elizabeth	ELA (Gr 6)	15	$53	$ 795.00
Ricci, Michael	ELA (Gr 6)	15	$53	$ 795.00
Triscari, Melissa	ELA (Gr 6)	15	$53	$ 795.00
Cerchio, Salvatore	ELA (Gr 9) Chair	20	$53	$1,060.00
Abrams, Melissa	ELA (Gr 9)	15	$53	$ 795.00
Porter, Kimberly	ELA (Gr 9)	15	$53	$ 795.00
Spiewak, Darragh	ELA (Gr 9)	15	$53	$ 795.00
Toro, Stephen	ELA (Gr 9)	15	$53	$ 795.00

30. That a note be made in the minutes correcting the account number of the FCCLA Advisor during the 2026-2027 school year at John F. Kennedy Memorial High School. (Payment will be upon timesheet submitted from Title IV account #20-281-200-100-75-F-00-00.) (Supersedes Personnel Agenda 10.15.26, Item #12.)

31. That the Board of Education approve Sierra Twomey as Assistant Coach of Girls' Basketball at Woodbridge High School for the 2026 - 2027 school year, at a salary rate of $7,000.

32. That the Board of Education approve Joseph Nitti as Assistant Coach of Boys' Basketball at Woodbridge High School for the 2026 - 2027 school year, at a salary rate of $7,000.

33. That the Board of Education approve Nicholas McFarland as Assistant Coach of Winter Track (B/G) at Woodbridge High School for the 2026 - 2027 school year, at a salary rate of $5,750.

34. That a note be made in the minutes that Brooke Napoli will not serve as Head Coach of Boy's Tennis at John F. Kennedy Memorial High School for the 2026 - 2027 school year, and will not be paid for same. (Personnel Agenda 11/21/24, Item #41).

35. That the following Home Instructors be appointed at the rate of $53.00 per hour for the 2026-2027 school year. (Payment will be upon timesheet submitted.)

Gardella, Maria	10/27/26
Hadad, John	10/29/26
Rosa, Alexander	10/9/26

36. That the Board of Education adopt the attached revised job descriptions:

- Assistant Business Administrator
- Assistant Superintendent for Curriculum and Instruction
- Assistant Superintendent for Human Resources
- Director of Operations
- Supervisor of School Counseling Programs, Twilight Program, Credit Recovery, and Harassment, Intimidation and Bullying (HIB)Coordinator.

37. That the following Substitutes be approved for the 2026-2027 school year:

Sub School Aide
Fox, Chastity
O'Brien, Michelle

Sub Paraprofessional
Ebarle, Lalaine
Issa, Neveen
Komal, FNU
Mera, Kayla
Morales, Damaris
Palmeri, Arabella

Sub Secretary
Parkinson, Paige
Walsh, Alyssa

Sub Bus Aide
Diaz De La Rosa, Jaslyn
Nunez, Ishamar
Rosario, Tiffany

Sub Bus Driver
Duran, Kelin
Tavarez, Yanely

Sub Nurse
Ferreira, Jeanise
Gralla, Sharon
Paz, Caitlin

Sub Event Manager
Banz, William
Gritz, John

I move for the adoption of the foregoing.

Motion by_____

Seconded by_____

Job Description

Board of Education
Woodbridge Township

Title: **Assistant Business Administrator**

Function: To oversee Grants/Accountability and Data Analysis, and assist in the Buildings & Grounds Department, Transportation Department, Food Service Department and Business Office as required to conduct the educational program and meet legal mandates.

Reports to: Business Administrator/Board Secretary

A. Duties

Business:

1. Assist the Business Administrator with the preparation, execution, and maintenance of all necessary bids, quotes, and RFPs.
2. Maintain a vendor file which includes all required paperwork including W-9 forms, business registration certificates, and contact information.
3. Act as a liaison between the Payroll, Insurance, and Human Resources Department and provide insight to streamline the processes, eliminate duplication, and avoid omissions.
4. Maintain a working understanding of the payroll, purchasing, accounting, insurance, and pension positions and provide back up to any department as needed.
5. Maintain a working understanding of the Genesis School Fi System.
6. Perform such other duties as assigned by the Superintendent or Business Administrator.
7. Assists in the development, implantation, and management of the annual School District budget, ensuring adherence to budgetary control procedures, financial priorities, and regulatory compliance.
8. Assists the Business Administrator in enforcing district budgetary restrictions and guidelines, reviewing and authorizing purchase requisitions and orders to ensure compliance with financial policies and procedures.
9. Assists the Business Administrator in preparing various financial and operational project reports, ensuring accuracy and timely submission.
10. Assists the Business Administrator in overseeing the performance and evaluation of district personnel within assigned areas of responsibility, ensuring compliance with policies and efficiency.
11. Safeguards the confidentiality of records and sensitive information obtained through professional duties, using discretion when sharing such information within legal boundaries.

12. Communicates to the Business Administrator the perceived needs of the district, as conveyed by the community and staff.

Grants/Accountability and Data Analysis:

1. Work with the Schools, central office, and state representatives to ensure all grant purchases conform the state guidelines and the district philosophy.
2. Ensure schools' grant allocations match the allocations for the district as a whole.
3. Ensure all State and Federal purchasing requirements are followed and work with schools and supervisors to do so.
4. Assist in the preparation of State and Federal Grant applications through the EWEG system.
5. Assist the Business Administrator utilizing the EWEG system to request reimbursements, calculate carryover funds, and prepare final reports.
6. Work with the school and central office administrators to provide opportunities to the district grant writer.
7. Provide information and data related to grant opportunities initiated by the district grant writer.
8. Work with the district's system liaison and/or supervisors to analyze and interpret school and student assessment results and communicate those findings to school administrators, teachers, parents, leadership, and central office.
9. Consult with school administrators and district leadership on selection, administration, scoring, and interpretation of state and district-created assessments.
10. Analyze various data sets for the purpose of program evaluation.
11. Coordinate and lead differentiated teams at the district level.
12. Collaborate with personnel in curriculum, state and federal projects and other departments to ensure alignment of categorical programs.
13. Promote, provide and participate in any necessary training of applicable staff.
14. Complete the applications required for state and federal projects.

Buildings & Grounds:

1. Serve as a liaison between the Schools, Buildings & Grounds Department, Architect, Superintendent, and Business Administrator related to construction projects, health and safety requirements, and overall property maintenance.

2. Assist the Buildings & Grounds Department with construction and special projects and provide pertinent information and recommendations to the Superintendent and Business Administrator.
3. Assist the Buildings & Grounds Department in prioritizing work ensuring facilities are maintained properly and avoiding emergency situations.
4. Assist the Business Administrator and Buildings & Grounds Department to ensure all required filings are done properly and timely.
5. Create and maintain an inventory management system, including recording new assets, construction in progress, and depreciation.
6. Prepare, execute, and maintain all bids related to the Buildings & Grounds Department, ensuring compliance with current laws.
7. Supervise all Buildings & Grounds purchasing to ensure all procurement rules and regulations are followed properly and on a timely basis.
8. Assist the Buildings & Grounds Department in requesting quotes from vendors as required.
9. Maintain the district's Long-Range Facilities Plan and assist the Business Administrator in determining how to best allocate capital and maintenance reserve accounts.
10. Assist the Business Administrator in the annual completion of the Comprehensive Maintenance Plan and M-1 Report.
11. Assist the Business Administrator with the recording and sale of Solar S-Recs.
12. Utilize government auction sites to sell disposable items which are no longer being used by the district.

Transportation:

1. Serve as a liaison between the Schools, Transportation Department, Special Services Department, Superintendent, and Business Administrator related to all transportation needs and issues.
2. Assist the Supervisor of Transportation with all required forms and State submittals.
3. Prepare, execute, and maintain all bids related to transportation routes and purchases.
4. Ensure all transportation vehicles are purchased properly, following all procurement requirements.
5. Maintain all paperwork related to transportation vehicles and ensure it is accounted for.
6. Assist the Supervisor of Transportation with any necessary reports.

Job Description

Board of Education
Woodbridge Township

Food Service:

1. Serve as a liaison between the Schools, Food Service Management Company, Food Service Department, Superintendent, and Business Administrator
2. Ensure a Safety & Wellness committee is established and functioning properly.
3. Input and maintain all information required within the SNEARS system.
4. Ensure all required forms and State submittals are filed and maintained.
5. Prepare, execute and maintain all bids related to food service.
6. Ensure the contract with the Food Service Management Company is followed.
7. Assist the Business Administrator in preparing any paperwork should the district need to request proposal for a new FSMC contract.
8. Ensure all purchases made for the food service department are procured properly, following all current requirements.
9. Maintain a separate Food Service Inventory within the inventory management system.

B. Professional preparation:
   1. A Master's degree or CPA is required.
   2. Must possess or be eligible for the Business Administrator certificate issued by the New Jersey Department of Education.

C. Experience/Background:
   1. At least five years of successful experience as a school administrator or in a public school business office is desired.
   2. Five years' administration or business experience is required.

D. Personal Qualifications:
   1. Must be able to perform assigned tasks.
   2. Must be mature and possess integrity.
   3. Must possess the ability to work well with peers, colleagues, school personnel, suppliers, and the general public.
   4. Must possess vigorous leadership qualities.

November 2026

Job Description

Board of Education
Woodbridge Township

Title: **Assistant Superintendent for Curriculum and Instruction**

Function: To identify the instructional needs of the district and to develop, organize, and maintain instructional programs designed to meet the needs of students and coordinate these services in the implementation of the educational plan.

Reports to: Superintendent of Schools

Supervises: School Administrators
Instructional Supervisors
Curriculum Specialists
Support Personnel
Assigned Clerical Staff

Duties, responsibilities, and authorities:

A. Curriculum and instruction:

1. Coordinate the development of long and short-range educational plans to meet the needs of students.
2. Monitor the implementation of long and short-range educational plans.
3. Identify staff needs in relationship to the educational plan.
4. Identify the instructional needs of the district and establish plans for meeting these needs.
5. Review instructional programs.
6. Evaluate and implement plans for improvement of instructional programs.
7. Develop appropriate new instructional projects and administer their budgets.
8. Oversee the implementation of new instructional projects.
9. Establish and direct committees related to instruction.
10. Supervise the development and implementation of all courses of study.
11. Recommend for approval all new instructional material and supplies.
12. Facilitate placement of students in the most appropriate educational programs.
13. Develop and oversee the implementation of a unified system of student enrollment in accordance with State law, New Jersey Department of Education regulations and Board Policy throughout the District.
14. Maintain a centralized record of student attendance and coordinate with building-level staff to ensure proper and up-to-date attendance records are maintained.
15. Develop and over the implementation of uniform procedures for responses to student attendance, tardiness, and truancy issues throughout the district.

16. Collect and maintain data concerning the student suspension program.
17. Establish a calendar for marking periods, interim reports, report cards, conferences, and kindergarten registration.
18. Coordinate district preparations for the state monitoring process.
19. Perform the duties of chief liaison with state officials for the monitoring process.
20. Assist staff members in preparing for the Thorough and Efficient monitoring process.
21. Promote CTE - Career and Technical Education partnership concepts.
22. Coordinate the development of CTE - Career and Technical Education partnerships throughout the district.
23. Coordinate the distribution and exchange of books, furniture, and supplies between and among schools.
24. Assist in the screening of candidates for positions in the district.
25. Plan and organize the inservice and staff development programs for the district certified and non-certified staff.
26. Perform all other responsibilities as designated by the Superintendent and/or his/her designee.
27. Supervise the implementation of all technology in the district.

B. Supervision:

1. Supervise the work of the following, district personnel, in accordance with law, policies and regulations:
    a. Instructional Supervisors, Curriculum Specialists, and Support Personnel in the development, implementation, operation and evaluation of the instructional program;
2. Supervise, coordinate, schedule, direct, and evaluate all assigned personnel.
3. Oversee the functioning of those whom he/she supervises.
4. Identify needs for in-service activities.
5. Interview applicants and recommend action in relation to assigned duties.
6. Conduct observations of staff members in relation to assigned duties.
7. Recommend the transfer, termination, discipline or promotion of assigned staff.
8. Conduct observations of staff members in relation to assigned duties..
9. Monitor all funded projects to ensure compliance with applicable regulations.
10. Supervise all special programs existing in the district.

11. Direct efforts of principals toward instructional improvement.
12. Oversee the implementation of credit recovery instructional programs.
13. Call meetings and initiate communication with staff.

C. Communication:

1. Establish and maintain contact with community agencies, professional organizations, county, and state governments.
2. Inform appropriate staff members of ongoing activities and/or problems.
3. Inform staff members of ongoing student activities.
4. Work with parent and committee groups in fostering understanding and support for the schools and programs.
5. Respond to inquiries from parents.
6. Submit reports as necessary.
7. Advise the Superintendent in matters dealing with the general administration of the school district.

D. Use of financial and material resources and assets:

1. Identify the instructional needs of the district.
2. Identify staff needs.
3. Prepare redistricting data and proposals when requested.
4. Review and approve budget development and expenditures for all departments under his/her jurisdiction.
5. Monitor the use of financial and material resources and assets for all instructional programs under his/her jurisdiction.
6. Monitor the use of financial and material resources and assets for all departments under his/her jurisdiction.

E. Community relations:

Develop and improve school-community relations with such groups as PTA/PTO, Senior Citizens, Coordinate with the WTEA Task Force, and the Superintendent's Student Advisory Council.

F. Employee relations:

1. Respond to inquiries of teaching staff members.
2. Work with other administrators to interpret and coordinate programs for students.

G. Record keeping:

1. Prepare all statistical information required by the Superintendent and/or his/her designee.
2. Identify state and federally funded programs and projects for which the district could apply.
3. Collect and organize district-wide data necessary for the completion of internal and external reports.
4. Complete appropriate research and development of statistical information required by the Superintendent and/or his/her designee.

H. General professional behavior:

1. Participate and cooperate with other staff and community members to reach district goals.
2. Remain abreast of current developments, new trends, research, and contemporary interpretation of content and methodology related to the position.
3. Establish and maintain professional contacts on local, state, or national levels.
4. Behave in accordance with the law and exhibit high standards of professional ethical behavior.
5. Follow district and school policies, regulations and procedures.
6. Perform all other duties assigned by the Superintendent or his/her designee consistent with law, contract, policies, and regulations.

I. Professional preparation:

1. A doctoral degree is preferred.
2. A School Administrator's certificate issued by the New Jersey Department of Education is preferred.

J. Experience/Background:

1. At least five years of successful teaching experience in the public schools is required.
2. At least three years of successful experience as a principal in the public schools is required.
3. District-wide administrative/supervisory experience is required.
4. Demonstrated success in effective human relations skills is required.

K. Personal qualifications:

1. Must be able to perform assigned tasks.

2. Must possess integrity.
3. Must possess vigorous leadership qualities.
4. Must possess the ability to get along well with one's colleagues and the public.

November 2026

Job Description

Board of Education
Woodbridge Township

Title: **Assistant Superintendent for Human Resources**

Function: To ensure that all personnel practices are conducted consistently, fairly, confidentially, and in accordance with applicable federal and state laws , New Jersey Department of Education requirements, Board of Education policies, negotiated agreements, and district procedures.

Reports to: Superintendent of Schools

Supervises: School Administrators
Support Personnel
Assigned Clerical Staff

A. Duties, responsibilities and authorities regarding student services:

1. Coordinate with all building-level administrators District-wide to ensure the uniform application of Board policies and regulations, including but not limited to~~,~~ employee contract enforcement and interactions with the public.

2. Prepare reports and recommendations to the Superintendent of Schools regarding the correction of inefficiencies between buildings and the identification of areas in need of improvement for each school with respect to the implementation of Board policies and practices.

B. Duties, responsibilities and authorities regarding personnel/human resources:

1. Establish and maintain a system of recruiting, screening and recommending candidates for available positions in accordance with Board of Education policies and regulations.
2. Implement assignment, placement, promotion, discipline and/or termination of staff as recommended by the Superintendent of Schools.
3. Monitor certification and ensure compliance with law, code, policy, and regulations.
4. Plan and organize the orientation program for new personnel.
5. Develop and maintain seniority lists and make appropriate recommendations to the Superintendent of Schools.
6. Analyze and interpret matters pertaining to negotiations and grievances and make recommendations to the Superintendent of Schools and Board Attorney.
7. Oversee the fingerprinting program for all potential employees.
8. Monitor employee staff attendance and provide appropriate information to the Superintendent of Schools.
9. Prepare reports regarding personnel matters for the Board of Education as requested and/or required.
10. Direct the evaluation process for all certified and non-certified personnel.

11. Direct the program/process for providing required substitute personnel in all certified and non-certified areas.
12. Direct the tuition reimbursement program for the school district.
13. Develop and maintain job descriptions for certified and non-certified personnel.
14. Serve as the district's Human Resource Officer (HRO).

C. Communications:

1. Establish and maintain ongoing and open lines of communication with all building principals to coordinate consistency in the application of District policies and practices.
2. Establish and maintain liaison with teacher education institutions, the New Jersey Department of Education, and local, state, and national sources of potential staff members.
3. Provide liaison between the Superintendent of Schools and all employee groups working under the jurisdiction for the Board of Education.
4. Respond to inquiries from parents.

D. Record Keeping

1. Collect and organize accurate and current data regarding student enrollment and disenrollment across the district.
2. Maintain all legally mandated records that pertain to district employees.
3. Maintain information related to district employees that is necessary for district decision making and negotiations.
4. Collect and maintain all data connected with the observation and evaluation of staff members.
5. Collect and organize data required for the preparation of all reports required for all mandated reporting systems involving pupils and personnel, including but not limited to the NJDOE Student Safety Data System.

E. General professional behavior:

1. Participate and cooperate with other staff and community members to reach district goals.
2. Remain abreast of current developments, new trends, research and contemporary interpretation of content and methodology related to the position.
3. Establish and maintain professional contacts on local, state or national levels.
4. Behave in accordance with the law and exhibit high standards of professional ethical behavior.
5. Follow district and school policies, regulations, and procedures.
6. Perform all duties assigned by the Superintendent or his/her designee consistent with law, contract, policies, and regulations.

F. Professional preparation:

1. A master's degree is required.

2. A doctoral degree is preferred.
3. A School Administrator's certificate issued by the New Jersey Department of Education is required.
4. A current principal's certificate issued by the New Jersey Department of Education is required.
5. A current teaching certificate issued by the New Jersey Department of Education is required.

G. Experience/background:

1. At least five years of successful administrative experience in the public schools is required.
2. At least five successful years of teaching experience in the public schools is required.
3. Demonstrated success in effective human relations skills is required.

H. Personal qualifications:

1. Must possess integrity.
2. Must possess vigorous leadership qualities.
3. Must possess the ability to get along well with one's colleagues and the public.
4. Must be able to perform a variety of assigned tasks efficiently and effectively.

November 2026

Job Description

Board of Education
Woodbridge Township

Title: **Director of Operations**

Function: To use leadership, supervisory, and administrative skills in such a way that they will assist the Superintendent in the performance of his/her duties within the framework of Board policy and to promote a partnership with the community that strives to enhance school district programs while successfully aligning these activities to district objectives and state and federal mandates.

Reports to: Superintendent of Schools

Supervises: Assigned staff
Student Registration staff

A. RESPONSIBLITIES:

1. Provide strategic leadership in the area of student access based upon the district's mission and long-range plan.
2. Oversee the Central Registration processes and student entry.
3. Partner with Human Resources personnel and other administrators to recruit, welcome and retain faculty and staff.
4. Act as a resource for faculty and staff in providing academic, emotional and social support for students/families.
5. Work with Administration to ensure that the district's curriculum reflects the changing dynamics of our local and global communities.
6. Coordinate programs for educating our community (faculty, staff, students, parents) about issues related to student access and engagement.
7. Act as the administrative liaison to and provide support for the Parent Teacher Organizations.
8. Sit on the Equity Commission committee of the Board of Education.
9. Work closely with the Superintendent's Office and Human Resources Office to publicize events, educational opportunities, workshops, etc. for students, faculty, and parents.
10. Act as a liaison between the district, schools, and public service organizations in the greater community to support improve efforts to serve our local community and support outreach, admissions, and recruitment programs.
11. Supervise faculty/staff within each school's Equity Team.
12. Oversee and help coordinate the student affinity clubs in all schools.
13. Attend conferences and workshops to keep abreast of current laws, services, and programs.

14. Perform all other duties assigned by the Superintendent or his/her designee consistent with law, policies, and regulations.
15. Provide training to staff and acquire resources to assist stakeholders experiencing language barriers.
16. Oversee and coordinate all facets of the district wide tutoring program for Woodbridge Township School District students.
17. Supervise and coordinate the district's teacher mentor program in accordance with state guidelines, contractual limitations and Board of Education policy.
18. Serve as the district's Affirmative Action Officer.
19. Oversee compliance with Affirmative Action and Equal Education Opportunity laws.
20. Serve as the district's Secondary Human Resource Officer (HRO).
21. Manage communication and serve as the district's liaison to all contracted before-care and after-care vendors.

B. PROFESSIONAL EXPERIENCE:

1. Understanding of the principles and practices of data analysis and program development.
2. Experience in conflict resolution and ability to manage discomfort and tension that may arise when addressing issues.
3. Ability to develop and sustain relationships with a wide range of stakeholders, e.g., parents, students, community organizations, faculty/staff and alumni.
4. Ability to research, identify and implement best practices of accessibility and belonging**.**
5. Experience providing strategic direction on developing relationships with underserved and underrepresented communities.
6. Experience as a proven problem-solver, critical thinker and change agent, adapting to new situations and challenges with determination and positive approaches.

C. PROFESSIONAL PREPARATION:

1. A Master's degree in Education or related field is required.
2. Must be certified or be eligible for certification as school administrator or principal by the New Jersey Department of Education.

D. PROFESSIONAL BACKGROUND:

1. Must have completed at least five years successful teaching in the public schools.
2. Must have completed at least three years of successful administrative or supervisory experience in the public schools. Administrative or supervisory experience should include responsibility for some areas related to assignments.

E. PROFESSIONAL BEHAVIOR:

1. One who leads through a passion to serve, a commitment to mission, and force of intellect, rather than by virtue of office and position.
2. A proactive person who motivates and inspires others with his or her energy and enthusiasm, collaborative approach and focus on results.
3. Someone with wisdom and confidence who can provide advice and counsel on sensitive matters of importance with respect to the district.
4. An individual who understands the "big picture" and can delegate or execute tasks as needed.
5. A highly intelligent professional who is comfortable working on complex issues and handling multiple projects simultaneously.

F. PERSONAL QUALIFICATIONS:

1. Must possess integrity.
2. Must behave in accordance with law and exhibit high standards of professional ethical behavior.
3. Must possess vigorous leadership qualities.
4. Must possess well-refined interpersonal skills and ability to interact comfortably with staff members, students, and members of the community.
5. Have the ability to promote a vision, communicate a strategy and see it through to practical executions.
6. Be a systematic thinker who understands how decisions impact the entire school district and community.

November 2026

Job Description

Board of Education
Woodbridge Township

Title: **Supervisor of School Counseling Programs, Twilight Program, Credit Recovery, and Harassment, Intimidation and Bullying (HIB) Coordinator**

Function: To supervise and coordinate the development, implementation, operation, and evaluation of School Counseling Programs, Twilight Program, Credit Recovery, and Harassment, Intimidation and Bullying (HIB) Coordinator.

in accordance with law, policies, and regulations.

Reports to: Assistant Superintendent for Curriculum and Instruction

Supervises: Teachers or other certified staff assigned to School Counseling Programs, Twilight Program, Credit Recovery, and Harassment, Intimidation and Bullying (HIB), or who have multiple building assignments.

Aides, clerical staff, and other non-certified staff assigned to program.

Duties, responsibilities, and authorities:

A. Curriculum and instruction:
   1. Assess the implementation of the School Counseling, Twilight, Credit Recovery, and HIB programs, plan and recommend action when necessary.
   2. Identify needs and, where necessary, recommend changes in the School Counseling, Twilight, Credit Recovery, and HIB programs.
   3. Plan and conduct the evaluation of the School Counseling, Twilight, Credit Recovery, and HIB programs or any of their parts.
   4. Utilize test score results for School Counseling, Twilight, Credit Recovery, and HIB programs improvement.
   5. Make recommendations concerning the implication(s) of applicable legislation.
   6. Establish and maintain contacts with agencies and organizations that could serve program goals and utilize them where appropriate.

B. Supervision:
   1. Assist in the interviewing and recommending of candidates as requested.
   2. Observe and report on staff performance as it relates to School Counseling, Twilight, Credit Recovery, and HIB programs requirements.
   3. Assist with the professional development training of personnel.
   4. Consult with appropriate administrators in the scheduling of staff with multiple building assignments and, when requested, in the scheduling of any personnel connected with the School Counseling, Twilight, Credit Recovery, and HIB programs.
   5. Schedule and hold meetings with School Counseling, Twilight, Credit Recovery, and HIB programs.

6. Design and conduct Affirmative Action staff development activities.
7. Design and conduct staff development for the implementation of new curriculum and programs.
8. Prepare and submit observations for staff members at the request of principals.
9. Assist in the preparation and oversight of the Twilight Program.
10. Coordinate the compliance of the Secondary Program of Studies with NCAA and act as representative of that agency.
11. Student Assistant Counselors in the development, implementation operation and evaluation of the substance abuse program.

C. Record keeping:

1. Gather, organize, and maintain district-wide School Counseling, Twilight, Credit Recovery, and HIB programs records.
2. Assist in the interpretation of district-wide School Counseling, Twilight, Credit Recovery, and HIB programs information.
3. Submit reports as necessary.
4. Prepare testing materials for distribution to and from schools.

D. Use of physical and financial assets and resources:

1. Recommend budgetary allocations.
2. Develop budgets and manage district-wide School Counseling, Twilight, Credit Recovery, and HIB programs and resources, where applicable.
3. Evaluate and recommend School Counseling, Twilight, Credit Recovery, and HIB programs materials, supplies, and equipment.
4. Coordinate centralized purchasing where appropriate.
5. Recommend modifications in structure or use of facilities.
6. Administer grant funding.

E. General professional requirements:

1. Participate and cooperate with other staff and community members to reach district goals.
2. Remain abreast of current developments, new trends, research, and contemporary interpretation of content and methodology related to this position.
3. Establish and maintain professional contact on local, state, and national levels that could serve program and district goals and utilize them when appropriate.
4. Behave in accordance with law and exhibit high standards of professional ethical behavior.
5. Follow district and school policies, regulations, and procedures.

6. Perform all other duties assigned by the Superintendent or his/her designee consistent with law, policies, and regulations.
7. Become involved with community projects.

F. Professional preparation:

1. A Master's degree plus 32 credits is desired, but a Master's degree is required.
2. The applicant must hold or be eligible to qualify for the Supervisor or Principal certificate issued by the New Jersey State Department of Education.
3. A standard New Jersey Certificate of Teacher for the assigned programs and services.

G. Experience/Background:

1. At least five years successful teaching in the public schools is required.
2. Successful administrative or supervisory experience is desired.

H. Personal qualifications:

1. Must be able to perform assigned tasks.
2. Must be mature and possess integrity.
3. Must possess vigorous leadership qualities.
4. Must possess the ability to get along well with one's colleagues and the public.

November 2026

November 19, 2026

The **Communication, Policy and Planning Committee,** on recommendation of the Superintendent of Schools, presents the following recommendations:

1. That the Board of Education adopt the attached resolution promoting an “Hour of Code” during Computer Science Education Week, December 7-11, 2026.

2. That the Board of Education adopt the attached resolution commending thirty-six Woodbridge Township Veterans for their service and participation in the Veterans Day Program held district wide on November 10, 2026.

3. That the Board of Education adopt the attached resolution acknowledging the faculty and staff across the twenty-four schools, including the administrative offices, in the Woodbridge Township School District, for their participation in the GI Go Fund Organization Red White and Blue Day on November 10, 2026 that raised over $4,600.00 in support of local New Jersey veterans.

4. That the Board of Education adopt the attached resolution acknowledging Maureen Kelly of Skanska Koch, Inc. for her organization of and their generous donation of both the installation of two address signs and landscaping at the R.I.S.E Building.

5. That the Board of Education approve to amend item #7 on the August 13, 2026 Communication, Policy and Planning agenda to include Kennedy Park Elementary School #24 as one of the YMCA of Metuchen/Woodbridge before care sites for the 2026-2027 school year.

6. That the Board of Education adopt the following new*/readopted^/revised policies:

Policy No.	**Description**
1112.4*	Expectations for Conduct at Interscholastic Competitions /Events (2nd Reading)
2224	Nondiscrimination/Affirmative Action (2nd Reading)
3542.2	School Meal Program Arrears (2nd Reading)
3542.31	Free or Reduced Price Lunches/Milk (2nd Reading)
3570	District Records and Reports (2nd Reading)
3571.4	Audit (2nd Reading)
5113	Attendance, Absences, and Excuses (2nd Reading)
5131	Conduct/Discipline (2nd Reading)
5131.1^	Harassment, Intimidation and Bullying (2nd Reading)
5141.8	Sports Related Concussion and Head Injury (2nd Reading)
6114	Emergencies and Disaster Preparedness (2nd Reading)
6140	Curriculum Adoption (2nd Reading)
6141.2	Recognition of Religious Beliefs and Customs (2nd Reading)
6142.1	Family Life Education (2nd Reading)
6142.1(E)	Family Life Education Request for Opt-Out Form (2nd Reading)
6143	Curriculum Guides (2nd Reading)
6173	Home Instruction (2nd Reading)
5131.9*	Use of Physical Restraint and Seclusion Techniques for Students with Disabilities (1st Reading)

Communication, Policy and Planning

November 19, 2026

I move for the adoption of the foregoing.

Motion by: _____

Seconded by: _____

Resolution

***WHEREAS**, **Computer Science Education Week**, is an annual program dedicated to inspiring K-12 students to take an interest in computer science; and*

***WHEREAS**, **Computer Science Education Week** calls for educational efforts directed at teaching and encouraging all students, to have the opportunity to learn computer science; and*

***WHEREAS**, an "Hour of Code" will be held during **Computer Science Education Week** to expose students to a one-hour introduction to computer science designed to demystify computer coding and introduce students to this increasingly important 21st Century skill; and*

***NOW, THEREFORE, BE IT RESOLVED**, that the Board of Education of the Township of Woodbridge hereby supports an "Hour of Code" during **Computer Science Education Week** from the December 7-11, 2026; and*

***BE IT FURTHER RESOLVED**, that a copy of this resolution be spread on the minutes of the Board of Education and a copy sent to each school in the district.*

Resolution

***WHEREAS**, thirty-six veterans from the Township of Woodbridge participated in the 2026 Woodbridge Township School District's Veterans Day Instructional Program; and*

***WHEREAS**, the following veterans participated in the 2026 Woodbridge Township School District Veterans Day Instructional Program;*

Gino Baldani	***Paul Fibraio***	***Colonel Thomas Parker***
Eugene Bernhardt	***Jeff Golden***	***David Ollendorf***
Brian Brenckman	***Alfred Jankowski***	***Sergeant Cristion Ormaza***
Michael Broehl	***Mike Jarnutowski***	***Ray Orriss***
Timothy Casey	***Chun-Hang "Jacky" Lee***	***Jeian Rastegarpanah***
David Conover	***Mark Lubeski***	***Johnny Rodriqez***
Ron Cusimano	***Vincent Lupiano***	***Lloyd Roque***
Gennaro Destefano	***Danielle Martinez***	***Joe Sabniscalchi***
Dan Dunn	***Enzo Martino***	***Mason Scarano***
William K. Edwards	***Luis Montalvo***	***George R. Schnepf, Jr.***
Theodore J. Evan	***Joseph Nisky***	***Kevin Smith***
Johnnie Guittard	***Edwin Nunez***	***Gary Thompson***

***WHEREAS**, these individuals graciously participated in inspiring our students and providing them with a deeper understanding and respect of this great nation; and*

***WHEREAS**, veterans are deserving of our deepest respect and our community owes a debt of gratitude to all of our veterans and should thank them each and every day for their service.*

***NOW, THEREFORE, BE IT RESOLVED**, that the appreciation of the members of the Board of Education of the Township of Woodbridge is hereby expressed to those who participated in the 2026 Woodbridge Township School District Veterans Day Instructional Program; and*

***BE IT FURTHER RESOLVED**, that a copy of this resolution be spread on the minutes of the Board of Education and a copy sent to each recipient with a suitable expression of gratitude from the Board of Education.*

Resolution

***WHEREAS**, the GI Go Fund Organization supports New Jersey veterans through employment assistance, housing support, and other critical services; and*

***WHEREAS**, the GI Go Fund Organization encourages participation and provides guidance for fundraising efforts with events such as their annual Red White and Blue Day in recognition of Veterans Day; and*

***WHEREAS**, the GI Go Fund Organization reached out and invited to the Woodbridge Township School District faculty and staff to participate in their annual Red White and Blue Day on Tuesday, November 10, 2026 as a way to support our local veterans; and*

***WHEREAS**, faculty and staff from across the Woodbridge Township School District, including the district administrative offices, participated in the Red White and Blue Day on Tuesday, November 10, 2026; and*

***WHEREAS**, the Woodbridge Township School District, faculty and staff, as a whole, raised a total of over $4,600.00 for the GI Go Fund Organization in support of our local New Jersey veterans; and*

***WHEREAS**, it is the desire of the members of the Board of Education of the Township of Woodbridge to express its deep and heartfelt thanks and appreciation to both, the school level organizers, as well as, the faculty and staff participants for their monetary contributions and unified support of our local veterans; and*

***NOW**, **THEREFORE**, **BE IT RESOLVED**, that the members of the Board of Education of the Township of Woodbridge wish to extend their appreciation to the aforementioned Woodbridge Township School District schools and offices for their combined support of the GI Go Fund Organization; and*

***BE IT FURTHER RESOLVED**, that a copy of this resolution be spread on the minutes of the Board of Education and a copy sent to each of the twenty-four Woodbridge Township School District schools, with a suitable expression of gratitude from the members of the Board of Education.*

Resolution

***WHEREAS**, the **Skanska Koch Inc.** construction company has become a leading supporter of the Woodbridge Township School District; and*

***WHEREAS**, **Maureen Kelly**, Chief of Staff at **Skanska Koch Inc.** has been an asset in orchestrating the receipt of a generous donation from Skanska Koch Inc. to the Woodbridge Township School District's Reaching Individual Student Excellence, (R.I.S.E.) program; and*

***WHEREAS**, **Maureen Kelly** and the **Skanska Koch Inc.** have portrayed an abundance of generosity and support for a local school district; and*

***WHEREAS**, **Skanska Koch Inc.** generously donated two address signs to the, R.I.S.E. program; and*

***WHEREAS**, the donation of the address signs also included the installation and surrounding landscape work for the R.I.S.E. building; and*

***WHEREAS**, these address signs and landscaping will be enjoyed by not only the students of the R.I.S.E. program, but also the entire community; and*

***NOW, THEREFORE, BE IT RESOLVED**, that the members of the Board of Education of the Township of Woodbridge wish to extend their appreciation to **Maureen Kelly**, and the **Skanska Koch Inc.** construction company for their support of the school district; and*

***BE IT FURTHER RESOLVED**, that a copy of this resolution be spread on the minutes of the Board of Education and a copy forwarded to **Maureen Kelly**, and, **Skanska Koch Inc.** construction company, with a suitable expression of gratitude from the members of the Board of Education.*

EXPECTATIONS FOR CONDUCT AT INTERSCHOLASTIC COMPETITIONS/EVENTS

The Woodbridge Township Board of Education believes that to achieve its goals for interscholastic competition, all persons attending or involved in such competition must conduct themselves in a safe and respectful manner. Individuals attending or competing shall demonstrate respect and sportsmanship towards players, coaches, officials, and other spectators in attendance, thereby promoting a positive and enjoyable experience for everyone involved.

As a New Jersey State Interscholastic Athletic Association (NJSIAA) member district, the board is required to establish a spectator code of conduct policy.

Notification

At the time of registration of a student athlete to participate in an interscholastic sport, the parent(s)/guardian(s) of every student athlete shall be provided with a copy of this policy and shall be required to return a signed form indicating that they have read and understand the provisions of the policy.

A copy of this policy shall be provided, if requested, to NJSIAA staff. Further, the superintendent shall ensure, to the extent reasonably possible, that a copy of the Expectations for Conduct and resulting potential consequences for violation be posted at all competition/event venues.

Expectations for Conduct

All people, including but not limited to students, student athletes, parents/guardians, staff, community members, coaches, and officials, who attend an interscholastic competition shall not engage in any of the following activities/conduct:

A. Strike or physically abuse an official, coach, player, school staff, or spectator;
B. Initiate a physical altercation with an official, coach, player, school staff, or spectator before, during, or after an interscholastic event;
C. Intentionally incite participants or spectators to violent or abusive action;
D. Use obscene gestures or profane or unduly provocative language or action towards an official, coach, player, or spectator;
E. Engage in harassing verbal or physical conduct related to race, gender, ethnicity, disability, sexual orientation or religion at an interscholastic event;
F. Use profanity, threatening comments, or biased language before, during, or after an interscholastic event;
G. Verbally harass an official or participant (i.e., coaches or players from any participating school) by using names or uniform numbers;
H. Enter the field of play before, during, or after an interscholastic event;
I. Use artificial noisemakers or other instruments intended to disrupt the interscholastic event or distract the participants during an interscholastic event.

Disciplinary Action for Violation of Expectations for Conduct

If the athletic director determines a person's conduct or action(s) at an interscholastic event violates the above Expectations for Conduct, the person will be subject to the following:

A. First Violation: A person's first violation of the Expectations for Conduct shall result in:

    1. Immediate removal from the interscholastic event and school premise(s);
    2. Suspension from the next home interscholastic event, as determined by the principal; and
    3. Completion of an NJSIAA recommended educational course(s) regarding sportsmanship and appropriate behavior before attending a future home interscholastic event.

SPECTATOR CODE OF CONDUCT (continued)

B. Additional Violations: If a person engages in a second and/or multiple violations of the Expectations for Conduct in the same calendar year such conduct may result in longer suspensions from more than one home interscholastic event as determined by the principal.

Depending upon the egregiousness or the conduct, the superintendent or designee may determine it necessary to increase the disciplinary response above. Nothing herein shall limit the superintendent's discretion to increase the disciplinary response if they determine the nature of the conduct so requires.

If violative conduct occurs at the end of a sport season and/or school year and there are no remaining home interscholastic event(s), the suspension shall be served at the next scheduled home event in the subsequent season.

The board directs the superintendent, in consultation with the district's athletic director, to prepare regulations for the implementation of this policy as necessary.

Adopted: **November 19, 2026 (SECOND READING)**
NJSBA Review/Update:
Readopted:

Key Words

Athletic Events, Events, public gatherings, spectators

Legal References:		
	N.J.S.A. 5:17-1 et seq.	Athletic code of conduct permitted; "youth sports event" defined…
	N.J.S.A. 18A:11-3	Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals
	N.J.A.C. 6A:7-1.4	Responsibilities of the district board of education
	N.J.A.C. 6A:9B-5.16	Athletics personnel
	N.J.A.C. 6A:11-4.14	Sports programs
	N.J.A.C. 6A:16-2.1 et seq.	General Provisions for School Health Services
	See particularly:	
	N.J.A.C. 6A:16-2.2	
	N.J.A.C. 6A:30-1.1et seq.	Evaluation of the Performance of School Districts
	N.J.A.C. 6A:32-9.1 et seq.	Athletic Procedures
	See particularly:	
	N.J.A.C. 6A:32-9.1(c), -9.1(d-e)	NJSIAA Constitution, Bylaws, Rules and Regulations
	NJSIAA's May 8, 2024 Memo	

Possible Cross References:	
1112.6	Crowd Control
*1250	Visitors
*5131.1	Harassment, intimidation and bullying
*5142	Student safety

*Indicates policy is included in the Critical Policy Reference Manual.

NONDISCRIMINATION/AFFIRMATIVE ACTION

State and federal statutes and regulations prohibit school districts from discriminatory practices in employment or educational opportunity against any person by reason of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, nationality, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known, pregnancy in employment or in educational opportunities. Further state and federal protection is extended on account of disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family status.

The Woodbridge Township Board of Education will continue to support its Affirmative Action Resolution, and to implement the district's equal educational opportunity policy, school and classroom practices plan and contract/employment practices plan in accordance with law and regulation.

The chief school administrator shall oversee the development and implementation of the three year comprehensive equity plan to ensure that the district provides equality in educational programs and to identify and correct, or assess and prevent, all bias, discrimination and impermissible isolation in policies, practices and facilities of the district. Upon approval of this plan by the state department of education, the board shall adopt it by resolution. The chief school administrator shall report to the board annually on progress toward goals established in the plan. A copy of the district's affirmative action/equity plans and self-evaluation of their achievement shall be available in the district office.

Affirmative Action Officer and Team

The board shall annually designate a member of the staff as the affirmative action officer and form an affirmative action team, of whom the affirmative action officer is a member. The affirmative action officer shall serve as affirmative action/504 officer and/or desegregation coordinator. The affirmative action officer must have New Jersey certification with an administrative, instructional, or education services endorsement. The board shall ensure that all members of the school community know who the affirmative action officer is and how to access him/her.

The affirmative action officer shall:

A. Coordinate the required professional development training for certificated and non-certificated staff;

B. Notify all students and employees of district grievance procedures for handling discrimination complaints; and

C. Ensure that the district grievance procedures, including investigative responsibilities and reporting information, are followed.

The affirmative action team shall:

A. Develop the comprehensive equity plan in compliance with administrative code;

B. Oversee the implementation of the district’s comprehensive equity plan;

C. Collaborate with the affirmative action office in coordinating the required professional development training;
D. Monitor the implementation of the comprehensive equity plan; and

E. Conduct the annual district internal monitoring to ensure continuing compliance with state and federal law and code governing educational equity.

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

Comprehensive Equity Plan

The board directs the affirmative action team to develop a comprehensive equity plan once every three years. The comprehensive equity plan shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

Prior to developing the comprehensive equity plan, the district's needs for achieving equity and equality in educational programs shall be assessed. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers to achieving equity in educational programs.

A. The needs assessment shall include an analysis of:

1. Student performance data such as National Assessment of Educational Progress and State assessment results;
2. Preschool-through-grade-12 promotion/retention data;
3. Preschool-through-grade-12 completion rates; and
4. Re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups;
5. Staffing practices;
6. Student demographic and behavioral data;
7. Quality of program data; and
8. Stakeholder satisfaction data.

B. The comprehensive equity plan shall address:

1. Professional development;
2. Equality in school and classroom practices;
3. Equality in employment and contract practices.

C. The comprehensive equity plan shall include:

1. An assessment of the school district’s needs for achieving equity in educational programs. The assessment shall include staffing practices, quality-of-program data, stakeholder-satisfaction data, and student assessment and behavioral data disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, date of enrollment, student suspension, expulsion, child study team referrals, preschool through grade 12 promotion/retention data, preschool through grade 12 completion rates, and re-examination and re-evaluation of classification and placement of students in special education programs if there is overrepresentation within certain group;
2. A description of how other Federal, State, and school district policies, programs, and practices are aligned to the comprehensive equity plan;
3. Progress targets for closing the achievement gap;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the New Jersey Student Learning Standards, differentiated instruction, and formative assessments aligned to the New Jersey Student Learning Standards and high expectations for teaching and learning; and
5. Annual targets that address school district needs in equity in school and classroom practices and are aligned to professional development targets.

The comprehensive equity plan shall include goals, objectives, timelines, and benchmarks for measuring progress. The board shall submit the comprehensive equity plan to the executive county superintendent for approval and a copy of the comprehensive equity plan to the New Jersey Department of Education. The board shall initiate the comprehensive equity plan within 60 days of its approval, and shall implement the plan in accordance with the timelines approved by the Department.

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

Harassment

The board of education shall maintain an instructional and working environment that is free from harassment of any kind. Administrators and supervisors will make it clear to all staff, pupils and vendors that harassment is prohibited. Sexual harassment shall be specifically addressed in the affirmative action inservice programs required by law for all staff.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

A. Submission to the conduct or communication is made a term or condition of employment or education;

B. Submission to, or rejection of, the conduct or communication is the basis for decisions affecting employment and assignment or education;

C. The conduct or communication has the purpose or effect of substantially interfering with an individual's work performance or education;

D. The conduct or communication has the effect of creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment of staff or children interferes with the learning process and will not be tolerated in the Woodbridge Township schools. Harassment by board members, employees, parents, students, vendors and others doing business with the district is prohibited. Any child or staff member who has knowledge of or feels victimized by sexual harassment should immediately report his/her allegation to the affirmative action officer or building principal. Anyone else who has knowledge of or feels victimized by sexual harassment should immediately report his/her allegation to the chief school administrator or board president. Employees whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including dismissal. Other individuals whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the chief school administrator/board. Law enforcement shall be summoned when appropriate. This policy statement on sexual harassment shall be distributed to all staff members.

Staff or pupils may file a formal grievance related to harassment on any of the grounds addressed in this policy. The affirmative action officer will receive all complaints and carry out a prompt and thorough investigation, and will protect the rights of both the person making the complaint and the alleged harasser.

Findings of discrimination or harassment will result in appropriate disciplinary action.

School and Classroom Practices

A. In implementing affirmative action, the district shall:

1. Identify and correct the denial of equality of educational opportunities for pupils solely on the basis of any classification protected by law;
2. Continually reexamine and modify, as may be necessary, its school and classroom programs; location and use of facilities; its curriculum development program and its instructional materials; availability of programs for children; and equal access of all eligible pupils to all extracurricular programs.

B. The board shall provide all students with equal and bias-free access to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, by:

1. Ensuring equal and barrier-free access to all school and classroom facilities;
2. Attaining within each school minority representation that approximates the school district's overall minority representation. Exact apportionment is not required; the ultimate goal is a reasonable plan

achieving the greatest degree of racial balance that is feasible and consistent with sound educational values and procedures;

3. Utilizing on an annual basis a State-approved English language proficiency measure for determining the special needs of English language learners and their progress in learning English;
4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities;
5. Ensuring support services, including intervention and referral services and school health services; and
6. Ensuring a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies such exclusion is necessary. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.

These topics are included in the pupil and instruction policies of the district at #5145.4 Equal educational opportunity, #6121 Nondiscrimination/affirmative action, and #6145 Extracurricular activities.

Contract/Employment Practices

The district directs the chief school administrator to ensure that appropriate administrators implement the district's affirmative action policies by:

A. Adhering to the administrative code in selection of vendors and suppliers; informing vendors and suppliers that their employees are bound by the district's affirmative action policies in their contacts with district staff and pupils;

B. Continuing implementation and refinement of existing practices and affirmative action plans, making certain that all recruitment, hiring, evaluation, training, promotion, personnel-management practices and collective bargaining agreements are structured and administered in a manner that furthers equal employment opportunity principles and eliminates discrimination on any basis protected by law, holding inservice programs on affirmative action for all staff in accordance with law.

These topics are included in the business and noninstructional operations, and the personnel policies of the district at #3320, #3327, #4111.1 and #4211.1.

Disabled

In addition to prohibiting educational and employment decisions based on nonapplicable disabling condition, the district shall, as much as feasible, make facilities accessible to disabled pupils, employees and members of the community as intended by Section 504 and as specified in the administrative code.

In addition all district internet website and web services of the school district will be accessible to persons with disabilities. The chief school administrator or designee must submit a statement of assurance (SOA) to the New Jersey Department of Education (NJDOE) every two years, attesting that its internet website or web service complies with Level AA of the current version of the Web Content Accessibility Guidelines (WCAG 2.2) or other currently applicable standard. The chief school administrator or designee will submit the Statement of Assurance as directed by the Department of Education District Website Accessibility Homeroom application.

Report on Implementation

The chief school administrator shall devise regulations, including grievance forms and procedures to implement the district's affirmative action policies. He/she shall report to the board annually on the effectiveness of this policy and the implementing procedures.

Adopted:	August 21, 2014
NJSBA Review/Update:	
Readopted:	September 22, 2016
Revised:	**November 19, 2026 (SECOND READING)**

Key Words

Affirmative Action, Discrimination, Americans With Disabilities Act, Access, Nondiscrimination, Sexual Harassment, Harassment, Equal Educational Opportunity, Domestic Partnership Act

Legal References:

N.J.S.A. 2C:16-1	Bias intimidation
N.J.S.A. 2C:33-4	Harassment
N.J.S.A. 10:5-1 et seq.	Law Against Discrimination
N.J.S.A. 18A:6-5	Inquiry as to religion and religious tests prohibited
N.J.S.A. 18A:6-6	No sex discrimination
N.J.S.A. 18A:18A-17	Facilities for handicapped persons
N.J.S.A. 18A:26-1	Citizenship of teachers, etc.
N.J.S.A. 18A:26-1.1	Residence requirements prohibited
N.J.S.A. 18A:29-2	Equality of compensation for male and female teachers
N.J.S.A. 18A:35-1 et seq.	Curriculum and courses
N.J.S.A 18A:36-35.1	Digital Accessibility
N.J.S.A. 18A:37-14 through -19	Harassment, intimidation, and bullying defined; definitions
N.J.S.A. 18A:38-5.1 et seq.	Attendance at school
N.J.S.A. 18A:36-20	Discrimination; prohibition
N.J.S.A. 26:8A-1 et seq.	Domestic Partnership Act
N.J.A.C. 5:23-1.1 et seq.	Uniform construction code
N.J.A.C. 6A:7-1.1 et seq.	Managing for Equality and Equity in Education
See particularly: N.J.A.C. 6A:7-1.4, -1.5, -1.6, -1.7, -1.8	
N.J.A.C. 6A:30-1.1et seq.	Evaluation of the Performance of School Districts

New Jersey State Constitution, Article I, Paragraph 5, Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000 et seq.

Executive Order 11246 as amended

29 U.S.C.A. 201 § 206 - Equal Pay Act of 1963 as amended

20 U.S.C.A. 1681 et seq - Title IX of the Education Amendments of 1972

42 U.S.C.A. 2000e et seq. - Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunities Act of 1972

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

20 U.S.C.A. 1401 et seq. - Individuals with Disabilities Education Act

42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)

Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986)

School Board of Nassau County v. Arline, 480 U.S. 273 (1987)

Vinson v. Superior Court of Alameda County, 740 P. 2d 404 (Cal. Sup. Ct. 1987)

State v. Mortimer, 135 N.J. 517 (1994)

Taxman v. Piscataway Bd. of Ed. 91 F. 3d 1547 (3d Cir. 1996)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Saxe v. State College Area School Dist., 240 F. 3d 200 (3d Cir. 2001)

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184. The New Jersey Supreme Court ruled that a school district may be held liable under the New Jersey Law Against Discrimination (LAD), N.J.S.A. 10:5-1 to -49, when students harass another student because of his perceived sexual orientation. A district school will be liable for such harassment if it knew or should have known of the harassment but failed to take reasonable remedial actions. The matter was remanded to the Director of the Division on Civil Rights.

Comprehensive Equity Plan, New Jersey Department of Education

Statement of Assurance District Website Accessibility "Last access 8/18/26"

Possible Cross References:

*3320	Purchasing procedures
*4111	Recruitment, selection and hiring
*4111.1/4211.1	Nondiscrimination/affirmative action
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4211	Recruitment, selection and hiring
*4231/4231.1	Staff development; inservice education/visitations/conferences
*5131	Conduct/discipline
*5131.1	Harassment, intimidation and bullying
*5145.4	Equal educational opportunity
*6121	Nondiscrimination/affirmative action
*6145	Extracurricular activities

*Indicates policy is included in the Critical Policy Reference Manual.

SCHOOL MEAL PROGRAM ARREARS

The school meal program shall make a nutritionally adequate meal (breakfast and/or lunch) available to every student and shall operate on the most economically feasible basis. It shall be operated in strict compliance with all laws and regulations pertaining to health; sanitation and safety; internal accounting; employment practices; nutritional standards; costs of meals; and periodic reporting required by New Jersey law.

The Woodbridge Township Board of Education believes that regularly consumed nutrition helps maintain the students' energy and facilitates concentration, supporting student achievement (see board policy 3542.1 Wellness and Nutrition).

Qualified students whose families have a financial hardship may apply for assistance according to policy 3542.31 Free or Reduced Price Lunches/Milk. The procedures for the administration of the free and reduced price meal program of this school district will be the same as those prescribed in current state and federal laws and regulations.

The board shall strive to make affordable meals available to all students. Students who do not qualify for free or reduced price meals or milk may receive school lunch through the school meal program for a fee that is approved by the board. Any student who has a hardship but does not qualify for free and reduced price lunches or milk, may be considered for other assistance on a case by case basis.

The purchase of meals through the school program shall be optional and shall not prevent any student from bringing their own lunch or breakfast to school.

The school business administrator shall be responsible for the accounting and tracking of revenues and expenses generated by the school meal program. The principal or his or her designee shall oversee the notification of parents/guardians for the payment of charges and arrears associated with the school meal program. Being in arrears shall be defined as being behind in meal payments due, resulting in debt or liability to the district.

Procedures for Charging Lunch

In the event an unsubsidized student's school lunch or breakfast bill is in arrears, the principal or his/her designee shall contact the student's parent to provide notice of the amount in arrears and shall provide the parent a period of ten (10) school days to pay the full amount due. If the student's parent does not make full payment to the principal or his/her designee by the end of the ten (10) school days, the principal or his/her designee shall again contact the student's parent to provide a second notice that their child's lunch or breakfast bill is in arrears to provide notice of any action to be taken by the school district in response to a student's school breakfast or school lunch bill being in arrears (N.J.S.A. 18A:33-21).

The building principal or his or her designee shall implement appropriate measures that ensure that students who cannot pay for a school breakfast or a school lunch or whose school breakfast or school lunch bill is in arrears shall not be publicly identified or stigmatized.

The district shall report at least biannually to the Department of Agriculture the number of students who are denied school breakfast or school lunch.

No district staff member shall:

A. Publicly identify or stigmatize an unsubsidized student who cannot pay for a school breakfast or a school lunch or whose school breakfast or school lunch bill that is in arrears, for example, by requiring that the student sit at a separate table or wear a wristband, hand stamp, or identifying mark or by serving the student an alternative meal;

B. Require an unsubsidized student who cannot pay for a school breakfast or a school lunch or whose school breakfast or school lunch bill that is in arrears to do chores or other work to pay for the school breakfast or school lunch; or

C. Require an unsubsidized student to discard a school breakfast or school lunch after it has been served because of the student's inability to pay for a school breakfast or a school lunch or because money is owed for previously provided meals.

D. Prohibit an unsubsidized student, or a sibling of such a student, from attending or participating in non-fee-based extracurricular activities, field trips, or school events, from receiving grades, official transcripts, or report cards, or from graduating or attending graduation events, solely because of the student's unresolved meal debt; or

E. Require the parent or guardian of an unsubsidized student to pay fees or costs in excess of the actual amounts owed for meals previously served to the student.

If an unsubsidized student owes money for the equivalent of five or more school meals, the district shall:

A. Determine whether the student is categorically eligible or income-eligible for free or reduced price meals, by conducting a review of all available records related to the student, and by making at least two attempts, not including the initial attempt at the beginning of the school year, to contact the student's parent or guardian and have the parent or guardian fill out a school meals application; and

B. Require the principal, or a person designated by the principal to contact the parent or guardian of the unsubsidized student to offer assistance with respect to the completion of the school meals application, to determine if there are other issues in the household that have caused the child to have insufficient funds to purchase a school breakfast or school lunch, and to offer any other appropriate assistance.

The district shall direct communications about a student’s school breakfast or school lunch bill being in arrears to the parent or guardian and not the student. The district may send a student home with a letter addressed to the parent or guardian.

An unsubsidized student shall not be denied access to a school meal, regardless of the student's ability to pay or the status of the student's meal arrearages, during any period of time in which the school is making a determination as to whether the student is eligible for and can be certified to receive, free or reduced price meals.

Payment of Charges

The school business administrator shall be responsible for tracking and billing all lunch accounts in arrears. The following guidelines shall apply:

A. Account balance on the student's school meal program account should be made available to parent/guardian;

B. Payments may be made directly to the food service provider; or payments may be made electronically;

C. The payment shall be recorded and a receipt generated and given or mailed in acknowledgement of payment received according to the established district business procedures.

FOOD SERVICE (continued)

Implementation

At the beginning of the school year, and upon initial enrollment in the case of a student enrolling during the school year, the district shall provide to the parent or guardian of each student:

A. Information on the National School Lunch Program and the federal School Breakfast Program including, but not limited to, information on the availability of free or reduced price meals for eligible students, information on the application and determination processes that are used to certify eligible students for subsidized school meals, and information on the rights that are available to students and their families;

B. An application to apply for the school lunch and school breakfast programs and instructions for completing the application;

The school meals information and application provided to parents and guardians shall:

A. Be communicated in a language that the parent or guardian understands;

B. Specify the limited purposes for which collected personal data may be used, as provided by subsection c. of this section

C. Indicate that an application to apply for the school lunch and school breakfast programs may be submitted at any time during the school year; and

D. Are submitted to the parent or guardian annually either in writing via hard copy and if desired electronically. In the latter case, the school district shall use the usual means by which it communicates with parents and guardians electronically.

Parents/guardians shall either submit the application for the school meal programs or submit a signed card provided by the board indicating that they have received the application and are not interested in participating. If a district does not receive an application or signed card, the board shall make at least one attempt to contact the student's parent/guardian and request that the application or card be submitted.

A school meals application that is completed by a parent or guardian shall be confidential, and shall not be used or shared by the student's school or school district, except as may be necessary to:

A. Determine whether a student identified in the application is eligible for free or reduced price school meals;

B. Determine whether the school or school district is required to establish a breakfast after the bell program, or to participate as a sponsor or site in the federal Summer Meals Service Program;

C. Ensure that the school receives appropriate reimbursement, from the state and federal governments, for meals provided to eligible students, free of charge, through a school lunch program, a school breakfast program, a breakfast after the bell program, a summer meals program, or an emergency meals distribution program; and

D. Facilitate school aid determinations under the "School Funding Reform Act of 2008".

The district liaison for the education of homeless children shall coordinate with school personnel to ensure that a homeless student receives free school meals and is monitored according to the board policies.

Nothing in this policy shall be construed to require a school district to deny or restrict the ability of an unsubsidized student to access school breakfast or school lunch when the student's school breakfast or school lunch bill is in arrears.

The policy shall be reviewed regularly and updated as necessary.

Adopted: June 15, 2017; February 21, 2019; August 25, 2021; June 15, 2023
Readopted: February 21, 2019; August 25, 2021; June 15, 2023;
Revised: **November 19, 2026 (SECOND READING)**

Key Words

School Lunch, Food Service, Nutrition, Wellness,

Legal References:

N.J.S.A. 18A:11-1	General mandatory powers and duties
N.J.S.A. 18A:18A-5	Exceptions to requirement for advertising
See particularly: N.J.S.A. 18A:18A-5a(6)	
N.J.S.A. 18A:18A-6	Standards for purchase of fresh milk; penalties; rules and regulations
N.J.S.A. 18A:33-3 through -5	Cafeterias for students
N.J.S.A. 18A:33-21	Schools meals, notification to parent of payment in arrears before denying to student
N.J.S.A. 18A:33-21a	Hunger-Free Students Bill of Rights Act
N.J.S.A. 18A:33-21b	Information provided to parents, guardians
N.J.S.A. 18A:33-21c	Provision of meals to homeless students
N.J.S.A. 18A:33-21.1	State required to pay difference between federal allocation and total cost of reduced price breakfast, lunch
N.J.S.A. 18A:54-20	Powers of board (county vocational schools)
N.J.S.A. 18A:58-7.1 through -7.2	School lunch program ...
N.J.A.C. 2:36-1.1 et seq.	Child Nutrition Programs
N.J.A.C. 6A:23A-16.5	Supplies and equipment
N.J.A.C. 6A:30-1.1 et seq.	Evaluation of the Performance of School Districts

Healthy, Hunger-Free Kids Act of 2010 (Section 143), P.L. 111-296; December 13, 2010.

Federal policy guidance and resources guidance at https://www.fns.usda.gov/school-meals/policy. **See:**

SP 17-2014, January 22, 2014	*Discretionary Elimination of Reduced Price Charges in the School Meal Program*
SP 46-2016, July 8, 2016.	*Unpaid Meal Charges: Local Meal Charge Policies*
SP 46-2016, July 8, 2016	*Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments*
SP 23-2017, March 23, 2017.	*Unpaid Meal Charges: Guidance and Q&A*

Possible Cross References:

*1200	Participation by the public
*1220	Ad hoc advisory committees
*3000/3010	Concepts and roles in business and noninstructional operations; goals and objectives
*3220/3230	State funds; federal funds
*3250	Income from fees, fines and charges
*3450	Money in school buildings
*3510	Operation and maintenance of plant
*3542.1	Wellness and nutrition
*3542.31	Free or reduced-price lunches/milk
*3542.44	Purchasing

FOOD SERVICE (continued)

*4222	Noninstructional aides
*5131	Conduct/discipline
9123	Appointment of board secretary
9124	Appointment of business official

*Indicates policy is included in the Critical Policy Reference Manual.

WOODBRIDGE TOWNSHIP BOARD OF EDUCATION **FILE CODE: 3542.31**
Woodbridge, New Jersey **_____ Monitored**
__X__ Mandated
Policy **_____ Other Reasons**

FREE OR REDUCED-PRICE LUNCHES/MILK

It is the policy of the Woodbridge Township Board of Education that this school district shall participate in any federal or state subsidized food program for the benefit of eligible students. Student eligibility shall be as determined by the guidelines of the subsidizing agency. The board requires that all regulations of the subsidizing agency be observed including and especially those which preserve the privacy of eligible students.

The board hereby adopts as its own the free and reduced-price policy developed by the bureau of child nutrition programs pursuant to federal regulations.

Website Notification

The chief school administrator or designee will post the School Meals and Summer EBT Application along with an information video(s) regarding the school meal application, produced by the Office of the Food Security Advocate, in a prominent location on the schools website. In addition, the district will include these links in its Letter to Parents.

Breakfast After the Bell

If seventy percent or more of the students enrolled in any school within the district on or before the last school day before October 16 of the preceding school year are eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall establish a "Breakfast After the Bell" program for that school in accordance with N.J.S.A. 18A:33-11.3

A school within the district may request a one-year waiver from their requirements to provide "Breakfast After the Bell" under certain circumstances set forth N.J.S.A. 18A:33-12.

Application Process

The schools shall notify all interested persons of the availability, eligibility requirements, and application procedure for free and reduced rate meals by distributing an application to the family of each student enrolled in the school.

An application form shall be given to each individual who requests one. Applicants shall be given at least two weeks to file an application. A decision on eligibility shall be rendered within ten days after each such application has been received and delivered in writing to the applicant. Whenever an application is denied, the parents may appeal that decision to the Supervisor of Food Service. Each denial shall carry notice of the applicant's right to appeal and the procedures by which to do so.

The identity of children receiving free or reduced rate meals will be protected and they shall not be required to work as compensation for receiving free or reduced rate meals.

Adopted:	December 21, 1978; June 15, 2023
NJSBA Review/Update:	November 2011
Readopted:	August 21, 2014; June 15, 2023,
Revised:	**November 19, 2026 (SECOND READING)**

FREE OR REDUCED-PRICE LUNCHES/MILK (continued)

Key Words

Free Lunch, School Lunch, Lunch, Milk, Reduced-price Lunches/Milk

Legal References:

N.J.S.A. 18A:33-3	Cafeterias for students
N.J.S.A. 18A:33-4	School lunch; availability to all children
N.J.S.A. 18A:33-5	Exemptions
N.J.S.A. 18A:33-10	Establishment of school breakfast program in certain schools
N.J.S.A. 18A:33-11	Implementation of school breakfast program by district
N.J.S.A. 18A:33-21b1	Website Posting Requirement
N.J.S.A. 18A:58-7.1 through -7.2	School lunch program
N.J.A.C. 2:36-1.2	Policy and agreement for school nutrition programs
N.J.A.C. 2:36-1.8	Review and evaluation

Possible Cross References:

*2224	Affirmative action/nondiscrimination
*3000/3010	Concepts and roles in business and noninstructional operations; goals and objectives
*3220/3230	State funds; federal funds
*3450	Money in school buildings
*3510	Operation and maintenance of plant
*3542	Food Service
*3542.1	Wellness and nutrition
*3542.44	Purchasing
*4222	Noninstructional aides
9123	Appointment of board secretary
9124	Appointment of business official

*Indicates policy is included in the Critical Policy Reference Manual.

DISTRICT RECORDS AND REPORTS

The operation of a school district results in the generation of numerous documents and official records. These must be maintained in compliance with the New Jersey Open Public Records Act and other laws and regulations. Members of the public have the right under law to inspect and copy (with certain exceptions) the public records of the district. These records shall not include information deemed to be confidential pursuant to statute and/or regulation.

The district plans to preserve these records by:

A. Appointing the business administrator as records custodian;

B. Periodically reviewing records retention with the chief school administrator and the school board or a committee thereof; and

C. Retaining records according to the schedule for educational institutions promulgated by New Jersey Department of Treasury, Division of Revenue and Enterprise Service, Records Management Services (RMS).

Availability to the Public

For the protection of the public interest, the board believes that members of the community have a right to inspect, copy or examine district records, with certain exemptions as specifically described in statute. Any limitations on this right shall be construed in favor of the public's right to access. Requests for district records shall be submitted to the records custodian (or designee) in writing on the appropriate form or via letter or email as long as it contains the required information. The request shall not be considered as submitted until it is received by the custodian of records.

The custodian shall reply to all requests promptly and shall grant access or deny the request as soon as possible, but within seven days, provided that the record is currently available and not in storage or archived. If, however, the request is for a commercial purpose, or if the records have to be reviewed for the purpose of compliance with P.L.2021, c.371 (C.47:1B-1 et seq.), the custodian has up to 14 business days to respond. The custodian shall notify the requestor of the additional response time within seven business days.

In the event the custodian is unable to fulfill the request due to unforeseen circumstances or circumstances that reasonably necessitate additional time, the custodian is entitled to a reasonable extension of the response deadline and will notify the requestor of the time extension within seven business days after receiving the request.

The custodian shall permit district records to be inspected, examined or copied during the hours that the board office is open (or for small districts with an enrollment of 500 or fewer, during not less than six regular business hours over not less than three business days per week). Immediate access ordinarily must be granted for budgets, bills, vouchers, contracts including collective negotiations agreements and individual employment contracts, and public employee salary and overtime information. Immediate access to these documents is limited to those documents that are less than 24 months old. Copies may be made at fees not to exceed those set by statute. If request is made and the estimated cost of producing copies exceeds $5.00, a deposit may be required.

Anonymous requests for government records are permitted by law. Anonymous requests for personal information will not be fulfilled.

Access shall be granted in the medium or format requested or some other meaningful medium, unless the

request is for a record in a medium not routinely used by the district; not routinely developed or maintained by the district; or requiring a substantial amount of manipulation or programming of information technology. In these cases, the board may add a special reasonable charge consistent with applicable law. To the extent possible, documents may be made available on the board's website and the custodian may direct a requestor to the website to access the documents but cannot charge a fee for same.

The custodian shall include information on the public agency's website and public records request form regarding a requestor's right to appeal a denial of access.

Records Exempted from Public Access

Records exempted by law include: security and emergency response procedures; purchase, lease or acquisition of real property; pending or anticipated litigation; reports of investigations in progress; matters for which disclosure would impair the right to receive federal funds; pending negotiations toward a collective bargaining agreement; most personnel and pension records of an individual; questions and answer keys (for personnel or academic examinations and job interviews); records concerning individual pupils and staff, their home addresses and telephone numbers (unless waived by the individual); reports and recommendations that involve unwarranted invasion of privacy; medical and psychological records. The records custodian will keep confidential and edit out information in records that disclose social security numbers, credit card information and drivers' license numbers.

Record Retention

Record retention periods in conformance with state and federal codes, regulations, and statutes of limitation may be accessed through the New Jersey Department of Treasury, Division of Revenue and Enterprise Service, Records Management Services (RMS) at http://www.nj.gov/treasury/revenue/rms/retention.shtml. The records custodian will ensure that records are retained and appropriately stored in accordance with state and federal statute and regulation.

Implementation

The chief school administrator shall periodically review the work of the records custodian with the school board or a committee thereof, to ensure that necessary steps are being taken to gather, record, disseminate, copy, store and ultimately to destroy school district records in accordance with applicable laws. Particular attention shall be paid to implementing the public's right to access records and to protecting from public access those records specifically exempted by law. If deemed necessary, the board will adopt additional rules, regulations and procedures to implement this policy.

Adopted: August 21, 2014
Readopted: June 16, 2016
Revised: **November 19, 2026 (SECOND READING)**

Key Words

District Records and Reports, Public Access, Records, Reports

Legal References:

N.J.S.A. 10:4-6 et seq.	Open Public Meetings Act
N.J.S.A. 18A:4-14	Uniform system of bookkeeping for school districts
N.J.S.A. 18A:7A-11	Reports by local school district, commissioner; interim review
N.J.S.A. 18A:11-2	Power to sue and be sued; reports; census of school children
See particularly: N.J.S.A. 18A:11-2(b)	

N.J.S.A. 18A:17-7 through -12	Secretary to give notices and keep minutes, etc.
N.J.S.A. 18A:17-28(e)	Duties of business manager
N.J.S.A. 18A:17-35	Records of receipts and payments
N.J.S.A. 18A:17-36	Accounting; monthly and annual reports
N.J.S.A. 18A:17-46	Act of violence; report by school employee; notice of action taken; annual report
N.J.S.A. 18A:36-19	Pupil records; creation, maintenance and retention, security and access; regulations; nonliability
N.J.S.A. 47:1A-1 et seq. See particularly: N.J.S.A. 47:1A-1.1, -5	Examination and copies of public records (Open Public Records Act)
N.J.S.A. 47:3-15 et seq.	Destruction of Public Records Law
N.J.A.C. 2:36-1.1 et seq.	Child Nutrition Programs
N.J.A.C. 6A:16-5.3	Incident reporting of violence, vandalism and substance abuse
N.J.A.C. 6A:23A-16.1 et seq.	Prescribed system of double-entry bookkeeping and GAAP accounting
N.J.A.C. 6A:27-7.9	Vehicle records
N.J.A.C. 6A:30-1.1et seq.	Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-7.1 et. seq. See particularly: N.J.A.C. 6A:32-7.1(g), -7.8	Student Records
N.J.A.C. 15:3-2.1 et. seq.	Records Retention

Annual Data Collection Plan, New Jersey State Department of Education

New Jersey Department of Treasury, Division of Revenue and Enterprise Service, Records Management Services (RMS), School District Records Retention and Disposition Schedule

Matawan Regional Teachers Association v. Matawan-Aberdeen Bd. of Ed., 212 N.J. Super. 328 (Law Div. 1986)

Laufgas v. Barnegat Twp. Bd. of Ed., 1987 S.L.D. 2442, aff'd St. Bd. 1988 S.L.D. 2496

Horner v. Kingsway Regional, 1990 S.L.D. 752

Beatty v. Chester Bd of Ed, 1999 S.L.D. (Sept.)

Possible Cross References:

3543	Office services
3571	Financial reports
*4112.6/4212.6	Personnel records
*5125	Pupil records
*5131.5	Vandalism/violence
*6142.2	English as a second language; bilingual/bicultural
*6171.3	At-risk and Title 1
*6171.4	Special education
*9322	Public and executive sessions
*9326	Minutes

*Indicates policy is included in the Critical Policy Reference Manual

WOODBRIDGE TOWNSHIP BOARD OF EDUCATION **FILE CODE: 3571.4**
Woodbridge, New Jersey **_____ Monitored**
_____ Mandated
Policy **__X__ Other Reasons**

AUDIT

An audit of the accounts of the Woodbridge Township School District shall be made annually by a public school accountant selected by the board of education. The audit examination shall be conducted in accordance with statute and generally accepted auditing standards and shall include all funds over which the board has direct or supervisory control.

An auditor's fee shall be established in each fiscal year. The board of education shall select an auditing firm experienced in school accounting and willing to perform the required services for the established fee.

Within 30 days following the receipt of the annual audit, the board of education will, at a regular meeting, cause the recommendations of the auditor to be read and to be discussed, and the discussion noted in the minutes of the meeting. The board will direct the implementation of the auditor's recommendations.

In the event there are repeated audit findings from a prior year, within 30 days of audit submission, the district shall submit a specific corrective action plan for addressing the repeat findings to the Executive County Superintendent or State fiscal monitor.

NJSBA Review/Update: November 2011
Adopted: August 21, 2014
Revised: **November 19, 2026 (SECOND READING)**

Key Words

Audit, Auditor

Legal References:

N.J.S.A.	18A:6-68	Bookkeeping and accounting system (educational services commission)
N.J.S.A.	18A:18A-1 et seq.	Public School Contracts Law
N.J.S.A.	18A:23-1 et seq.	Audits and auditors
N.J.A.C.	6A:23A-1 et seq.	Fiscal accountability, efficiency and budgeting procedures
N.J.A.C.	6A:23A-1.2	Definitions
N.J.A.C.	6A:23A-4.4	Action on Repeat Audit Findings
N.J.A.C.	6A:23A-16.2	Principles and directives for accounting and reporting
N.J.A.C.	6A:30-1.1et seq.	Evaluation of the Performance of School Districts
N.J.A.C.	6A:32-12.2	School level planning

Possible Cross References:

*1100	Communicating with the public
*1120	Board of education meetings
*3570	District records and reports
3571	Financial reports
9127	Appointment of auditor

*Indicates policy is included in the Critical Policy Reference Manual.

ATTENDANCE, ABSENCES, AND EXCUSES

The Woodbridge Township Board of Education believes that the regular attendance of students in each class and in school in general is critical to its educational mission. The district shall endeavor to achieve the ninety percent (90%) attendance rate required by the New Jersey Quality Single Accountability Continuum (NJQSAC). Continuity of instruction is an essential element in student performance and allows students the greatest opportunity to succeed at meeting the state learning standards in the New Jersey Student Learning Standards for mathematics and language arts and literacy and the strategies that maximize student attendance at all scheduled periods of actual instruction or supervised study activities and strive to:

A. Encourage good attendance;
B. Discourage unexcused absences;
C. Identify patterns of absence, tardiness and early departures from school; and
D. Intervene to prevent and correct problems with attendance.

I. Attendance

A day in session for purposes of attendance shall be a day on which the school is scheduled to provide instruction and students are under the guidance and direction of a teacher or teachers engaged in the teaching process. Days on which school is closed for such reasons as holidays, teachers' institutes and inclement weather shall not be considered as days in session.

A school day shall consist of not less than four hours of actual instruction, excluding lunch and recess. One continuous session of two and one-half hours may be considered a full day in kindergarten.

For all State attendance submissions, students shall be recorded as present, absent, or excused for a State-excused absence on every day the school is in session.

A student shall be recorded in the school register as present if the student participates in instruction or instruction-related activities for at least half a day in session whether the student is physically on school grounds, at an approved off-grounds location, or in virtual or remote instruction setting pursuant to N.J.A.C 6A:32-8.3.

II. Excused and Unexcused Absence

A. State Excused Absence
An absence shall be considered a~~n~~ "state excused absence" for the purpose of determining promotion, retention, truancy, grades, course credit, eligibility to make up missed assignments and tests for full credit, and violations of the school code of conduct for attendance, for the following five allowable reasons (New Jersey School Register, Ch.3):

1. Religious observance (N.J.A.C. 6A:32-8.3(h)):
2. A college visit (up to 3 days per school year, only for students in grades 11 and 12);
3. "Take Our Children to Work Day" (pursuant to memo issued by the Commissioner to all districts on April 25, 2017) or other rule issued by the Commissioner;
4. Participation in observance of Veterans Day (N.J.S.A. 8A: 36-13.2) or district board of election membership activities (N.J.S.A. 18A: 36-33); ~~or~~
5. The closure of a busing district that prevents a student from having transportation to the receiving school; or
6. Attendance at a civic event (P.L. 2023 c. 274) one time per school year, provided that the student is enrolled in grades 6 through 12 and written notice with supporting documentation is submitted to building principal or designee by a parent/guardian at least five (5) school days prior to the anticipated date of absence.

An excused absence for any reason other than those listed above shall not be counted as a day of attendance in the school register.

A student not present in school because of his or her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance.

For absences that do not meet the criteria at above as a State excused absence, districts may adopt policies that establish locally approved or excused absences consistent with N.J.A.C. 6A:16-7.6 for the purposes of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit. However, an absence designated as excused by the district pursuant to N.J.A.C. 6A:16-7.6 shall be considered an absence in the submission to the State for the purpose of chronic absenteeism reporting, as set forth at N.J.A.C. 6A:32-8.6.

B. Cumulative Days In Membership is an element in NJ SMART defined as the number of *school days in session* in which a student is enrolled/registered during the annual reporting period from July 1 through June 30. The count will commence the first day the student is expected to start, even if they do not actually attend that day.

   1. School Day In Session – is a day on which the school is open and students are under the guidance and direction of a teacher(s); and the day must 4 hours or more to be considered a full day (or at least 2-1/2 hours for kindergarten) (N.J.A.C. 6A:32-8.(a) and (b)).

      a. The number of possible days in session for a student on *home instruction* is the same as for other students in the program in which the student is enrolled (N.J.A.C. 6A:32-8.1(f)).
      b. Schools must be in session a minimum of 180 days.
      c. The number of school days in session does not include summer school.
      d. The extended school year is included in the calculation up to June 30 and only when it is *required* for *all* students.

C. Cumulative Days Present is an element in NJ SMART defined as the number of school days a student is present (not absent) when the school is in session during the annual reporting period (July 1 through June 30) and the student is recorded under the guidance and direction of a teacher in the teaching process (N.J.A.C. 6A:32-8.3). Whether a student absence is due to illness, disciplinary action, or other reason, the student may not be considered present at school unless home instruction is received. A student with an "excused" absence per district board of education policy can NEVER be considered as present.

   1. Time present – Full Day: For a school in session during morning and afternoon, the student must be present for at least one hour in the morning and at least one hour in the afternoon to be considered as present for a full day; for a school in session during either morning or afternoon, the student must be present at least two hours to be recorded as present for the full day (N.J.A.C. 6A:32-8.3(k)), for example, twilight programs. For a half day preschool or kindergarten session, the student must be present for at least one hour to be considered present for a full day.
   2. Time present – Half Day: A student must be present at least one hour during any morning, afternoon, or evening session to be recorded as present one-half day (New Jersey School Register, Ch.3).
   3. Home instruction: A student receiving home instruction is considered present and in membership under the following circumstances:
      a. A student with a temporary or chronic health condition receives home instruction by a certified teacher for the number of days and length of time sufficient to continue the student's academic progress. A student with a disability must receive home instruction consistent with the student's individualized education program (N.J.A.C. 6A:16-10.1).
      b. A general education student, for reasons other than a temporary or chronic health condition, receives 10 or more hours of home instruction per week by a certified teacher 4 on at least three separate days and no fewer than 10 hours per week additional guided learning experiences

(N.J.A.C. 6A:16-10.2).

c. A student, when placed on home instruction through an IEP, receives 10 or more hours of instruction per week on at least three separate days by an appropriately certified teacher or teachers (N.J.A.C. 6A:14-4.8).
d. NOTE: When instruction is provided for less than the minimum number of hours and/or days required per week, the student must not be recorded as present for more than four days when school was in session for a full five-day week. School districts are able to develop their own policy for determining the exact number of days to record the student present based on these circumstances.

4. School-sponsored education programs: A student participating in a school-sponsored educational program under the guidance and direction of a teacher, pursuant to N.J.A.C. 6A:32- 8.3, even if not located in the school, is considered present and in membership (e.g., field trip, structured learning experience, community-based instruction).

5. In-school suspensions: A student temporarily removed from his or her regular classroom to in-school suspension is considered present and in membership, provided the student is afforded the opportunity to continue to:
   a. Appropriately participate in the general curriculum; and
   b. For students with disabilities, receive the services specified on the child's IEP, and participate with nondisabled children to the extent they would have in their current placement.

6. Out-of-school suspensions: A student on out-of-school suspension is considered in membership and not present unless he or she receives home instruction as defined above. Students receiving short-term suspension must be provided with academic instruction that addresses the New Jersey Student Learning Standards within five days of the suspension (N.J.A.C. 6A:16-7.2(a)5). Students receiving long-term suspension must be provided with educational services (academic instruction and support services) within five days of the suspension (N.J.A.C. 6A:16-7.3(a)9).

7. Extended non-illness absences: Extended absences for non-illness shall be considered "unexcused". Upon the 10th consecutive day of non-illness absence, the student will be dis-enrolled. If the student wishes to return to school after 10 days, the student will be re-enrolled in the school district with no guarantee of returning to the same school or the same class. The student will be subject to the unexcused days in membership to be considered for promotion.

D. Student-level Absentee Rate: Each student's absentee rate is calculated based on the fields of Cumulative Days Present and Cumulative Days in Membership collected in NJ SMART. Cumulative Days Present (P) is subtracted from the Cumulative Days in Membership (M), and this number is divided by the Cumulative Days in Membership (M).

$$\frac{M - P}{M}$$

If the student-level absentee rate is equal to or greater than 10%, the student is chronically absent.

E. School-level chronic absenteeism: The school-level chronic absenteeism rate is calculated by dividing the number of chronically absent students during the school year by the total number of students enrolled in the school.

F. Truancy is defined as 10 or more cumulative unexcused absences (N.J.A.C. 6A:16-1.3). All school districts are required to have a policy and procedure that include a definition of unexcused absences that count toward truancy; thus, how "excused" and "unexcused" absences are defined for purposes of expectations and consequences regarding truancy, student conduct, promotion, retention and award of credit is a local decision (N.J.A.C. 6A:16-7.6(a)3). The NJ SMART Cumulative Days Towards Truancy field is not considered in the calculation of chronic absenteeism.

ATTENDANCE, ABSENCES AND EXCUSES (continued)

G. Tardiness

The orderly conduct of class activity depends upon the prompt and precise beginning of the program. Tardiness hinders the proper conduct of school activity. Students are expected to arrive to school and class on time. A student who is tardy to any class will be subject to disciplinary action as outlined in board policy 5131 Conduct and Discipline and the student code of conduct. Consequences for accumulated occurrences of tardiness may include detention, loss of credit and an unexcused school day absence.

III. Attendance, Instruction, and Promotion – Locally-Established Excused and Unexcused Absence

A. In order for the board of education to fulfill its responsibility for providing a thorough and efficient education for each student, the complete cooperation of parents/guardians and students is required to maintain a high level of school attendance.

A student is deemed chronically absent when they are recorded as not being present for 10 percent or more of the days the student is deemed "in membership." Days in membership are the number of school days in session in which a student is enrolled. A student's membership begins on the first possible day of attendance following enrollment during the school year, notwithstanding the actual day the student was recorded as present for the first time. For purposes of calculating the absentee rate of chronic absenteeism, State-excused absences are not included in a student's days in membership

The frequent absence of students from classroom learning experiences disrupts the continuity of the instructional process and limits the ability of students to complete the prescribed curriculum requirements successfully. The district shall develop regulations that define the attendance requirements for promotion.

In order to be considered to have successfully completed the instructional requirements of the grade, a student must be in attendance 163 days.

B. Students absent from school because of a family vacation are unexcused. The district is not obligated to provide academic instruction or assignments during periods of unexcused absences for vacation.

a. Teachers shall not be required to prepare or provide work prior to the period of the absence;
b. Students shall be required to make-up any missed work, at the teacher's discretion.

C. Religious Observance

In accordance with statute, no student absent for religious observance of a day recognized by the Commissioner of Education or this board of education shall be charged with an unexcused absence, deprived of an award or eligibility/opportunity to compete for an award, or of the right to take an alternate to a test or examination missed through such absence; Teachers must provide work for student to complete. Parent should notify the classroom teacher prior to the religious observance to allow proper time to gather schoolwork.

D. Procedures for Unexcused Absences

When a student fails to report to class or school accumulating up to five unexcused absences, the district shall:

1. Make a reasonable attempt to notify the student's parents/guardians of each unexcused absence prior to the start of the following school day;
2. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parents;
3. Identify in consultation with the student's parents needed action designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance;
4. Follow all procedures according to law and board policy 5142 Safety and 5141.4 Child Abuse and Neglect if a potential missing or abused child situation is detected;
5. Cooperate with law enforcement and other authorities and agencies, as appropriate.

If contact through these means is unsuccessful the district may follow-up with another attempt to contact the parents/guardians or send a letter reporting the unexcused absence and requesting the parent/guardian to contact the school.

E. Procedures for Persistent Absences

If the pattern of unexcused absences continues and five to nine unexcused absences are accumulated the district shall:

1. Make a reasonable attempt to notify the student's parents/guardians of each unexcused absence prior to the start of the following school day;
2. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parents to address patterns of unexcused absences previously;
3. Evaluate the appropriateness of action taken as identify in consultation with the student's parents;
4. Develop an action plan to establish outcomes based upon the student's patterns of unexcused absences and to specify the interventions for supporting the student's return to school and regular attendance, which may include any or all of the following:

    a. Refer or consult with the building's intervention and referral services team;
    b. Conduct testing, assessments or evaluations of the student's academic, behavioral and health needs;
    c. Consider an alternate educational placement;
    d. Make a referral to or coordinate with a community-based social and health provider agency or other community resource;
    e. Refer to the court or a court program as follows:
        i. When the unexcused absences are determined to be violations of the compulsory education law and board policy;
        ii. When there is evidence of a juvenile-family crisis the student may be referred to Superior Court, Chancery Division, Family Part. "Juvenile-family crisis" pursuant to N.J.S.A. 2A:4A-22(g) means behavior, conduct or a condition of a juvenile, parent or guardian or other family member which presents or results in a threat to wellbeing and safety of the juvenile, serious conflict regarding the juvenile's conduct, unauthorized absence from home, pattern of unauthorized absence from school, or human trafficking;
    f. The implementation of all required procedures for potential abuse, neglect or missing child including cooperation with law enforcement and other authorities and agencies, as appropriate;
    g. Engage the student's family.

F. Discipline

All discipline regarding the attendance of students shall be consistent with the board policy 5131 Conduct and Discipline and the code of student conduct. Consequences for absences may include:

1. Students may be denied participation in co-curricular activities if their attendance fails to meet the standards set forth herein;
2. Students may be denied participation in athletic competition if their attendance fails to meet the standards set forth herein;
3. Loss of partial or total course credit;
4. Detention or suspension.
5. No student who is absent from school for observance of a religious holiday or other excused absence shall be disciplined and/or deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.
6. Students, parents and guardians shall be notified of disciplinary actions for attendance including loss of credit and may appeal this determination through the procedure as set forth in board policy 5145.6 Student Grievance Procedure.

ATTENDANCE, ABSENCES AND EXCUSES (continued)

G. Truancy

For cumulative unexcused absences of 10 or more, the student between the ages of six and 16 is truant, pursuant to law. The district shall:

1. Make a determination regarding the need for a court referral for the truancy;
2. Make a reasonable attempt to notify the student's parents of the mandatory referral;
3. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
4. Cooperate with law enforcement and other authorities and agencies, as appropriate;
5. Follow all procedures required by N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School and other applicable state and federal statutes as follows:

    a. An attendance officer who finds a truant child, shall take the child and deliver him/her to the parent/guardian or other person having charge and control of the child, or to the teacher of the school which such child is lawfully required to attend;
    b. The attendance officer shall examine into all violations and shall warn the child, the parent/guardian or other person having charge and control of the child of the consequences of the violation if persisted in;
    c. The attendance officer shall notify the parent/guardian or other person having charge and control of the child in writing, to cause the child to attend school within five days from the date on which notice is served, and regularly thereafter;
    d. The attendance officer shall have full police power to enforce the provisions of this article and may arrest without warrant any vagrant child or habitual truant or any child who is habitually incorrigible or who is vicious or immoral in conduct or illegally absent from school;
    e. The sheriff and his officers and all police officers and constables shall assist the attendance officer in the performance of their duties;
    f. A parent, guardian or other person having charge and control of a child between the ages of 6 and 16 years, who shall fail to comply with any of the provisions of this article relating to his duties, shall be deemed to be a disorderly person and shall be subject to a fine of not more than $ 25.00 for a first offense and not more than $ 100.00 for each subsequent offense, in the discretion of the court. In any such proceeding, the summons issuing therein, or in special circumstances a warrant, shall be directed to the alleged disorderly person and the child.

H. Unexcused Absences for Students in Special Education

For students with disabilities, the length of the school day and the academic year of programs must be at least as long as that established for nondisabled students (N.J.A.C. 6A:14-4.1(c)). The attendance guidelines, discipline and remedial measures set forth in this policy shall apply to classified students where appropriate and in accordance with the student's:

1. Individualized education program (IEP);
2. The Individuals with Disabilities Act (IDEA)
3. Procedural protections set forth in N.J.A.C. 6A:14;
4. Alternate short or long term accommodations for students with disabilities as required by law;
5. Requirements of a student's individualized health care plan and individualized emergency healthcare plan;
6. Accommodation Plans under Section 504 of the Rehabilitation Act of 1973; and 29 U.S.C. § 794 and 705(20).

The IEP team may make a decision, based on the individual needs of the student, that the student is unable to attend school and should receive special education and related services in a different setting or manner, such as through home instruction, all or part of the time. The decision of the IEP team shall be included in the student's IEP. In such a case, the student should be marked as "present" in the Student Information System (SIS) when he or she is educated in the educational placement(s) set forth in his or her IEP.

ATTENDANCE, ABSENCES AND EXCUSES (continued)

I. District Sending and Receiving Relationships

The receiving school shall report attendance problems to the sending district responsible for the student. Following five or more cumulative unexcused absences school officials from the sending district shall proceed in accordance with the sending district's board attendance policy and procedure.

J. Regular Release of Students Before the End of the Normal School Day

There are varying situations which may justify release of certain students from school before the normal time for closing. Such situations are justifiable only if the release does not jeopardize the student's educational program and the reasons for such release can be shown to have positive benefits for the student.

K. Late Arrival and Early Dismissal

The board recognizes that from time to time compelling circumstances will require that a student be late to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this district, the board shall require that the school be notified in advance of such absences by written request of the student's parent/guardian, which shall state the reason for the tardiness or early dismissal. Justifiable reasons may include:

1. Medical or dental appointments which cannot be scheduled outside of school hours;
2. Requirements of a student's individualized health care plan and individualized emergency healthcare plan;
3. Requirements of the student's individualized education program (IEP);
4. Alternate short or long term accommodations for students with disabilities;
5. Medical disability;
6. Motor vehicle driver's test;
7. Interview for college entrance or employment;
8. Family emergency;
9. Court appearance;
10. Such good cause as may be acceptable to the administration.

No student in grades kindergarten through eight shall be permitted to leave the school before the close of the school day unless he/she is met in the school office by his/her parent/guardian or a person authorized by the parent/guardian to act in his/her behalf.

Tardiness not covered by the causes listed shall be cumulative, and may affect course credit.

L. Legal Custody

A record shall be kept indicating the legal custodian of each student. Such custodian shall be responsible for informing the board of any change in the student's custodian. The principal may take such steps as seem necessary to ensure that the child is released only to the proper legal custodian.

M. Potentially Missing Children

1. If daily attendance records indicate a child is absent, and the parent/guardian has not called, a designated person shall attempt to contact the parent/guardian;
2. If no telephone contact can be made, the attendance officer shall investigate;
3. If the attendance officer cannot locate the child, he/she shall inform the principal, who shall inform the coordinator of security, who will inform the superintendent and report child to the police;
4. If a child who was present in the morning is absent after lunch, the same procedure shall be followed.
5. In the event that a child may have left the building/classroom and cannot be located, the coordinator of security shall be called immediately.

N. Marking Missing Child's School Record

Whenever the superintendent receives notice from the Missing Persons Unit that a child has been reported missing, he/she shall mark the child's records in such a way that whenever a copy of or information regarding the record is requested, district personnel will be aware that the record is that of a missing child. If a copy of a marked school record is requested, the superintendent shall supply the record to the requestor without alerting him/her to the fact that the record has been marked, according to provisions in code and statute on accessing student records (see policy 5125 Student Records). After the chief school administrator has complied with the request for copies of records or information, he/she shall immediately report the inquiry or any knowledge as to the whereabouts of the missing child to the Missing Persons Unit.

O. Regulations

The superintendent shall develop procedures for the attendance of students including:

1. The expectations and consequences regarding students' timely arrival of students to school and classes;
2. The expectations and consequences regarding attendance at school and classes;
3. A definition of unexcused absence that counts toward truancy that is consistent with the definition of a school day;
4. School staff responses for unexcused absences for:
   a. Cumulative absences up to five;
   b. Cumulative absences of ten;
   c. Cumulative unexcused absences of 10 or more; and
   d. Referral to court.

Dissemination and Implementation

The superintendent shall take all necessary steps to publicize this policy and may include these rules in district handbooks and/or on the district website. Parents/guardians and students shall be notified annually of the attendance policy.

The superintendent shall ensure that the rules for this policy are applied consistently and uniformly, and that all disciplinary sanctions are carried out with necessary due process.

The board shall review the attendance policy on a regular basis.

Adopted:	August 21, 2014; May 16, 2019; November 21, 2019; May 21, 2020
NJSBA Review/Update:	April 30, 2020
Readopted:	May 16, 2019; November 21, 2019: May 21, 2020
Revised:	**November 19, 2026 (SECOND READING)**

Key Words

Student Attendance, Attendance, Absences and Excuses, Student Attendance

Legal References:	N.J.S.A. 18A:11-1	General mandatory powers and duties
	N.J.S.A. 18A:35-4.9	Student promotion and remediation; policies and procedures
	N.J.S.A. 18A:36-13.2	Excused absence for certain pupils on Veterans Day
	N.J.S.A. 18A:36-14, -15, -16	Religious holidays; absence of students on; effect
	N.J.S.A. 18A:36-19a	Newly enrolled students; records and identification
	N.J.S.A. 18A:36-24 through -26	Missing children; legislative findings and declarations
	N.J.S.A. 18A:36-33	Pupils serving as district board of election members,

ATTENDANCE, ABSENCES AND EXCUSES (continued)

	excused absence
N.J.S.A. 18A:36-33.1	Excused absence for attendance at civic events
N.J.S.A. 18A:38-25	Attendance required of children between six and 16; exceptions
N.J.S.A. 18A:38-26	Days when attendance required; exceptions
N.J.S.A. 18A:38-27	Truancy and juvenile delinquency defined
N.J.S.A. 18A:38-28 through -31	Compelling attendance at school
See particularly	
N.J.S.A. 18A:38-31	Violations of article by parents or guardians; penalties
N.J.S.A. 18A:38-32	District and county vocational school attendance officers
N.J.S.A. 18A:40-7	Exclusion of students who are ill
N.J.S.A. 18A:40-8	Exclusion of students whose presence is detrimental to health and cleanliness
N.J.S.A. 18A:40-9	Failure of parent to remove cause for exclusion; penalty
N.J.S.A. 18A:40-10	Exclusion of teachers and students exposed to disease
N.J.S.A. 18A:40-11	Exclusion of students having communicable tuberculosis
N.J.S.A. 18A:40-12	Closing schools during epidemic
N.J.S.A. 18A:54-20	Powers of board (county vocational schools)
N.J.S.A. 52:17B-9.8a through -9.8c	Marking of missing child's school record
N.J.A.C. 6A:8-5.1	Graduation requirements
N.J.A.C. 6A:14-1 et seq.	Special education
See particularly:	
N.J.A.C. 6A:14-4.1(c)	General requirements
N.J.A.C. 6A:16-1 et seq.	Programs to support student development
See particularly:	
N.J.A.C. 6A:16-7.6	Attendance
N.J.A.C. 6A:30-1.1 et seq.	Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-8.1 et seq.	Student Attendance and Accounting
N.J.A.C. 6A:32-8.3	Student attendance
N.J.A.C. 8:61-2.1	Attendance at school by students or adults with HIV infection

Wetherell v. Board of Education of Township of Burlington, 1978 S.L.D. 794 (Board may impose penalties for unjustifiable tardiness, improper absences from classes, truancy, and other unexcused absences)

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851 (Board may adopt policy to deny students course credit after a student was late or absent a specified number of times.)

C.R., on behalf of J.R., v. Board of Education of the Scotch Plains-Fanwood Regional School District, 1988 S.L.D. (June 22)(board acted unreasonably in applying its attendance policy to student with excessive absences due to chronic medical illness)

Student Attendance Policies and Procedures Compliance Checklist, New Jersey Department of Education
www.nj.gov/education/students/safety/behavior/attendance/checklist.pdf

Commissioner memo on "Take Our Children to Work Day," April 25, 2017 at:
https://www.nj.gov/education/broadcasts/2017/APR/25/16343/Instructions%20for%20Recording%20Attendance%20of%20Students%20Who%20Take%20Part%20in%20Take%20Our%20Children%20to%20Work%20Day.pdf

Jerkins v. Anderson. 191, N.J. (2007)

Possible Cross References:

*5020	Role of parents/guardians
*5111	Admission
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5125	Student records
*5141.2	Illness
*5141.4	Child abuse and neglect
*5142	Student safety
*6146	Graduation requirements
*6146.2	Promotion/retention
*6147	Standards of proficiency
*6147.1	Evaluation of individual student performance
*6154	Homework/makeup work
*6171.4	Special education
*6173	Home instruction

*Indicates policy is included in the Critical Policy Reference Manual.

CONDUCT/DISCIPLINE

The Woodbridge Township Board of Education ("Board") believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of students. The board approved code of student conduct is established to achieve the following purposes:

A. Foster the health, safety, and social and emotional well-being of students;

B. Support the establishment and maintenance of civil, safe, secure, supportive and disciplined school environments conducive to learning;

C. Promote achievement of high academic standards;

D. Prevent the occurrence of problem behaviors;

E. Establish parameters for the intervention and remediation of problem student behaviors at all stages of identification; and

F. Establish parameters for consistent responses to violations of the code of student conduct that take into account, at a minimum, the severity of offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors as appropriate.

The board of education expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment. Students are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority and respond to those who hold that authority.

The board of education believes that standards of student behavior must be set cooperatively by interaction among the students, parents/guardians, staff and community, producing an atmosphere that encourages students to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for district and community property.

Board policy requires each student of this district to adhere to the rules and regulations established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The chief school administrator shall provide to students and their parents/guardians the rules of this district regarding student conduct and the sanctions that may be imposed for breach of those rules. Provisions shall be made for informing parents/guardians whose primary language is other than English.

The chief school administrator shall establish the degree of order necessary to the educational program in which students are engaged.

Code of Conduct

The superintendent shall oversee the development of and the board shall approve a code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The code of conduct may be based on parent/guardian~~,~~ and student. The superintendent has the right and authority to

impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board shall direct development of detailed regulations suited to the age level of the students and the physical facilities of the individual schools.

The board requires each student of this district to adhere to the Code of Student Conduct promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

A. Conform to reasonable standards of socially acceptable behavior;

B. Respect the person and property of others;

C. Preserve the degree of order necessary to the educational program in which they are engaged;

D. Respect the rights of others;

E. Obey constituted authority and respond to those who hold that authority; and

F. Respect diversity and value equity.

The content of the Code of Student Conduct, at a minimum, shall include:

A. A description of student responsibilities that includes expectations for academic achievement, behavior and attendance;

B. A description of behaviors that will result in suspension or expulsion;

C. A description of the students' rights to:

1. Advance notice of behaviors that will result in suspensions or expulsions;
2. Education that supports student development into productive citizens;
3. Attendance in safe and secure school environment;
4. Attendance in school irrespective of marriage, pregnancy, or parenthood;
5. Due process and appeal procedures in accordance with law and board policy;
6. Parent notifications consistent with board policy and law for law enforcement interviews (5145.11 Questioning and Apprehension), short-term and long-term suspension (5114 Suspension and Expulsion), due process and appeal procedures, and attendance (5113 Attendance, Absences and Excuses);
7. Records and privacy protections (5125 Student Records).

D. A description of comprehensive behavioral supports that promote positive student development and assist each student in fulfilling the district behavioral expectations established including:

1. Positive reinforcement for good conduct and academic success;
2. Supportive interventions and referral services;
3. Remediation of problem behavior that takes into account the behavior's nature, the students' developmental ages and the students' histories of problem behaviors and performance; and
4. Behavioral interventions and supports for students with an IEP or accommodation plans.

CONDUCT/DISCIPLINE (continued)

E. A description of responses to violations of behavioral expectations that, at a minimum, are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behaviors that shall:

   1. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;
   2. Be consistent with other responses as required by law for serious offences including firearms, weapons and assault offenses;
   3. Ensure that the code of student conduct is applied equitably without regard to race, color, religion, ancestry, national origin, nationality, sex, gender, sexual orientation, gender identity or expression, marital, domestic-partnership, or civil-union, mental, physical, or sensory disability, or any other distinguishing characteristic;
   4. Be consistent with the provisions of N.J.S.A. 18A:6-1 regarding the corporal punishment of pupils.

F. Expectations and consequences consistent board policies and procedures 5113 Attendance, Absences and excuses and 5131.1 Harassment, Intimidation and Bullying;

G. A current list of community-based health and social service provider agencies available to support a student and the student's family, as appropriate, and a list of legal resources available to serve the community.

A student may be denied privileges such as participation in extracurricular activities, school functions, sports, graduation exercises or other privileges as disciplinary sanctions in order to maintain the order and integrity of the school environment.

Student Discipline, Suspension And Expulsion

Students who display chronic behavioral or academic problems may be referred to the child study team by the chief school administrator for an evaluation to determine disability or the need for other services. Such referrals shall be in strict accordance with the due process regulations prescribed by the administrative code. Students so identified shall be provided with appropriate programs and services as prescribed by the child study team.

A student whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, may be suspended in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.2, N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.4, following due process. However, one incident alone is not sufficient cause for an expulsion.

Any student who commits an assault (as defined by N.J.S.A. 2C:12-1) upon a board member, teacher, administrator or other employee of the board of education shall be suspended from school immediately according to procedural due process, and suspension in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.2, N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.4. However, one incident alone is not sufficient cause for an expulsion. Proceedings shall begin no later than 30 calendar days from the date of the student's suspension.

The chief school administrator or his or her designee shall take appropriate measures to ensure that minority and male students shall not be disproportionately represented in detentions, suspensions, and expulsions.

The Code of Student Conduct shall provide for degrees of discipline including detention, an alternative class setting program, out-of-school suspension, behavioral probation, and expulsion.

In addition to any penalty that the board may impose, students may have criminal charges brought against them by the board or its administrators if the misconduct warrants such action.

CONDUCT/DISCIPLINE (continued)

A. Pursuant to N.J.S.A. 18A:37-1 et seq., causes for suspension or expulsion of a student include, among others:

1. Continued and willful disobedience;
2. Open defiance of the authority of any teacher or person, having authority over him;
3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students;
4. Physical assault upon another student;
5. Taking, or attempting to take, personal property or money from another student, or from his presence, by means of force or fear;
6. Willfully causing, or attempting to cause, substantial damage to school property;
7. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by the board, and failure to leave such school or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility;
8. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by the board;
9. Incitement which is intended to and does result in truancy by other students;
10. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and
11. Any conduct or behavior that threatens the safety of the students, staff, or other school personnel and/or disrupts the educational environment.

B. Acts of violence or threats of physical harm to staff members or their property cannot be tolerated; therefore, disciplinary action up to and including expulsion may be taken against students guilty of such acts in accordance with the following:

1. Any student who threatens physical harm to staff members or their property will be subject to immediate suspension from the school setting consistent with the student's due process rights.
2. Any student who physically attacks a staff member or willfully damages a staff member's personal property will be subject to immediate suspension from school consistent with the student's due process rights and a recommendation made to the Superintendent that an expulsion hearing be conducted by the board.
3. In any case involving an assault upon a staff member by a student, a police complaint will be signed against the student.

C. In situations where a student has exhibited aggressive behavior towards his/her peers, **or** where a student has committed a bias act, appropriate action to be taken may include:

1. Discipline;
2. Loss of privilege(s);
3. Referral to a Child Study Team;
4. Notification to the Director of Student Access & Engagement; and/or
5. Removal from the assigned school and assignment to another educational setting.
   (See also: Harassment, Intimidation, and Bullying Prevention.)

D. In any disciplinary action, the student is entitled to due process. The procedures for student suspension and expulsion are set forth in policy 5114. In general, a student's due process rights include:

1. A statement in writing by the teacher or individual making the complaint of the reason or reasons for the proposed discipline;
2. Presentation to the student by an administrator of the allegations made against him/her;
3. A full opportunity given to the student to state his/her position;
4. Contact with the student's parent(s) or guardian(s) by telephone **or** by letter;
5. A conference with parents, student, and administrator.

E. Students suspended for a long term suspension (more than 10 school days) shall be afforded a formal hearing before the board.

1. The formal hearing before the board shall be conducted by the board or delegated by the board to a board committee or to a school administrator for the purpose of determining facts and/or making recommendations. The board as a whole shall receive and consider either a transcript or detailed report on such hearing before taking final action. The hearing shall:

   a. Include the opportunity for the student to confront and cross-examine witnesses, when there is a question of fact, and present his or her own defense and produce oral testimony or written supporting affidavits.
   b. Take place no later than 30 calendar days following the day the student is suspended from the general education program;
   c. Not be subject to the provisions of the "Open Public Meetings Act;" and
   d. Result in a decision by the board, which at a minimum, shall be based on the preponderance of competent and credible evident.

2. The board shall provide a written statement to the student's parents of the board's decision within five school days after the close of the hearing that includes, at a minimum:

   a. The charges considered;
   b. A summary of the documentary or testimonial evidence from both the student and the administration that was brought before the board at the hearing;
   c. Factual findings relative to each charge and the board's determination of each charge;
   d. Identification of the educational services to be provided to the student;
   e. The terms and conditions of the suspension; and
   f. The right to appeal the board's decision regarding the student's general education program to the Commissioner of Education.

3. The board shall ensure the student's immediate return to the general education program if at any time it is found that the general education student is not guilty of the offense;
4. For a student with a disability found not guilty of the offense, the student's program shall be determined in accordance with the provisions of N.J.A.C. 6A:14-1.1 et seq. ("Special Education"); and
5. At the completion of a long-term suspension, the board shall return the general education student to the general education program.

F. Suspension of general education students may not be continued beyond the board's second regular meeting following the suspension, unless the board so determines.

1. The board shall determine whether or not to continue the suspension based on the following criteria:

   a. The nature and severity of the offense;
   b. The board's removal decision;
   c. The results of any relevant testing, assessments or evaluations of the student; and
   d. The recommendation of the superintendent, principal or director of the alternative educational program or home or other out-of-school instruction program in which the student has been placed.

2. In the event of cancellation of the first or second regular board meeting, action on the continuation of the suspension shall be considered at the next board meeting.
3. When the board votes to continue the suspension of a general education student, the board, in consultation with the superintendent, shall review the case at each subsequent board meeting for the purpose of determining:

   a. The status of the student's suspension;
   b. The appropriateness of the current educational program for the suspended student; and

c. If the suspended student's current placement should continue or if the student should return to the general education program.

4. When the board votes to continue the suspension of a general education student, the board, in consultation with the superintendent, shall make the final determination on:

a. When the student is prepared to return to the general education program;
b. Whether the student shall remain in an alternative education program or receive home or other in-school or out-of-school instruction; or
c. Whether to initiate expulsion proceedings.

G. The board shall make decisions regarding the appropriate educational program and support services for the suspended general education student, at a minimum, based on the following criteria:

1. A behavioral assessment or evaluation including, but not limited to, a referral to the child study team, as appropriate;
2. The results of any relevant testing, assessments or evaluations of the student;
3. The student's academic, health and behavioral records;
4. The recommendation of the superintendent, principal or other relevant school or community resource; or
5. Consultation with the Intervention and Referral Services team, as appropriate.

H. The board shall provide a general education student suspended under this section with an appropriate educational program or appropriate educational services until the student graduates from high school or reaches the age of 20.

1. The educational program shall be consistent with the regulations of the State Board of Education concerning regular or special education students, whichever is applicable; or
2. The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for students of similar grades and attainments.

I. For a student with a disability who receives a long-term suspension, the board shall proceed in accordance with N.J.A.C. 6A:14-2.8 in determining or changing the student's educational placement to an interim or alternate educational setting.

1. All procedural protections set forth in N.J.A.C. 6A:14-1.1 et seq. shall be afforded to each student with a disability who is subjected to a long-term suspension.
2. All decisions concerning the student's educational program or placement shall be made by the student's Individualized Education Program team.
3. The provisions of F through H above shall not apply to students with disabilities.

J. The length of suspension depends upon the nature of the infraction. The Office of the Superintendent shall be informed monthly of all suspensions of five days or less duration. No suspension may exceed five days unless the superintendent has been informed and has given his/her consent.

K. No suspended student may leave the building to go home unless permission to leave has been granted by a parent or a parent takes the student home. If the administrator has been unable to contact the parents, the student must remain in school until dismissal.

L. From the time a student is notified of the suspension he/she shall not be eligible to participate in any school functions for the duration of such disciplinary action. Students suspended shall not be eligible for attendance at any other school, with the exception of an alternate educational program, for the duration of such disciplinary action, unless otherwise determined by the Office of Special Services. The student is considered to be reinstated at the beginning of the school day following the last day of the suspension.

CONDUCT/DISCIPLINE (continued)

M. Every student has the right to make-up the class work missed during the period of his/her suspension. The record of absence during the period of suspension shall be made part of the student's permanent attendance record.

N. Students may be disciplined for conduct that occurs away from school grounds, including, but not limited to, on a school bus or at a school-sponsored function consistent with the board's Code of Student Conduct. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds. This authority shall be exercised only when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

Substance Abuse

In accordance with statute and code, penalties shall be assigned for use, possession and distribution of proscribed substances and drug paraphernalia. The penalties shall be graded according to the severity of the offense in accordance with policy 5131.6 Substance Abuse. Infractions shall be reported to the local law enforcement agency in accordance with the district's memorandum of agreement. Confidentiality shall be protected in accordance with federal and state law.

Hazing - Definitions

"Hazing" means conduct in connection with an initiation of applicants to or members of a student or fraternal organization where a person knowingly or recklessly:

A. Causes, coerces, or otherwise induces another person to commit an act that violates federal or State criminal law;

B. Causes, coerces, or otherwise induces another person to consume any food, liquid, alcoholic liquid, drug or other substance which subjects the person to a risk of emotional or physical harm or is otherwise deleterious to the person's health;

C. Subjects another person to abuse, mistreatment, harassment, or degradation of a physical nature, including, but not limited to, whipping, beating, branding, excessive calisthenics, or exposure to the elements;

D. Subjects another person to abuse, mistreatment, harassment, or degradation of a mental or emotional nature, including, but not limited to, activity adversely affecting the mental or emotional health or dignity of the individual, sleep deprivation, exclusion from social contact, or conduct that could result in extreme embarrassment;

E. Subjects another person to abuse, mistreatment, harassment, or degradation of a sexual nature; or

F. Subjects another person to any other activity that creates a reasonable likelihood of bodily injury to the person.

Hazing shall not include any reasonable and customary athletic, law enforcement, or military training; contests; competitions; or events (section 1 of P.L.1980, c.169 N.J.S.A. 2C:40-3).

"Organization" means a fraternity, sorority, association, corporation, order, society, corps, club or service, social or similar group, whose members are primarily minors, students, or alumni of the organization.

CONDUCT/DISCIPLINE (continued)

Hazing - Policy

Hazing activities of any type are prohibited at all times regardless of whether the conduct occurs on or off school property or outside of school hours. No student, parent/guardian, coach, sponsor, volunteer, or district employee shall plan, direct, encourage, assist, permit, condone, ignore, or tolerate any form of hazing.

The board shall ensure that students are informed of this anti-hazing policy, including the rules, penalties, and program of enforcement under the policy. The policy shall be posted on the accessible district Internet website.

Reporting Hazing

Hazing is a disorderly persons offense. However, hazing is a crime of the third degree if an actor commits an act defined by law (section 1 of P.L.1980, c.169 N.J.S.A. 2C:40-3) which results in death or serious bodily injury to another person and is a crime of the fourth degree if the actor commits an act which results in bodily injury to another person. Local law enforcement shall be contacted.

In addition to any other sanctions or penalties that the district and/or local law enforcement may impose, a student or fraternal organization, that knowingly or recklessly promotes or facilitates a person to commit an act of hazing prohibited by board policy and law, shall be subject to a fine of not less than $1,000 or more than $5,000 for an initial violation, and a fine of not less than $5,000 or more than $15,000 for each subsequent violation.

Students, parents/guardians, administrators, coaches, volunteers, and district employees should immediately report hazing conduct to the building principal or their designee. All complaints of hazing shall be investigated promptly by the chief school administrator or his or her designee.

A person, student or fraternal organization, and another person acting in concert with the person, organization, or institution, shall be immune from prosecution if the person, or an employee, officer, or other agent acting on behalf of the organization or institution, as the case may be:

A. Called 9-1-1, or otherwise contacted school security, police, or emergency services, and reported that a person was in need of medical assistance due to an act of hazing;

B. The caller provided the caller's name and, if applicable, the name of the person acting in concert with the caller to the 9-1-1 operator or other recipient of the emergency contact;

C. The caller was the first to make the 9-1-1 report or other emergency report; and

D. The caller and, if applicable, the person acting in concert with the caller remained on the scene with the person in need of medical assistance until assistance arrived and cooperated with the emergency services on the scene.

In addition to any other applicable immunity or limitation on civil liability, a law enforcement officer or other official empowered to act as an officer for the arrest of offenders against the laws of this State, or a prosecutor, who, acting in good faith, arrested or charged a person who is thereafter determined to be entitled to immunity from prosecution shall not be subject to any civil liability for the wrongful arrest or charge.

Discipline

Individuals and/or groups found to have committed or participated in hazing another student or students shall be subject to disciplinary action.

The penalties for violations of the hazing policy may include:

A. The withholding of diplomas or transcripts pending compliance with the rules;

B. The rescission of permission for the organization or group, whose student members are being penalized under the anti-hazing policy, to operate on school property or to otherwise operate under the sanction or recognition of the school district; and

C. The imposition of probation, suspension, dismissal, or expulsion.

A penalty imposed on a student found to have committed or participated in hazing another student or other students shall be in addition to penalties imposed for violating the code of student conduct or any other school rule which the violator may be subject to. This policy shall apply to each act conducted on or off school property if the acts are deemed to constitute hazing.

Harassment, Intimidation, And Bullying

A. The board acknowledges that 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 environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, demonstrating traits of good character and refusing to tolerate harassment, intimidation or bullying.

B. The board prohibits any student from engaging in any act or behavior of harassment, intimidation, or bullying towards other students in accordance with policy 5131.1.

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

1. A reasonable person should know, under the circumstances, will have the effect of physically or mentally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or mental harm to his/her person or damage to his/her property; or

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

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

"Electronic communication" means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager, that takes place on school grounds, at any school-sponsored function or on a school bus**,** or is communicated or circulated during school by either the original student or other students.

C. The board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a 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.

D. The board believes that standards for student behavior must be set cooperatively through interaction among the students, parents/guardians, staff and community members, 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 the board and community property on the part of students, staff and community members.

E. The board believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations 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 discipline problems and encourage students' ability to grow in self-discipline.

F. The board is committed to a policy that identifies those students who become involved in any act or behavior of harassment, intimidation, or bullying. In determining the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, school administrators should consider the following factors: the age, developmental and maturity levels of the parties involved, the degrees of harm, the surrounding circumstances, the nature and severity of the behaviors, past incidences or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. In determining remedial measures, school administrators should consider various personal and environmental factors. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. It is only after meaningful consideration of these factors that appropriate consequences and remedial responses should be determined, consistent with the case law, Federal and State statutes, regulations and policies and board policies and procedures.

G. Some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school respond appropriately to the individuals 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 at the classroom, school building or school district levels or by law enforcement officials.

H. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the conduct and the school's response to the conduct, in the context of acceptable student behavior and the consequences of such conduct, and to involvement of law enforcement officers, including school resource officers, as appropriate.

I. Parents and students may anonymously report an incident of harassment, intimidation, or bullying. Disciplinary action may not be based solely on the basis of an anonymous report.

J. The board will not tolerate any reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. School employees, students, and volunteers must not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who provides reliable information about 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 and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and Board policies and procedures.

K. The board prohibits any person from falsely accusing another as a means of harassment, intimidation or bullying. Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion. Appropriate remedial action takes into account the nature of the behavior, the developmental age of the student, the student's history of problem behaviors and performance, and may include the following:

1. A behavioral assessment or evaluation including, but not limited to, a referral to the child study team, as appropriate; and
2. Supportive interventions and referral services, including those at N.J.A.C. 6A:16-8;

L. Consequences for a student who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance.
M. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation or bullying shall include discipline in accordance with board policies, procedures and agreement.
N. Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, intimidation or bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
O. Notice of the board's policy will appear in any board publication that sets forth the comprehensive rules, procedures, and standards of conduct for schools within the school district and in any student handbook. Provisions shall be made for informing parents/ guardians whose primary language is other than English.
P. The superintendent may in his or her discretion establish bullying prevention programs, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members.
Q. The board shall:

1. Annually review the training needs of district staff for the effective implementation of the harassment, intimidation and bullying policies, procedures, programs and initiatives of the board and implement staff training programs consistent with the annual review of training needs and the findings of the annual review and update of the Code of Student Conduct, as determined appropriate by the board.

   Information regarding the board's policy against harassment, intimidation, or bullying shall be incorporated into the board's employee training program.

2. Develop a process for annually discussing the board's harassment, intimidation or bullying policy with students; and
3. Annually review the extent and characteristics of harassment, intimidation and bullying behavior in the school buildings of the school district and implement programmatic or other responses, if determined appropriate by the board.

   The programs or other services shall be planned in consultation with parents, students and other community members, including appropriate community-based social and health provider agencies, law enforcement officials, school employees, school volunteers, students and school administrators, as appropriate.

Threatening Behavior Prevention

The board recognizes that school personnel must take seriously all suggestions, demonstrations, or communications of threatening behavior. When confronted with an actual situation in which threatening behavior or ideation is present, immediate mobilization of all appropriate resources is paramount.

Racial and Bias Incidents

The building principal will report racial and bias harassment incidents to Student Access & Engagement and the County Prosecutor as appropriate.

CONDUCT/DISCIPLINE (continued)

Authority of School Personnel

The building principal shall have the authority to assign discipline to students, subject to the rules and regulations of the superintendent and to the student's due process rights to notice, hearing, and appeal. Teaching staff members and other employees of this board having authority over students shall have the authority to take such means as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of the board.

Detaining Students

No student is to be detained at the elementary school or middle school level after the close of the regular school day unless the student's parent(s) have been contacted and informed that the student is going to be detained. Notification to parent(s) is the responsibility of school personnel. Notification should be made prior to the departure of school buses. If parent cannot be contacted, the student should be detained on another day. It shall be the responsibility of the superintendent to promulgate guidelines to implement this policy.

Students with Disabilities

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP and accommodation plans. However, before disciplining a classified student, it must be determined that:

A. The student's behavior is not primarily caused by his/her educational disability;

B. The program that is being provided meets the student's needs.

Staff shall comply with state and federal law and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of all students with disabilities.

Student Behavioral Infractions

Students who display chronic behavioral or academic problems may be referred to the child study team by the principal for an evaluation to determine disability or the need for other services. Such referrals shall be in strict accordance with the due process regulations prescribed by the administrative code. Students so identified shall be provided with appropriate programs and services as prescribed by the child study team.

A student whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, may be suspended in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5, following due process. However, one incident alone is not sufficient cause for an expulsion.

Any student who commits an assault (as defined by N.J.S.A. 2C:12-1) upon a board member, teacher, administrator or other employee of the board of education shall be suspended from school immediately according to procedural due process, and suspension in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5. However, one incident alone is not sufficient cause for an expulsion. Proceedings shall begin no later than 30 calendar days from the date of the student's suspension.

Weapons Offenses

Any student who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school bus or at a school-sponsored function shall be immediately removed from the school's regular education program for a period of not less than one calendar year. The superintendent may modify this suspension on a case-by-case basis. Each student so removed shall be placed in an alternative educational program or on home instruction pending

alternative education program placement and shall be entitled to a hearing before the board. The hearing shall take place no later than 30 days following the day the student is removed from the regular education program and shall be closed to the public.

The principal shall be responsible for the removal of such students and shall immediately report them to the superintendent. The principal shall also notify the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

The superintendent shall determine at the end of the year whether the student is prepared to return to the regular education program, in accordance with N.J.A.C. 6A:16-5.5(i).

Teaching staff members and other employees of this board having authority over students shall take such lawful means as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this board.

Student Internet-Enabled Devices During The School Day (Bell to Bell)

The purpose of restricting personal internet-enabled devices is to support student well-being and engagement, reduce distraction and improve focus. Further, this policy helps to promote a positive climate and connection to school.

Starting with the 2026-2027 school year, the board of education prohibits the use of personal internet-enabled devices, subject to certain listed exceptions below, during the entirety of the school day (bell-to-bell) for students in kindergarten through grade 12. The board directs the superintendent to establish protocols that are differentiated across schools, grade levels and are developmentally appropriate to implement this policy. "Bell-to-Bell" is the timeframe when the morning bell rings at the start of the school day, until the dismissal bell rings at the end of the school day. Bell-to-Bell includes time in between class periods, and during lunch.

"Internet-Enabled Device" means any device capable of connecting to the internet and accessing online content (e.g., smartphones, tablets, smartwatches, smart glasses), including social media applications. An internet-enabled device does not include an internet-enabled device provided by a public school when used for educational purposes during authorized times.

Device Storage

The board of education requires that all student internet-enabled devices be stored during the entirety of the school day, unless they meet one of the exceptions listed below. The board of education directs the superintendent to make recommendations to the board on the most appropriate storage options based on the age, grade, and developmental needs of the students in each school in the district. Once the board selects the appropriate storage options, the superintendent will ensure that the selected storage methods for each school/grade are clearly communicated to all students, families and staff.

Exceptions to the Bell-to-Bell Policy

There are specific circumstances when a student may require use of an internet-enabled device.

Students may be permitted to use an internet-enabled device on school grounds during the school day in the following circumstances:

1. To fulfill accommodations provided in a student's individualized education program (IEP);
2. To support the implementation of a 504 Plan;
3. To implement a student health plan established to monitor or address a student's health condition (upon submission by a parent or guardian of documentation from a healthcare professional indicating that the use of an internet-enabled device is necessary for the health or well-being of the student);
4. For translation services;
5. For a student caregiver who is routinely responsible for the care or well-being of a family member;

CONDUCT/DISCIPLINE (continued)

6. When no reasonable alternative to the use of the internet-enabled device for a specific purpose exists, for instance, where there is no other reasonable alternative for a student who needs to use an internet-enabled device for instructional purposes, with proper authorization
7. When required by law; and
8. In the event of an emergency.

The superintendent will ensure that families are informed of their right to request an internet-enabled device-related accommodation which must include approval by the school principal and/or superintendent or their designee. School teams must base such accommodation determinations on documented medical, developmental, or other health needs and review them on a regular basis. School nurses, case managers, and IEP/504 coordinators should be involved in planning for and implementing student use of internet-enabled devices. Staff responsible for implementation should have ready access to documentation of the accommodation and should ensure their enforcement strategies minimize disruption.

Emergency Response Protocols

While limiting the use of internet-enabled devices during the school day supports academic focus, the district must account for the realities of crises in a manner that supports school-wide safety plans and coordinated emergency response.

The board directs the superintendent to ensure that district and school-wide safety plans address the use and/ or non-use of internet-enabled devices by students in the event of emergencies, such as a school lockdown, evacuation, or natural disaster, or other events. As part of these plans, the superintendent will ensure that protocols are developed providing developmentally appropriate guidance on when and how internet-enabled devices may be used, if at all, during emergencies.

In the event of an unplanned emergency closure that prevents students from retrieving internet-enabled devices that are stored in accordance with policy, the superintendent will work with principals and other school leaders to:

1. Develop and communicate clear, centralized protocol(s) for retrieving stored internet-enabled devices safely and efficiently once the school building is accessible.
2. Consider designating specific pick-up windows and a secure location (e.g., main office, security desk) for internet-enabled device return, ideally with staff oversight and sign-out procedures.
3. Communicate retrieval procedures through multiple channels, including robocalls, email and school websites.

Staff will be trained to recognize that emergency scenarios may trigger strong student impulses to communicate with family or access information, and to respond in a supportive, safety-informed manner. For family emergencies or non-emergency situations where a parent/guardian must reach a student, families should contact the school's main office directly rather than reaching out to students directly during the school day. Staff will then follow school notification procedures to ensure the student receives the information in a timely and appropriate manner.

Disciplinary Response

The superintendent will incorporate violations of this internet-enabled device policy into the code of student conduct. Disciplinary responses for using internet-enabled devices should further support student engagement. Families and caregivers will be engaged early and constructively, using policy violations as opportunities to strengthen communication and alignment between home and school expectations.

The board of education, through its superintendent, should regularly review discipline data and implementation practices to determine whether responses are achieving their intended outcomes, including: improved student engagement, reduced disruptions, and promoting a positive school climate.

Communication and Dissemination of this Policy

The superintendent will establish a clear communication protocol that ensures students, families, and staff are aware of this policy and understand how it applies to them. Key elements of this protocol will include:

1. The purpose and rationale of the policy.
2. Explaining what is prohibited and permitted by this policy, including any necessary accommodations.
3. Including information about how they will enforce the policy, including consequences for violations, and how staff will address concerns or disputes.

Policy and Procedure Development, Review and Dissemination

The standards and procedures developed to implement this policy shall be aligned with the board approved code of student conduct and accepted board approved core ethical values. Policies, standards and procedures shall be based on parent, student and community involvement which represents, where possible, the composition of the schools and community, in accordance with N.J.A.C. 6A:16-7.1.

This policy shall be reviewed annually and updated along with the code of student conduct. This process shall include:

A. Parent, student and community involvement which represents, where possible, the composition of the schools and community;

B. Consideration of the findings of the annual reports of student conduct, suspensions and expulsions; and incidences reported under the Student Safety Data System (SSDS).

Implementation

The superintendent shall ensure that the rules for this policy are applied consistently with the district's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations and that all disciplinary sanctions are carried out with necessary due process.

The board shall review and update the code of student conduct annually. The code of student conduct shall be disseminated annually to all school staff, students and parents/guardians.

The chief school administrator shall report as required by law to the New Jersey Department of Education on student conduct, including all student suspension and expulsion and incidences reported under the Student Safety Data System (SSDS).
Employees shall receive annual training on the code of student conduct, including training on the prevention, intervention, and remediation of student conduct that violates the code of student conduct. Information on the code of student conduct shall be incorporated into the orientation for new employees.

Adopted:	December 21, 1978
Revised:	August 20, 2003; September 20, 2007; February 16, 2017, May 17, 2018; September 24, 2020; March 10, 2022: May 19, 2022, August 27, 2026; **November 19, 2026 (SECOND READING)** January 6, 2026
NJSBA Review/Update:	December 2011
Readopted:	August 21, 2014; May 17, 2018; March 10, 2022, May 19, 2022, August 27, 2026;

Key Words

Conduct, Discipline, Student Conduct, Weapons, Vandalism, Harassment, Intimidation, Bully, Bullying,

Legal References:

N.J.S.A. 2A:4A-60 et al.	Disclosure of juvenile information; penalties for disclosure
N.J.S.A. 2C:12-1	Definition of assault
N.J.S.A. 2C:33-19	Paging devices, possession by students
N.J.S.A. 2C:39-5	Unlawful possession of weapons
N.J.S.A. 18A:6-1	Corporal punishment of students
N.J.S.A. 18A:11-1	General mandatory powers and duties
N.J.S.A. 18A:25-2	Authority over students
N.J.S.A. 18A:36-19a	Newly enrolled students; records and identification
N.J.S.A. 18A:37-1 et seq.	Discipline of Students
See particularly:	
N.J.S.A. 18A:37-13.2, -14	
N.J.S.A. 18A:37-15 et seq.	
N.J.S.A. 18A:40A-1 et seq.	Substance Abuse
N.J.S.A. 18A:54-20	Powers of board (county vocational schools)
N.J.A.C. 6A:14-2.8	Discipline/suspension/expulsions
N.J.A.C. 6A:16-1.1et seq.	Programs to Support Student Development
See particularly:	
N.J.A.C. 6A:16-1.4,-2.4 -4.1, -5.1, -5.4, -5.6, -5.7, -6.1, -6.2, -7.1 through -7.5	

20 U.S.C.A. 1415(k) Individual with Disabilities Education Act Amendments of 1997

Bethel School District No. 403, v. Fraser, 478 U.S. 675 (1986)

Hazelwood v. Kuhlmeier 484 U.S. 260 (1988)

Honig v. Doe, 484 U.S. 305 (1988)

See also Commissioners' Decisions indexed under "Students – Punishment of" in Index to N.J. School Law Decisions

Every Student Succeeds Act of ~~2015~~, Pub.L. 114-95, 20 U.S.C.A. 6301 et seq

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184. The New Jersey Supreme Court ruled that a school district may be held liable under the New Jersey Law Against Discrimination (LAD), N.J.S.A. 10:5-1 to -49, when students harass another student because of his perceived sexual orientation. A district school will be liable for such harassment if it knew or should have known of the harassment but failed to take reasonable remedial actions. The matter was remanded to the Director of the Division on Civil Rights.

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials

Guidance for Schools on Student Use of Internet-Enabled Devices, NJ Department of Education, revised January 2026 (last accessed March 30, 2026)

FAQs Internet Enabled Devices_July2026 "last access 8/18/26"

CONDUCT/DISCIPLINE (continued)

Possible Cross References:

*1220	Ad hoc advisory committees
*1410	Local units
3517	Security
*3541.33	Transportation safety
*4131/4131.1	Staff development; inservice education/visitation conferences
4138/4238	Employee protection
*4231/4231.1	Staff development; inservice education/visitation conferences
5000	Concepts and roles in student personnel
5010	Personal goals and objectives for students
*5020	Role of parents/guardians
*5113	Absences and excuses
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5127	Commencement activities
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5131.7	Weapons and dangerous instruments
5132	Dress and grooming
5145	Rights
5145.2	Freedom of speech/expression
*5145.4	Equal educational opportunity
*5145.6	Student grievance procedure
*5145.11	Questioning and apprehension
*5145.12	Search and seizure
*6145	Extracurricular activities
*6164.4	Child study team
*6171.4	Special education
*6172	Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.

HARASSMENT, INTIMIDATION AND BULLYING

The Woodbridge Board of Education believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. 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 environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

The board of education expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The standards of character education are an essential component of the Woodbridge School District's Code of Conduct. The board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults; support and assistance of students in school, the community and home; our students will achieve the above standards of character education.

The board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The superintendent shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the superintendent shall ensure that this policy is applied to incidents of harassment, intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The superintendent has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board directs the superintendent or his or her appropriately trained and qualified designee to develop detailed regulations suited to the age level of the students and the physical facilities of the individual schools.

Bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. "Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds**,** at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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

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

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

"Electronic communication" means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager.

Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying

The consequences for a student who commits an act of harassment, intimidation, or bullying may include:

A. For the first act of harassment, intimidation, or bullying committed by a student, a copy of the results of the investigation shall be placed in the student's record and the student may be subject to remedial actions, including the provision of counseling or behavioral intervention services, or discipline, or both, as determined by the principal in consultation with appropriate school staff;

B. For the second act, a copy of the results of the investigation shall be placed in the student's record and the student may be subject to remedial actions, including the provision of counseling or behavioral intervention services, or discipline, or both, as determined by the principal, in consultation with appropriate school staff; and

C. For the third and each subsequent act, a copy of the results of the investigation shall be placed in the student's record, and the principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the chief school administrator or the chief school administrator's designee, and may include remedial actions including counseling or behavioral intervention services, or progressive discipline, or both, and may require the student, accompanied by a parent or guardian, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation or bullying behavior.

The chief school administrator or the chief school administrator's 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.

Students

Consequences and remedial measures for a student who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the 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. Consequences shall be consistent with the board approved code of student conduct and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

A. Correct the problem behavior;

B. Prevent another occurrence of the problem;

C. Protect and provide support for the victim of the act; and

D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Students' acts of cyber-harassment shall be subject to the code of student conduct for harassment, intimidation and bullying and penalties provided in N.J.S.A. 2C:33-4.1 Crime of Cyber-harassment. Cyber-harassment is a

crime of the fourth degree and may be reported to the local law enforcement agency. A parent or guardian having legal custody of a minor who demonstrates willful or wanton disregard in the exercise of the supervision and control of the conduct of a minor adjudicated delinquent of cyber-harassment may be liable in a civil action.

Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including short and long-term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Referral to disciplinarian;
4. In-school suspension during the school week or the weekend;
5. After-school programs;
6. Out-of-school suspension (short-term or long-term);
7. Legal action; and
8. Expulsion.

B. Remedial Measures

1. Personal

   a. Restitution and restoration;
   b. Mediation;
   c. Peer support group;
   d. Recommendations of a student behavior or ethics council;
   e. Corrective instruction or other relevant learning or service experience;
   f. Supportive student interventions, including participation of the intervention and referral services team;
   g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
   h. Behavioral management plan, with benchmarks that are closely monitored;
   i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
   j. Involvement of school disciplinarian;
   k. Student counseling;
   l. Parent conferences;
   m. Student treatment; or
   n. Student therapy.

2. Environmental (Classroom, School Building or School District)

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

HARASSMENT, INTIMIDATION AND BULLYING (continued)

m. General professional development programs for certificated and non-certificated staff;
n. Professional development plans for involved staff;
o. Disciplinary action for school staff who contributed to the problem;
p. Supportive institutional interventions, including participation of the intervention and referral services team;
q. Parent conferences;
r. Family counseling;
s. Involvement of parent-teacher organizations;

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

A. The student's behavior is not primarily caused by his/her educational disability;

B. The program that is being provided meets the student's needs.

Staff

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Referral to disciplinarian;
5. Withholding of Increment
6. Suspension;
7. Legal action; and
8. Termination

B. Remedial Measures

1. Personal

a. Restitution and restoration;
b. Mediation;
c. Support group;
d. Recommendations of behavior or ethics council;
e. Corrective action plan;
f. Behavioral assessment or evaluation;
g. Behavioral management plan, with benchmarks that are closely monitored;
h. Involvement of school disciplinarian;
i. Counseling;
j. Conferences;
k. Treatment; or
l. Therapy.

HARASSMENT, INTIMIDATION AND BULLYING (continued)

2. Environmental (Classroom, School Building or School District)

    a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
    b. School culture change;
    c. School climate improvement;
    d. Adoption of research-based, systemic bullying prevention programs;
    e. School policy and procedures revisions;
    f. Modifications of schedules;
    g. Supervision;
    h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
    i. General professional development programs for certificated and non-certificated staff;
    j. Professional development plans for involved staff;
    k. Disciplinary action;
    l. Supportive institutional interventions, including participation of the intervention and referral services team;
    m. Conferences;
    n. Counseling;

Reporting Harassment, Intimidation and Bullying Behavior

The superintendent, principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report. Any school employee, board member, contracted service provider, student, visitor or volunteer who has witnessed, or has reliable information that a student has been subject to harassment, intimidation or bullying, must report the incident to the building principal or his/her designee.

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying committed by an a adult or youth against a student:

A. All acts of harassment, intimidation, or bullying shall be reported verbally to the school principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;

B. The principal shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services. The principal shall keep a written record of the date, time, and manner of notification to the parents or guardians; and

C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying.

The written report shall be on a numbered form developed by the Department of Education. The form is available at https://www.nj.gov/education/safety/sandp/hib/docs/HIB_Incident_Form_ForLEAs.pdf
A copy of the form shall be submitted promptly by the principal to the chief school administrator. The form shall be completed even if a preliminary determination is made under the school district's policy that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to section 2 of P.L.2002, c.83 (C.18A:37-14). The report 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. A redacted copy of the form that removes all student identification information shall be confidentially shared with the board of education after the conclusion of the investigation, if a hearing is requested by a parent or guardian.

The school district shall provide a means for a parent or guardian to complete an online numbered form developed by the Department of Education to confidentially report an incident of harassment, intimidation, or bullying.

The principal shall report to the chief school administrator if a preliminary determination is made under the board policy that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying, and the chief school administrator may require the principal to conduct an investigation of the incident, if the chief school administrator determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, or bullying. The chief school administrator shall notify the principal of this determination in writing.

The superintendent must annually report to the Board of Education the number of times the preliminary determination was found to be outside the scope of HIB.

A board member, school employee, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the building principal and any appropriate school official, or to any school administrator or safe schools resource officer, who shall immediately initiate the school district's procedures concerning school bullying.

A board member or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in this policy, shall be immune from a cause of action for damages arising from any failure to remedy the reported incident.

A school administrator who receives a report of harassment, intimidation, or 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.

The school administrator shall take into account the circumstances of the incident when providing notification to parents and guardians of all students involved in the reported harassment, intimidation, or bullying incident. The circumstances of the incident shall be considered conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense.

District Anti-Bullying Coordinator

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, and bullying of students;

B. Collaborate with school anti-bullying specialists in the district, the board of education, and the superintendent to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;

C. Provide data, in collaboration with the superintendent, to the Department of Education regarding harassment, intimidation, and bullying of students; and

D. Execute such other duties related to school harassment, intimidation, and bullying as requested by the superintendent.

The district anti-bullying coordinator shall meet at least twice a school year with the school anti-bullying specialists in the district to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

HARASSMENT, INTIMIDATION AND BULLYING (continued)

School Anti-Bullying Specialist

The principal in each school shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the principal shall appoint that individual to be the school anti-bullying specialist. If no individual meeting these criteria is currently employed in the school, the principal shall appoint a school anti-bullying specialist from currently employed school personnel. The school anti-bullying specialist shall:

A. Chair the school safety/school climate team;

B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and

C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety/School Climate Team

The board shall form a school safety/school climate team in each school to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. The school safety team shall meet at least two times per school year.

The school safety/school climate team shall consist of the principal or his or her designee a teacher in the school; the 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 team.

The school safety team shall:

A. Receive any complaints of harassment, intimidation, or bullying of students that have been reported to the principal;

B. Receive copies of any report 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;

G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of students; and

H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator.

A parent shall be on the school safety/school climate team only in regard to general school climate issues and shall not participate in activities that may compromise a student's confidentiality. Other members of the school safety/school climate team who are not authorized to access student records (see board policy 5125 Student Records) shall be on the team only in regard to general school climate issues and shall not participate in activities that may compromise a student's confidentiality.

Investigating Reported Harassment, Intimidation and Bullying

All reported incidents of harassment, intimidation and bullying shall be investigated promptly and in accordance with law and the following procedures:

A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:

   1. Taking of statements from victims, witnesses and accused;

   2. Careful examination of the facts;

   3. Support for the victim; and

   4. Determination if alleged act constitutes a violation of this policy.

B. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.

C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying or from the date of the written notification from the chief school administrator to the principal to initiate an investigation. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.

D. The results of the investigation shall be reported to the superintendent within two school days of the completion of the investigation, and in accordance with law and board policy. The superintendent may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action including seeking further information.

E. The results of each investigation shall be reported to the board of education no later than the date of the next board meeting following the completion of the investigation, and include:

   1. Any services provided;
   2. Training established;
   3. Discipline imposed; or
   4. Other action taken or recommended by the superintendent.

F. The superintendent or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation in accordance with federal and State law and regulation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:

   1. The nature of the investigation;
   2. Whether the district found evidence of harassment, intimidation, or bullying; or
   3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying.

G. Investigations of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation**.**

HARASSMENT, INTIMIDATION AND BULLYING (continued)

Range of Ways to Respond to Harassment, Intimidation or Bullying

The board of education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. 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 levels or by law enforcement officials.

In considering whether a response beyond the individual is appropriate, the principal, in conjunction with the school anti-bullying specialist shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom; school building; school district) responses include:

A. School and community surveys;

B. Mailings;

C. Focus groups;

D. Adoption of research-based bullying prevention program models;

E. Training for certificated and non-certificated staff;

F. Participation of parents and other community members and organizations;

G. Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community; and

H. The involvement of law enforcement officers, including school resource officers.

For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include:

A. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);

B. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;

C. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;

D. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

The range of ways in which the school shall respond once an incident of harassment, intimidation or bullying is identified shall be defined by the principal in conjunction with the school anti-bullying specialist, and shall include an appropriate combination of counseling, support services, intervention services, and other programs as defined by the commissioner.

HARASSMENT, INTIMIDATION AND BULLYING (continued)

Retaliation and Reprisal Prohibited

The board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member, contracted service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the superintendent and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, board member, contracted service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

A. Students

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;

B. School Employees

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including suspension or dismissal from service;

C. Board Members

Consequences and appropriate remedial action for a board member found to have committed an act of harassment, intimidation, or bullying; or found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including a public sanction or filed ethics charges;

D. Visitors, Volunteers, Contracted Service Providers, and All Other Persons

Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the superintendent after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences and remediation for students, employees, board members, visitors, volunteers, and contracted service providers, engaging in harassment, intimidation or bullying or engaged in retaliation, reprisal and/or false accusations may include the following:

A. Consequences
   1. Admonishment;
   2. Temporary removal from the classroom or school;
   3. Deprivation of privileges
   4. Prohibited from access to the school facilities (visitors, vendors, board members, all other people);
   5. Classroom or administrative detention;
   6. Referral to disciplinarian;

7. In-school suspension during the school week or the weekend;
8. After-school programs;
9. Out-of-school suspension (short-term or long-term);
10. Legal action;
11. Withholding of Increment;
12. Suspension;
13. Expulsion;
14. Termination;
15. Termination of service agreements or contracts (vendors, volunteers);
16. Public sanction (board members);
17. Ethics charges (some administrators, board members).

B. Remedial Measures
   1. Personal
      a. Restitution and restoration;
      b. Mediation;
      c. Peer support group;
      d. Recommendations of a student behavior or ethics council;
      e. Corrective instruction or other relevant learning or service experience;
      f. Supportive student interventions, including participation of the intervention and referral services team;
      g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
      h. Behavioral management plan, with benchmarks that are closely monitored;
      i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
      j. Involvement of school disciplinarian;
      k. Counseling;
      l. Conferences;
      m. Treatment; or
      n. Therapy.

   2. Environmental (Classroom, School Building or School District)
      a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
      b. School culture change;
      c. School climate improvement;
      d. Adoption of research-based, systemic bullying prevention programs;
      e. School policy and procedures revisions;
      f. Modifications of schedules;
      g. Supervision;
      h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
      i. General professional development programs for certificated and non-certificated staff;
      j. Professional development plans for involved staff;
      k. Disciplinary action;
      l. Supportive institutional interventions, including participation of the intervention and referral services team;
      m. Conferences;
      n. Counseling;

Appeal Process

The parent or guardian may request a hearing before the board concerning the written information about a harassment, intimidation, or bullying investigation. The request for a board hearing shall be filed with the board secretary no later than 60 calendar days after the written information is received by the parents or guardians. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-

bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next board of education meeting following its receipt of the report, 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 law, no later than the 90 days after the issuance of the board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 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."

Approved Private Schools For Students With Disabilities (PSSDs)

The board is committed to ensuring that all district students that require placement in approved private schools for students with disabilities (PSSD) have the safe and civil environment in their school placement necessary for students to learn and achieve high academic standards. All approved PSSDs receiving students with disabilities from this district shall be committed to treating their students with civility and respect, and shall refuse to tolerate harassment, intimidation or bullying.

When an approved PSSD receives a complaint or report of an act of harassment, intimidation, or bullying involving a district student placed in the approved PSSD that occurred on a district school bus, at a district school-sponsored function and off school grounds, the approved PSSD shall notify the anti-bulling coordinator of the report or complaint.

The chief school administrator shall assign a school anti-bullying specialist to investigate a complaint or report of harassment, intimidation, or bullying, occurring on district school buses, at district school-sponsored functions, and off school grounds involving a student who attends an approved PSSD. The investigation conducted by the district anti-bullying specialist shall be in consultation with the approved PSSD.

The full-time non-teaching principal of the approved PSSD shall report to the anti-bullying coordinator and the child study team director, any complaint or report of an act of harassment, intimidation, or bullying involving a district student placed in the approved PSSD that occurred at the PSSD or an activity sponsored by the PSSD. The report shall include the names of the district students who are parties to the harassment, intimidation, or bullying investigation and the results of each investigation. The principal of the approved PSSD shall make this report to the district anti-bullying coordinator and to the student's parents/guardians no later than five school days following the investigation's completion. The report to the district shall include information on any service(s) provided; training established; and, discipline imposed or other action taken or recommended by the full-time non-teaching principal of the PSSD.

Once an incident of harassment, intimidation, or bullying is identified, the full-time non-teaching principal of the approved PSSD shall determine the appropriate response to address the individual circumstances in consultation and conjunction with appropriate district staff, as necessary. The approved PSSD shall not, pursuant to N.J.A.C. 6A:14-7.6(f), unilaterally implement disciplinary action involving removal to an interim alternative educational setting, suspension of more than 10 consecutive or cumulative school days in a school year or termination of placement. Disciplinary action involving suspension and expulsion from the approved PSSD shall be implemented in conjunction with the district and according to law (N.J.A.C. 6A:14-2.8) and board policies 5114 Suspension and Expulsion and 6171.4 Special Education.

Parents or guardians of students who are parties to a harassment, intimidation, or bullying investigations conducted by this district or an approved PSSD in which their child is placed may request a hearing before the board of education concerning the information received about an investigation. Any request for a hearing before the board of education shall be filed within 60 calendar days after the written information about the harassment, intimidation, or bullying investigation is received by the district and the parents or guardians. The hearing before the board shall be scheduled in collaboration with the approved PSSD and held by the board within 10 business days of the request. The approved PSSD and the board shall coordinate the policies and procedures for conducting such hearings.

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. The district, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined by law (N.J.S.A. 18A:37-14). Throughout the school year the district shall provide ongoing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying in accordance with the Core Curriculum Content Standards.

Training

A. School Leaders

Any school leader who holds a position that requires the possession of a superintendent, principal, or supervisor endorsement shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, intimidation, and bullying (N.J.S.A. 18A:26-8.2).

B. Teaching Staff Development

Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide (N.J.S.A. 18A:6-112).

C. Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the board of education, a board member shall complete a training program, through the Assistant Superintendent for Human Resources, on harassment, intimidation, and bullying in schools, including a school district's responsibilities as required by law (N.J.S.A. 18A:37-13 et seq.). A board member shall be required to complete the program only once (N.J.S.A. 18A:12-33).

D. Staff, Student and Volunteer Training

The school district shall:

1. Provide training on the school district's harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with students;
2. Provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements;
3. Ensure that the training includes instruction on preventing bullying on the basis of the protected categories as required by law (N.J.S.A.18A:37-14) and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying; and
4. Develop a process for discussing the district's harassment, intimidation or bullying policy with students.

The board shall annually examine the training needs of school employees and volunteers who have significant contact with students for the effective implementation of the harassment, intimidation, or bullying policies, procedures, programs, and initiatives of the district board of education and implement training programs for school employees and volunteers who have significant contact with students. The annual examination of training needs shall take into consideration the findings of the annual review and update of the code of student conduct.

HARASSMENT, INTIMIDATION AND BULLYING (continued)

Information regarding the school district policy against harassment, intimidation or bullying shall be incorporated into a school's employee training program and shall be provided to full-time and part-time staff, volunteers who have significant contact with students, and those persons contracted by the district to provide services to students.

Throughout the school year, the district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the New Jersey Student Learning Standards.

Reporting to the Board

Two times each year between September 1 and January 1 and between January 1 and June 30, the school board shall hold a public hearing at which the superintendent will report to the board of education all acts of violence, vandalism, and harassment, intimidation, or bullying (HIB) which occurred during the previous reporting period. The report shall include the number of HIB reports in the schools, the status of all investigations, the nature of the HIB, and other data required by law.

A. The number of reports of harassment, intimidation, or bullying;

B. The status of all investigations;

C. The nature of the bullying based on one of the protected categories identified in N.J.S.A. 18A:37-14 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;

D. The names of the investigators;

E. The type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying; and

F. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

Reporting to the Department of Education

The information, including but not limited to, oral reports, written reports or electronic reports shall also be reported once during each reporting period between September 1 and January 1 and between January 1 and June 30, to the Department of Education. The report shall include:

A. Data broken down by the enumerated categories including the protected categories as listed above and the type of harassment, intimidation and bullying (any gesture; any written, verbal or physical act; or any electronic communication, whether it be a single or series of incidents); and

B. Data broken down by each school in the district, in addition to district-wide data.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with law (N.J.S.A. 18A:37-13 et seq.). The district shall receive a grade determined by averaging the grades of all the schools in the district.

Each school shall post the grade received by the school and the overall district grade on the homepage of the school's website. The district shall post all the grades for each school of the district and the overall district grade on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of the receipt of a grade by the school and district.

It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release.

The superintendent will annually submit the report to the Department of Education utilizing the Student Safety Data System (SSDS). The superintendent shall accurately report on each incident of violence, vandalism, alcohol and other drug abuse, and incident of harassment intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the board of education using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g).

The State Board of Education shall impose penalties on any school employee who knowingly falsifies the report. Therefore, the superintendent shall make a reasonable effort to verify reports of violence, vandalism, and harassment, intimidation, or bullying. The board shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

Program Assessment and Review

Each school and the school district shall annually establish, implement, document, and assess bullying prevention programs or approaches, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members. The programs or approaches shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying.

Policy Development and Review

The district harassment, intimidation and bullying policy shall be adopted through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators, and community representatives.

The district shall annually conduct a re-evaluation, reassessment, and review of this policy, any report(s) and/or finding(s) of the school safety/school climate team(s). The board shall also make any necessary revisions and additions to this policy as required by law. The board shall include input from the school anti-bullying specialists in conducting its re-evaluation, reassessment, and review. The district shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision.

Publication, Dissemination and Implementation

In publicizing this policy, the community including students, staff, board members, contracted service providers, visitors and volunteers, shall be duly notified that the rules detailed within apply to any incident of harassment intimidation and bullying that takes place on school grounds**,** at any school-sponsored function or on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students in accordance with law.

The superintendent shall take the following steps to publicize this policy:

A. Provide a link to this policy on a prominent place on the district website;

B. Provide a link to this policy on a prominent place on each school's website;

C. Distribute this policy annually to all staff, students and parents/guardians; and

D. Print this policy in any district publication that sets forth the comprehensive rules, procedures and standards of student conduct and in student handbooks;

The district shall notify students and parents/guardians that the policy is available on the district's website. The district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator on the home page of the district website. Each school within the district shall publish the name, school phone number, school address and school email address of the district anti-bullying

coordinator and their school anti-bullying specialist on the home page of the school's website. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the Department of Education's website.

The school district and each school in the district with a website shall post on its homepage the current version of the document, Guidance for Parents on the Anti-Bullying Bill of Rights Act, developed by the Department of Education. The school climate state coordinator shall ensure that this document is updated as needed and then promptly disseminated to all school districts.

The superintendent shall ensure that the rules for this policy are applied consistently with the district's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations. All disciplinary sanctions shall be carried out with necessary due process.

This and all related policies shall be reviewed on a regular basis.

NJSBA Review/Update:	September 2011
Adopted:	September 15, 2011; January 18, 2018; May 17, 2018; August 23, 2018: October 20, 2022, October 19, 2023
Readopted:	August 21, 2014; January 18, 2018; May 17, 2018; August 23, 2018; October 20, 2022; October 19, 2023; November 21, 2024,October 16, 2025 **November 19, 2026 SECOND READING**

Key Words

Harassment, Intimidation, Bullying, False Accusation, Retaliation, Reprisal, Conduct, Discipline, Student Conduct

Legal References:		
	N.J.S.A. 2A:4A-60 et al.	Disclosure of juvenile information; penalties for disclosure
	N.J.S.A. 2C:33-4.1	Crime of cyber-harassment
	N.J.S.A. 10:5-1 et seq.	Law Against Discrimination
	N.J.S.A. 18A:6-112	Instruction on suicide prevention for public school teaching staff
	N.J.S.A. 18A:11-1	General mandatory powers and duties
	N.J.S.A. 18A:12-33	Training program; requirements
	N.J.S.A. 18A:17-46	Reporting of certain acts by school employee; annual report; public hearing (acts of violence)
	N.J.S.A. 18A:25-2	Authority over students
	N.J.S.A. 18A:26-8.2	School leader defined; training as part of professional development
	N.J.S.A. 18A:36-19	Student records; creation, maintenance and retention, security and access; regulations; nonliability
	N.J.S.A. 18A:36-19a	Student records (Newly enrolled students; transfers of records, identification)
	N.J.S.A. 18A:37-1 et seq.	Submission of Students to Authority (Discipline)
	N.J.S.A. 18A:37-13 et seq.	Anti-Bullying Bill of Rights Act
	See particularly:	
	N.J.S.A. 18A:37-14, -15, -17	Harassment, intimidation, and bullying
	N.J.S.A. 18A:54-20	Powers of board (county vocational schools)
	N.J.A.C. 6A:14-2.8	Discipline/suspension/expulsions (students with disabilities)

N.J.A.C. 6A:16-1.1 et seq. See particularly: N.J.A.C. 6A:16-1.4, -7.1, -7.6, -7.9	Programs to support student development (includes student conduct code)
N.J.A.C. 6A:30-1.4 et seq.	Evaluation process for the annual review

P.L. 2021, Chapter 338, approved January 10, 2022. Senate, No. 1790 amended N.J.S.A. 2C:33-4.1 making cyber-harassment a crime of the fourth degree, unless the person is 21 years of age or older at the time of the offense and impersonates a minor for the purpose of cyber-harassing a minor, in which case it is a crime of the third degree. In addition, P.L. 2021, c. 338 amends harassment, intimidation and bullying statutes (N.J.S.A. 18A:37-13 et seq.) to include requirements for recording incidents, notification to parents/guardians, reporting to the board and the Department of Education.

Gebser v. Lago Vista Independent School District 524 U.S. 274 (1989) United States Supreme Court addresses the standard by which a district will be held liable for sexual harassment of a student by a school employee under Title IX --requires actual notice and deliberate indifference.

Davis v. Monroe County Board of Education 526 U.S. 629 (1999) United States Supreme Court establishes the standard under which a school district may be liable under Title IX for sexual harassment of one student by another student. The district will be liable for damages only where the school officials are proven to have been deliberately indifferent to harassment of which it is actually aware. The harassment must be "severe, pervasive and objectively offensive."

Saxe v. State College Area School District 240 F.3d 200 (3rd Cir 2001) A Pennsylvania school district's anti-harassment policy was overly broad and therefore violated the Constitutional guarantee of freedom of speech.

L. W. v. Toms River Regional Schools Board of Education 189 N.J. 381 (2007) The New Jersey Supreme Court held that the standard under which a school district may be liable under the New Jersey Law Against Discrimination for student-on-student bullying or harassment is not the Title IX deliberate indifference standard, but is rather the same standard used under the NJLAD for hostile work environment cases. A district will be judged by whether the district's response met the "reasonable person" test: what would a reasonable person (teacher, supervisor, vice principal, principal, etc.) do in a similar situation. School districts will be shielded from liability under NJLAD when their preventive and remedial actions are reasonable in light of the totality of the circumstances.

Possible Cross References:

*1220	Ad hoc advisory committees
*1410	Local units
3517	Security
*3541.33	Transportation safety
*4131/4131.1	Staff development; inservice education/visitation conferences
4148/4248	Employee protection
*4231/4231.1	Staff development; inservice education/visitation conferences
5000	Concepts and roles for students
5010	Goals and objectives for students
*5020	Role of parents/guardians
*5113	Attendance, absences and excuses

HARASSMENT, INTIMIDATION AND BULLYING (continued)

*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5131	Conduct and discipline
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5131.7	Weapons and dangerous instruments
5132	Dress and grooming
*5142	Student safety
5145	Rights
5145.2	Freedom of speech/expression
*5145.4	Equal educational opportunity
*5145.6	Student grievance procedure
*5145.1	Questioning and apprehension
*5145.1	Search and seizure
*6145	Extracurricular activities
*6164.4	Child study team
*6171.4	Special education
*6172	Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.

HIB 338 Form
Harassment, Intimidation, or Bullying (HIB)

To Be Completed by Families / Caregivers

To be filled out by Principal or Designee	
Date and Time Received:	
Incident #:	

This form should be used by parents or guardians to report allegations of HIB. A written statement from the alleged victim or other evidence may be attached to the back of this HIB 338 Form (e.g., screenshot, text thread, etc.). Once the form is received by the school, the principal is responsible for implementing the school district's policy and procedures. An investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident. Should you have any questions about the investigation, please contact the school principal.

Directions

Complete the form below to provide detailed information of the alleged HIB incident. If some fields are not applicable or if you are uncertain of the response, you may skip those fields. This form may be submitted anonymously.

School Information

School District:

School:

Individual Completing Form

If you prefer to remain anonymous, leave this section blank. Individuals filling out this HIB 338 Form as an anonymous reporter may consider adding their name as a witness.

Name of individual completing this form:

Relation to individual involved in alleged incident of HIB
(e.g., parent, guardian, grandparent, etc.):

Phone number: Email address:

Incident Information

Incident date (mm/dd/yyyy):

Approximate time of the incident:

Describe the incident with as much detail as possible. (What was the incident? Who was involved in the incident? How were you made aware of the incident? What happened at the time of the incident? How did the incident occur?)

Specific incident location(s) (e.g., on the morning school bus, in the science wing hallway, online via social media, etc.)

Alleged Offender(s)

Name(s) of alleged offender(s):

Based on your knowledge, select all that apply about the alleged offender(s):

- ☐ Alleged offender(s) attends the above-named school.
- ☐ Alleged offender(s) attends another school.
- ☐ Alleged offender(s) works for the school/school district.
- ☐ Alleged offender(s) does not work for the school/school district.

Alleged Victim(s)

Name(s) of alleged victim(s):

Based on your knowledge, select all that apply about the alleged victim(s):

- ☐ Victim(s) attends the above-named school.
- ☐ Victim(s) attends another school.

Witnesses

Complete this section with the names of any potential witnesses.

Student Names:

Staff Names:

Parent Names:

Other Names (specify title or position for each):

Signature

Signature of Person Completing this HIB 338 Form:

Date:

School Principal/Designee and Superintendent Section

To be Completed by School Principal/Designee and Superintendent

Note: The completed form must be kept on file in the school. The principal must promptly submit a copy of this form to the superintendent.

Utilization of Preliminary Determination Provision

If the school district's policy permits the use of a preliminary determination for reports of HIB, question 1 and 2 below *must* be completed on every form. School districts who do not permit the use of a preliminary determination for reports of HIB should leave this section blank.

1. Question for the School Principal/Designee

Was a preliminary determination made not to initiate an HIB investigation because the reported incident or complaint is a report outside the scope of the definition of HIB? Check one below and submit this form to the Superintendent.

☐ Yes - Follow your school district's policies for other reports (e.g., code of student conduct, referral to counseling services, etc.).

☐ No- Refer to your school district's HIB policy for initiating an HIB investigation.

Comments (Optional):

2. Questions for the Superintendent

If the answer to question 1 is yes, will you require the school principal/designee to initiate an HIB investigation based on the scope of the definition of HIB? Check one and proceed as directed.

☐ Yes- Notify the principal of this determination in writing and direct the principal to initiate an HIB investigation per the district's policy.

☐ No- Follow your school district's policies for other reports (e.g., code of student conduct, referral to counseling services, etc.) and maintain a copy of this form.

If the answer to question 1 is no, follow your school district's policies for HIB investigations and maintain a copy of this form.

Comments (Optional):

HIB 338 Form
Harassment, Intimidation, or Bullying (HIB) Mandatory Reporting Form

To Be Completed by Designated Local Educational Agency (LEA) Personnel

To be filled out by Principal or Designee	
Date and Time Received:	
Incident #:	

All allegations of HIB must be reported in writing and submitted to the principal within two school days from when a school employee or contracted service provider, witnesses or receives reliable information, that a student has been subject to HIB. A written statement from the alleged victim or other evidence may be attached to the back of this HIB 338 Form (e.g., screenshot, text thread, etc.).

- The use of this form for reporting incidences of HIB is required.
- This form shall be completed even if a preliminary determination is made under the LEA's policy that the reported incident or complaint is a report outside the scope of the definition of HIB.
- Required investigative procedures shall continue after the submission of this form to the school principal.
- Principals are required to inform parents of all students involved in the alleged incident and keep a written record of the date, time, and manner of notification to parents.
- The completed form must be kept on file in the school.
- The principal must promptly submit a copy of this form to the superintendent.

Directions

Complete the form below to provide detailed information of the alleged HIB incident. If fields are not applicable or if the completing party is uncertain of the response, those fields may be left blank.

School Information

School District:

School:

Individual Completing Form

Name of individual completing this form:

Role of individual completing the form
(e.g., teacher, lunchroom monitor, school bus driver, etc.):

Phone number: Email address:

Incident Information

Incident date (mm/dd/yyyy): Approximate time of the incident:

Describe the incident with as much detail as possible. (What was the incident? Who was involved in the incident? How you were made aware of the incident? What happened at the time of the incident? How did the incident occur?)

Specific incident location(s) (e.g., on the morning school bus, in the science wing hallway, online via social media, etc.)

Alleged Offender(s)

Name(s) of alleged offender(s):

Based on your knowledge, select all that apply about the alleged offender(s):

- ☐ Alleged offender(s) attends the above-named school.
- ☐ Alleged offender(s) attends another school.
- ☐ Alleged offender(s) works for the school/school district.
- ☐ Alleged offender(s) does not work for the school/school district.

Alleged Victim(s)

Name(s) of alleged victim(s):

Based on your knowledge, select all that apply about the alleged victim(s):

- ☐ Victim(s) attends the above-named school.
- ☐ Victim(s) attends another school.

Witnesses

Complete this section with the names of any potential witnesses.

Student Names:

Staff Names:

Parent Names:

Other Names (specify title or position for each):

Alleged Bullying Behavior(s)

Select the statement(s) that best describes the alleged bullying behavior (Check all that apply).

☐ Verbal (e.g., teasing, name calling, derogatory comments, etc.)

☐ Emotional (e.g., group exclusion, spreading rumors, taking belongings, etc.)

☐ Physical (e.g., hitting, pushing, inappropriate touching, etc.)

☐ Electronic (e.g., attacking through social media, cyberbullying, offensive messaging, etc.)

Signature

Signature of Person Completing this HIB 338 Form:

Date:

School Principal/Designee and Superintendent Section

To be Completed by School Principal/Designee and Superintendent

Note: The completed form must be kept on file in the school. The principal must promptly submit a copy of this form to the superintendent.

Utilization of Preliminary Determination Provision

If the school district's policy permits the use of a preliminary determination for reports of HIB, question 1 and 2 below *must* be completed on every form. School districts who do not permit the use of a preliminary determination for reports of HIB should leave this section blank.

1. **Question for the School Principal/Designee**

Was a preliminary determination made not to initiate an HIB investigation because the reported incident or complaint is a report outside the scope of the definition of HIB? Check one below and submit this form to the Superintendent.

☐ Yes - Follow your school district's policies for other reports (e.g., code of student conduct, referral to counseling services, etc.)

☐ No- Refer to your school district's HIB policy for initiating an HIB investigation.

Comments (Optional):

2. **Questions for the Superintendent**

If the answer to question 1 is yes, will you require the school principal/designee to initiate an HIB investigation based on the scope of the definition of HIB? Check one and proceed as directed.

☐ Yes- Notify the principal of this determination in writing and direct the principal to initiate an HIB investigation per the district's policy.

☐ No- Follow your school district's policies for other reports (e.g., code of student conduct, referral to counseling services, etc.) and maintain a copy of this form.

If the answer to question 1 is no, follow your school district's policies for HIB investigations and maintain a copy of this form.

Comments (Optional):

SPORTS RELATED CONCUSSION AND HEAD INJURY

A concussion is a traumatic brain injury (TBI) caused by a direct or indirect blow to the head or body.

Requirements

A. A student who participates in interscholastic athletics, which for the purpose of this policy includes cheerleading and step team student-athlete, and who sustains or is suspected of sustaining a concussion or other head injury shall be immediately removed from the competition or practice. The student athlete may not return to play until they obtain medical clearance in compliance with the district return-to-play policy;

B. All coaches, school nurses, school/team physicians and certified athletic trainers must complete an interscholastic head injury training program such as the National Federation of State High School Associations online "Concussion in Sports" training program or a comparable program that meets mandated criteria;

C. The district shall monitor school district employees in the completion of an Interscholastic Head Injury Training Program;

D. The Interscholastic Head Injury Training Program must include:

1. The recognition of the symptoms of head and neck injuries, concussions, and injuries related to second impact syndrome; and
2. The Graduated Six-Step Return to Play Progression developed by the Centers for Disease Control and Prevention (CDC), or subsequent changes or updates developed by the CDC.

E. Distribution of New Jersey Department of Education, *Concussion and Head Injury Fact Sheet* to every student-athlete who participates in interscholastic sports. The superintendent shall ensure that a signed acknowledgement of the receipt of the fact sheet is completed annually by the student-athlete's parent/guardian and is kept on file for future reference.

Required Concussion Protocol

A student-athlete who is suspected of sustaining a sports related concussion or other head injury during competition or practice shall be immediately removed from play and may not return to play that day.

A. Possible signs (could be observed by coaches, athletic trainer, school/team physician, school nurse):

1. Appears dazed, stunned, or disoriented;
2. Forgets plays, or demonstrates short term memory difficulty;
3. Exhibits difficulties with balance or coordination;
4. Answers questions slowly or inaccurately;
5. Loses consciousness;

B. Possible symptoms (reported by the student athlete to coaches, athletic trainer, school/team physician, school nurse, parent/guardian):

1. Headache;
2. Nausea/vomiting;
3. Balance problems or dizziness;
4. Double vision or changes in vision;

SPORTS RELATED CONCUSSION AND HEAD INJURY (continued)

5. Sensitivity to light or sound/noise;
6. Feeling sluggish or foggy;
7. Difficulty with concentration and short term memory;
8. Sleep disturbance.

C. If a student-athlete sustains or is suspected of sustaining a concussion while engaged in practice or competition, the student-athlete must be immediately removed from practice or competition. Before returning to competition and practice the student-athlete must follow the protocol:

1. School personnel (athletic trainer, school nurse, coach, etc.) should make contact with the student-athlete's parent/guardian and inform them of the suspected sports related concussion or head injury;
2. School personnel (athletic trainer, school nurse, coach, etc.) shall provide student-athlete with the approved information/medical checklist to provide their parent/guardian and physician or other licensed healthcare professional;
3. Student-athlete must receive written clearance from their physician trained in the evaluation and management of concussions that student is asymptomatic and may begin the graduated return-to-play protocol below. School personnel (athletic trainer, school nurse, coach, etc.) may consult with school/team physician after written clearance is given from student-athlete's physician.

Graduated Return to Competition and Practice Protocol

A. After written medical clearance is given stating that the student athlete is eligible to return and asymptomatic, the student-athlete may begin a graduated individualized return-to-play protocol that is in accordance with the Six-Step Return to Play Progression developed by the CDC:

Step 1: Back to regular activities such as school;

Step 2: Light aerobic exercise, which includes walking, swimming, or stationary cycling, keeping the intensity less than 70% maximum percentage heart rate: no resistance training. The objective of this step is increased heart rate;

Step 3: Sport-specific exercise including skating, and/or running; no head impact activities. The objective of this step is to add movement;

Step 4: Non-contact training drills (e.g. passing drills). The student-athlete may initiate progressive resistance training;

Step 5: Following medical clearance (consultation between school personnel and students athletes physician), participation in normal training activities. The objective of this step is to restore confidence and assess functional skills by the coaching staff;

Step 6: Return to play involving normal exertion or game activity.

B. Symptom checklists, baseline testing and balance testing may be utilized;

C. If the student-athlete exhibits a re-emergence of any post concussion signs or symptoms once he or she returns-to-play, they will be removed from exertional activities and returned to their school/team physician or primary care physician;

D. If concussion symptoms reoccur during the graduated return-to-play protocol, the student-athlete will return to the previous level of activity that caused no symptoms.

Temporary Accommodations for Student-Athletes with Sports Related Head Injuries

A. Consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports related concussions and head injuries;

SPORTS RELATED CONCUSSION AND HEAD INJURY (continued)

B. Mental exertion increases the symptoms from concussions, and affects recovery;

C. To recover, cognitive rest is just as important as physical rest. Reading, studying, testing, texting – even watching movies if a student is sensitive to light – can slow down a student's recovery.

D. In accordance with the CDC toolkit on managing concussions, the boards of education may look to address the students' cognitive needs in the following ways:

E. Students who return to school after a concussion may need to:

1. Take rest breaks as needed, including physical education;
2. Spend fewer hours at school;
3. Be given more time to take tests or complete assignments;
4. Receive help with schoolwork;
5. Reduce time spent on the computer, reading, and writing;
6. Be granted early dismissal from classes to avoid crowded hallways.

Annual Review

The policy shall be reviewed annually, and updated as necessary to ensure that it reflects the most current information available on the prevention, risk, and treatment of sports-related concussions and other head injuries.

NJSBA Review/Update:	December 2011, January 2024
Adopted:	August 21, 2014, January 18, 2024
Readopted:	March 19, 2015; January 18, 2024
Revised:	**November 19, 2026 (SECOND READING)**

Key Words

Concussion, Head Injury, Sports, Athletics,

Legal References:

N.J.S.A. 18A:16-6, -6.1	Indemnity of officers and employees against civil actions
N.J.S.A. 18A:35-4.6 et seq.	Parents Right to Conscience Act of 1979
N.J.S.A. 18A:40-1	Employment of medical inspectors, optometrists and nurses; salaries; terms; rules
N.J.S.A. 18A:40-3	Lectures to teachers
N.J.S.A. 18A:40-5	Method of examination; notice to parent or guardian
N.J.S.A. 18A:40-6	In general
N.J.S.A. 18A:40-7, -8, -10, -11	Exclusion of students who are ill
N.J.S.A. 18A:40-23 et seq.	Nursing Services for Nonpublic School Students
N.J.S.A. 18a:40-41.3 and 3a	Requirement for written policy
N.J.S.A. 18A:40-41.4	Removal of student athlete from competition, practice; return
N.J.A.C. 6A:16-1.1et seq.	Programs to Support Student Development
See particularly: N.J.A.C. 6A:16-1.1, -1.3, -1.4, -2.1, -2.3, -2.4	
N.J.A.C. 6A:26-12.1 et seq.	Operation and Maintenance of School
See particularly: N.J.A.C. 6A:26-12.3	Facilities

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

SPORTS RELATED CONCUSSION AND HEAD INJURY (continued)

Possible Cross References:

*1410	Local units
1420	County and intermediate units
*3510	Operation and maintenance of plant
*3516	Safety
*4131/4131.1	Staff development; inservice education/visitations/conferences
4151.2/4251.2	Family illness/quarantine
*5125	Student records
*5141	Health
*5141.1	Accidents
*5141.2	Illness
*5141.3	Health examinations and immunizations
*5141.21	Administering medication
*5142	Student safety
*5200	Nonpublic school students
*6142.4	Physical education and health

*Indicates policy is included in the Critical Policy Reference Manual.

EMERGENCIES AND DISASTER PREPAREDNESS

The superintendent shall direct the development of plans, procedures and mechanisms for responding to emergencies and crises in the schools that threaten human life and property. He/she shall consult with law enforcement agencies, health and social services agencies and emergency management planners in developing these plans and shall ensure that they provide for the protection of the health, safety and welfare of the school population as well as supportive services for staff, students and their families.

Plans and procedures shall include these elements:

A. Cooperation with local government agencies in developing and carrying out a school/community disaster plan that includes procedures for building lockdowns when necessary;

B. Mechanisms for the orderly evacuation of buildings in case of fire or other emergencies; ensuring mechanisms include methods of evacuation for those unable to use the general means of egress;

C. Means to provide as much protection as possible for children at school and on their way to and from school;

D. Training in individual self-protection and survival techniques for pupils and staff;

E. Communicating specific instructions to pupils and staff so that the school emergency plan may be carried out with the greatest possible speed and safety.

The superintendent shall develop and provide an inservice training program for school staff to enable them to recognize and appropriately respond to crises, consistent with the district's plans, procedures and mechanisms for managing crises. The inservice program shall be reviewed and updated annually.

School Safety and Security Plan

The board directs the superintendent and his or her designees to develop and implement comprehensive plans, procedures, and mechanisms that provide for safety and security in the schools. Written plans and procedures and mechanisms shall, at a minimum, provide for:

A. The protection of the health, safety, security and welfare of the school population;

B. The prevention of, intervention in, response to and recovery from emergency and crisis situations;

C. The establishment and maintenance of a climate of civility;

D. Support services for staff, students and their families; and

E. The development of protocols for communicating the individual needs of each student with a disability with respect to fire drills and school security plans.

The superintendent shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and other community resources, as appropriate, in the development of the district's plans, procedures, and mechanisms for school safety and security.

The plans, procedures, and mechanisms shall be consistent with the format and content established by the Domestic Security Preparedness Task Force and the Commissioner. The plans, procedures, and mechanisms shall be reviewed annually and updated as appropriate.

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

The superintendent shall disseminate a copy of the school safety and security plan to its employees. In addition:

A. New employees shall receive a copy of the school safety and security plan, as appropriate, within 60 days of the effective date of their employment;

B. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan;

C. All employees shall attend an in-service training program designed to allow all district board of education employees to recognize and appropriately respond to safety and security concerns, including emergencies and crises, in a manner consistent with the district board of education's plans, procedures and mechanisms for school safety and security.

Fire Drills and School Security Drills

Fire drills shall be held at least once each month for all pupils. The first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of classes. Emergency evacuation drills shall be conducted at different hours of the day or evening, during the changing of classes, when the school is at assembly, during the recess or gymnastic periods, or during other times to avoid distinction between drills and actual fires. Outdoor assembly areas shall be designated and shall be located a safe distance from the building being evacuated as to avoid interference with the fire department operations. The assembly areas shall be arranged to keep each class separate to provide accountability of all individuals.

Regular courses of instruction in accident prevention and fire prevention shall be given and shall be adapted to the understanding of the several grades and classes in the schools.

There shall also be at least one school security drill per month. This includes any summer months during which the school is open for instructional programs. A school security drill shall be conducted within the first 15 days of the beginning of the school year. A law enforcement officer shall be present at a minimum of one school security drill each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable.

A "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 building principal shall provide emergency responders with a friendly notification at least 48 hours prior to holding a security drill.

All full-time employees shall also receive training on school safety and security that includes instruction on school security drills. Training shall also address the unique needs of students with disabilities and ensure full-time employees are aware of anticipated supports for those students during a safety and security event, including mobility, medical, social, communication, or other needs provided under the students' individualized education plans, individualized health care plans and/or 504 plan(s).

New staff members shall receive this training within 60 days of the commencement of that staff member's employment. The annual training provided to employees shall be conducted collaboratively by the district and emergency responders, including law enforcement, fire, and emergency medical services personnel, in order to identify weaknesses in school safety and security policies and procedures and to increase the effectiveness of emergency responders.

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

Required Drills

The district shall be required to conduct a minimum of two drills per year for each of the following drills:

1. Active shooter;
2. Evacuation (non-fire);
3. Bomb threats;
4. Lockdowns.

Students are not required to participate in two of the eight mandated drills;

Reporting

By June 30th of each year the superintendent shall submit to the executive county superintendent an annual "Statement of Assurance" report on the forms provided by the Department of Education.

Records

Information on a student's unique mobility, sensory, medical, social, communication, emotional, regulatory, and decision-making needs in the event of a fire drill, school security drill, or actual emergency shall be maintained in the student record. Such a record shall indicate whether the student is able to safely and fully participate in drills without additional supports, or if any accommodations are needed.

Emergency Closings; Delayed Openings

The superintendent is authorized by the board to close the schools, open them late or dismiss them early in hazardous weather or in other extraordinary circumstances which might endanger the health or safety of pupils or school employees.

Each year, parents/guardians, pupils, and staff members shall be informed in advance of how they shall be notified in event of emergency closings. Parents/guardians shall be required to make alternative arrangements for their children in case no one is home to receive a child after an unscheduled early closing.

Adopted:	March 19, 2015; October 19, 2017
Readopted:	March 16, 2017; October 19, 2017
Revised:	**November 19, 2026 (SECOND READING)**

Key Words

Emergencies and Disaster Preparedness, Civil Defense, Disasters, Fire Drills, Security Drills, Bomb Threats

Legal References:

N.J.S.A. 18A:6-2	Instruction in accident and fire prevention
N.J.S.A. 18A:11-1	General mandatory powers and duties
N.J.S.A. 18A:40-12	Closing schools during epidemic
N.J.S.A. 18A:41-1 et seq.	Fire drills and fire protection
N.J.S.A. 18A:41-7	School Safety and Security Training
N.J.S.A. 18A:54-20	Powers of board (county vocational schools)
N.J.S.A. App.A:9-64 et seq.	New Jersey Domestic Security Preparedness Act
N.J.A.C. 6A:16-5.1et seq.	School Safety and Security
N.J.A.C. 6A:16-6.3	Reporting students or staff members to law enforcement agencies
N.J.A.C. 6A:26-12.2	Policies and procedures for school facility operation
N.J.A.C. 8:57-1.9	Reporting of diseases by health officers

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials

International Fire Code, New Jersey Edition, 2006; Section 408 Use and Occupancy-Related Requirements (see particularly: Section 408.3.1).

School Safety and Security Plans, Minimum Requirements

Possible Cross References:

*1410	Local units
*2210	Administrative leeway in absence of board policy
*3541.33	Transportation safety
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4231/4231.1	Staff development; inservice education/visitations/conferences
*5125	Student Records
5141.6	Crisis intervention
*6111	School calendar
*6112	School day

*Indicates policy is included in the Critical Policy Reference Manual.

WOODBRIDGE TOWNSHIP BOARD OF EDUCATION **FILE CODE: 6140**
Woodbridge, New Jersey **__X__ Monitored**
_____ Mandated
Policy **__X__ Other Reasons**

CURRICULUM ADOPTION

The Woodbridge Township Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The board's policy in this respect is to:

A. Adopt those courses of study mandated by the state in a form acceptable to the State Department of Education. Such courses must include the New Jersey Student Learning Standards adopted by the state board of education;

B. Adopt additional courses of study recommended by the teaching staff and administration in a form acceptable to the State Department of Education and within the financial means of the district;

C. Adapt and revise existing courses of study to meet the changing needs of students and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the board.

The board directs that the curriculum of this district:

A. Be consistent with written goals, objectives and identified student needs;

B. Develop individual talents and interests and serve diverse learning styles to motivate student achievement;

C. Provide for continuous learning through effective articulation;

D. Provide all students continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;

E. Provide all students guidance and counseling to assist in career and academic planning;

F. Provide a continuum of educational programs and services for students with disabilities, pursuant to law and regulation;

G. Provide bilingual programs for students whose dominant language is not English, pursuant to law and regulation;

H. Provide all students equal educational opportunity, pursuant to law and regulation;

I. Provide instruction in African-American History, including the Amistad, and the history of other cultures taught as part of the history of the United States (N.J.S.A. 18A:35-1);

J. Provide instruction on the Holocaust and other genocide curricula at all grade levels (N.J.S.A. 18A:35-28);

K. Provide instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students;

CURRICULUM ADOPTION (continued)

L. Incorporate instruction on grief in the curriculum of students in grades eight through 12 as part of the implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education (P.L. 2023, c. 201)

M. Incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12. This instruction shall:
   1. Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
   2. Examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
   3. Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

N. Provide career awareness and vocational education, pursuant to law and regulation;

O. Provide educational opportunities for exceptionally gifted and talented students.

P. Incorporate instruction on cursive handwriting into the curriculum for students in grades three through five. The district shall include activities and instructional materials that help students become proficient in reading cursive and writing in cursive by the end of grade five.

The superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the board of education with a copy upon request; and shall provide a copy in the district office for public perusal.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the board. This includes the courses in the special education and ESL/bilingual programs and those for the adult high school.

NJSBA Review/Update: December 2011; April 2020; June 2021
Adopted: August 21, 2014; May 21, 2020; August 25, 2021
Readopted: March 16, 2017; May 21, 2020; August 25, 2021
Revised: **November 19, 2026 (SECOND READING)**

Key Words
Curriculum Adoption, Adoption of Curriculum, Core Proficiencies, Curriculum

Legal References:		
	N.J.S.A. 18A:4-25	Prescribing minimum courses of study for public schools; approval of courses of study
	N.J.S.A. 18A:29A-1 et seq.	Teacher recognition
	N.J.S.A. 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	N.J.S.A. 18A:35-1 et seq.	Curriculum and courses
	N.J.S.A. 18A:35-4.35	History of disabled and LGBT persons included in middle and high school curriculum
	N.J.S.A. 18A:35-4.36	Policies, procedures pertaining to inclusive instructional materials
	N.J.S.A. 18A:35-4.53	Cursive handwriting instruction in the grade school curriculum
	N.J.S.A. 18A:35-4.45 and 46	Grief curriculum under NJSLS Health/PE Curriculum
	N.J.S.A. 52:16A-88	Responsibilities and duties of the Amistad Commission

CURRICULUM ADOPTION (continued)

N.J.A.C. 6A:8-1.1 et seq.	Standards and Assessment
See particularly:	
N.J.A.C. 6A:8-3.1, -5.1	
N.J.A.C. 6A:14-4.1	General requirements
N.J.A.C. 6A:15-1.1et seq.	Bilingual education
See particularly:	
N.J.A.C. 6A:15-1.3, -1.4, -1.5	
N.J.A.C. 6A:30-1.1et seq.	Evaluation of the Performance of School Districts

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible Cross References:

*6141	Curriculum design/development
6141.1	Experimental/innovative programs
*6142	Subject fields
*6142.2	English as a second language; bilingual/bicultural
*6143	Curriculum guides
*9325.4	Voting method

*Indicates policy is included in the Critical Policy Reference Manual.

WOODBRIDGE TOWNSHIP BOARD OF EDUCATION **FILE CODE: 6141.2**
Woodbridge, New Jersey ____ **Monitored**
____ **Mandated**
Policy __X__ **Other Reasons**

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

The Woodbridge Township Board of Education directs that no religious belief or nonbelief shall be promoted in the regular curriculum or in district-sponsored courses, programs or activities, and none shall be disparaged.

However, the board recognizes that a genuine and broad secular program of education is furthered by advancement of students' knowledge of our society's cultural and religious heritage. Therefore, the several holidays throughout the year that have both a religious and a secular basis may be recognized in the school by use of material having secular or cultural significance.

The instructional program of the school should inform students of the many beliefs and customs stemming from religious, racial, ethnic and cultural heritages. Such instruction should be designed to broaden the students' understanding of and tolerance for the multiple ways of life enjoyed by the peoples of the world.

Songs and customs that have come to us from the various ethnic, religious and racial elements of our population should be used to broaden our students' awareness of the contributions that each segment has made to the composite American culture.

Music, art, literature and drama having religious themes or bases are permitted as part of the curriculum for school-sponsored activities and programs if presented in an objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.

The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are part of a religious holiday is permitted as a teaching aid or resource, provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature.

A student may be excused from ~~A~~any family life instruction in the school which may be contrary to a student's conscience or sincerely held moral or religious beliefs and teachings provided the parent/guardian has filed with the principal of the district an Opt Out form. Opt Out procedures can be found in 6142. 1(E) Family Life Education, Exhibit~~.~~

The board shall not prevent, or otherwise deny participation in, constitutionally protected prayer in any district school, consistent with guidance issued by the United States Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

This policy supersedes any other board policy that is inconsistent with it.

NJSBA Review/Update: December 2011
Adopted: August 21, 2014
Revised: **November 19, 2026 (SECOND READING)**

Key Words

Religious Beliefs, Holiday, Religious Symbols

Legal References:

N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:36-16 Rules regarding religious holidays
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.S.A. 18A:35-4.7 Parents statement of conflict with conscience
N.J.S.A. 10:5-1 *et. seq.* Law Against Discrimination
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:32-8.3(h) School attendance

Guidance Regarding Parental Opt-Outs Based on Religious Objections, N.J. Department of Education, November 5, 2025 (last accessed September 1, 2026)

U.S.C.A. Const. Amends. 1, 14

No Child Left Behind Act of 2001, Pub. L.107-110, 20 U.S.C.A. 6301 et seq.

20 U.S.C.A. 4071 - 4074 - Equal Access Act

Florey v. Sioux Falls School District, 619 F. 2d. 1311 (8th Cir. 1980)

Lynch v. Donnelly, 465 U.S. 668, (1984)

Edwards v. Aguillard, 482 U.S. 578 (1987)

Lee v. Weisman, 505 U.S. 577 (1992)

Cherry Hill Bd. of Ed., 838 F. Supp. 929 (D.N.J. 1993)

American Civil Liberties Union v. Blackhorse Pike Regional Board of Education, 84 F. 3d 1471 (3rd Cir. 1996)

Santa Fe Independent School District v. Doe, 120 S. Ct. 2266 (June 19, 2000)

Good News Club v. Milford Central School, 121 U.S. 2093 (2001)

C.H. v. Oliva, 26 F. 3d 198 (3rd Cir. 2000) *en banc, cert.* denied, June 18, 2001

Guidance On Constitutionally Protected Prayer And Religious Expression In Public Elementary And Secondary Schools United States Department of Education, February 5, 2026 (Last accessed September 1, 2026)

Possible Cross References:

*1330 Use of school facilities
*5113 Absences and excuses
*5127 Commencement activities
*5131 Conduct/discipline
*6115 Ceremonies and observances
*6121 Nondiscrimination/affirmative action
*6143 Curriculum Guides
*6142. 1 Family Life Education
*6144 Controversial issues
*6161.2 Complaints regarding instructional materials

*Indicates policy is included in the Critical Policy Reference Manual.

WOODBRIDGE TOWNSHIP BOARD OF EDUCATION **FILE CODE: 6142.1**
Woodbridge, New Jersey **_____ Monitored**
_____ Mandated
Policy **__X__ Other Reasons**

FAMILY LIFE EDUCATION

The board of education shall maintain a family life education curriculum that provides material suited to each grade level, presented in a manner intended to foster respect for the human body and an understanding of how human sexuality affects personal and family relationships in conformance with the New Jersey Student Learning Standards.

The curriculum, developed under the supervision of the chief school administrator with the active participation of teachers, administrators, students, parents/guardians, physicians, members of the clergy and representative members of the community, shall be available to all parents/guardians. The board shall ensure compliance with all requirements of state and federal law concerning the content of the curriculum and distribution of materials.

The chief school administrator shall ensure that the curriculum developed is articulated to that of the elementary school(s), so that the transition from elementary to secondary approaches to this material will be easy for all students.

Additionally the board directs the chief school administrator to ensure that parents are provided with notice of the availability of the materials that may be covered so parents with objections to any part of the instruction concerning health, family life education or sex education may file a request that their student opt out of that part of the classroom instruction by using the included form.(See 6142. 1(E) exhibit)

Any student whose parent/guardian presents to the school principal a signed statement that any part of the instruction in health, family life education or sex education is in conflict with their conscience, or moral or religious beliefs, shall be excused from that portion of the course where such instruction is being given, and no penalties as to credit or graduation shall result therefrom. Alternative instruction for those students excluded from instruction because of parental opt-out requests will be provided.

The board urges all parents/guardians to become familiar with these courses and to participate in their development. The chief school administrator will ensure that all approved curriculum pacing guides and citations for core instructional materials are made available upon request to ensure transparency for families and communities.

The board of education alone, upon recommendation of the chief school administrator, shall determine the content, sequence and materials of family life education.

Adopted: February 11, 1981
Revised: June 16, 2005**; November 19, 2026(SECOND READING)**
NJSBA Review/Update: December 2011
Readopted: August 21, 2014

Key Words

Family Life Education

Legal References:

N.J.S.A. 18A:35-4.6 through -4.8	Parents Right to Conscience Act of 1979
N.J.S.A. 18A:35-4.19 through -4.22	AIDS Prevention Act of 1999
N.J.A.C. 6A:8-3.1	Curriculum and instruction

FAMILY LIFE EDUCATION (continued)

N.J.A.C. 6A:8-4.2 Documentation of student achievement

20 U.S.C. 1232h - Student Protection Rights Amendment –

Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Mahmoud v. Taylor, 606 U.S.522 (2025)

Guidance Regarding Parental Opt-Outs Based on Religious Objections, November 5, 2025 (last accessed September 8, 2026)

Possible Cross References:

*1220	Ad hoc advisory committees
*5131.6	Drugs, alcohol, tobacco (substance abuse)
5141.6	Crisis intervention
*6122	Articulation
*6140	Curriculum adoption
*6142. 1	Recognition of Religious Beliefs and Customs
*6142	Subject fields
*6142.13	HIV prevention education
*9130	Committees

*Indicates policy is included in the Critical Policy Reference Manual.

WOODBRIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

Exhibit

FILE CODE: 6142.1(E)
_____ Monitored
_____ Mandated
__X__ Other Reasons

FAMILY LIFE EDUCATION REQUEST FOR OPT-OUT FORM

Pursuant to N.J.S.A. 18A:35-4.7, existing New Jersey law allows parents and guardians to exclude their child from any part of instruction in health, family life education, or sex education that is in conflict with their sincerely held religious beliefs. No penalties as to credit or graduation shall result from the student's exclusion from the lesson or portions of the course. Alternative instruction will be provided for the portion of the course for which the student is excused.

Please complete all sections of this form to request child opt out based on religious beliefs. Incomplete forms will not be processed.

Requestor Information

Parent/Guardian Name: _____

Address: _____

Phone: _____

Email: _____

Student Information

Name: _____

School: _____

Grade: _____ Teacher: _____

Name of Class and Description of lesson(s) from which student is seeking to be excused from:

_____

_____

Nature of Concern

Describe the conflict with conscience, sincerely held moral, or religious belief(s)

_____

_____

Parent Signature: _____ Date: _____

For Office Use Only:

Date Received: _____ Received by: _____

Principal: Approved_____ Disapproved_____ : If so, state reason: _____

Signature: _____ Date: _____

WOODBRIDGE TOWNSHIP BOARD OF EDUCATION **FILE CODE: 6143**
Woodbridge, New Jersey **_____ Monitored**
_____ Mandated
Policy **__X__ Other Reasons**

CURRICULUM GUIDES

The chief school administrator shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met. Curriculum guides shall include all requirements of the New Jersey Student Learning Standards.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for public inspection. The district will make all approved curriculum pacing guides and citations for core instructional materials publicly available to ensure transparency for families and communities.

Because curriculum guides are the means of implementing instruction in courses adopted by the board as the curriculum of the district, the board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

Adopted:	September 16, 1975
Revised:	December 21, 1978; May 15, 1980; September 21, 1989; November 18, 1993; **November 19, 2026 (SECOND READING)**
NJSBA Review/Update:	December 2011
Readopted:	August 21, 2014

Key Words

Curriculum, Curriculum Guides, Subject Fields

Legal References:

N.J.A.C. 6A:8-1.3	Definitions
N.J.A.C. 6A:8-2.1 et seq.	The New Jersey Student Learning Standards
N.J.A.C. 6A:8-3.1 et seq.	Implementation of the Core Curriculum Content Standards
N.J.A.C. 6A:8-3.1(a)3	Availability of Curriculum Pacing Guides
N.J.A.C. 6A:8-5.1	Graduation requirements
N.J.A.C. 6A:30-1.1et seq.	Evaluation of the Performance of School Districts

Mahmoud v. Taylor, 606 U.S. 522 (2025)

Possible Cross References:

*6122	Articulation
*6140	Curriculum adoption
*6141	Curriculum design/development
*6142	Subject fields
*6142.2	English as a second language; bilingual/bicultural
*6147	Standards of proficiency

*Indicates policy is included in the Critical Policy Reference Manual.

HOME INSTRUCTION

To provide uninterrupted education for students unable to attend their regular classes because of illness, disability, court order or administrative action, the board of education shall provide away-from-school instruction subject to the following restrictions:

A. The period of absence must be expected to be longer than ten consecutive or seventeen cumulative school days, except in special circumstances (see "Reasons other than a Temporary or Chronic Health Condition" below);

B. A parent/guardian or appropriate adult authority must be within call during the period of instruction; and

C. In cases of illness or disability, medical certification is required documenting the necessity for the student's absence.

Each case must be approved by board action; all requirements for receipt of state aid must be fulfilled. Home instruction shall be available to all qualifying students regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status.

Temporary or Chronic Health Condition

The board shall provide instructional services to an enrolled student when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general education or special education.

The parent/guardian shall submit a request for home instruction in writing. The request shall include a written determination from the student's physician, physician assistant or advanced practice nurse documenting the projected need for confinement at the student's residence or other treatment setting. The projected confinement period shall be for more than 10 consecutive school days or 17 cumulative school days during the school year.

The principal or his or her designee shall forward the request with the physician, physician assistant or advanced practice nurse written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student's physician, physician assistant or advanced practice nurse to secure additional information concerning the student's diagnosis or need for treatment, and shall either verify the need for home instruction or shall provide the board with the reasons for denial. The parent/guardian shall be notified concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician, physician assistant or advanced practice nurse.

The district shall provide instructional services within five school days after receipt of the school physician's verification. If the school physician's verification is made prior to the student's confinement instructional services shall be provided during the first week of the student's confinement to the home or out-of-school setting. Instructional services shall at a minimum meet the following standards:

A. A written plan for delivery of instruction shall be established to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress;

B. Teachers providing home instruction shall be certified;

C. The teacher shall provide one-on-one instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate;

HOME INSTRUCTION (continued)

D. For a student with disabilities, the home instruction shall be consistent with the student's individualized education plan (IEP) to the extent appropriate and shall meet the New Jersey Student Learning Standards in mathematics and language arts and literacy. When the provision of home instruction will exceed 30 consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP;

E. For a student without a disability, the home instruction shall meet the including the New Jersey Student Learning Standards as appropriate, and the requirements of the board for promotion to the next grade level;

F. The district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, through online services, including any needed equipment, or through contract with another district board of education, educational services commission, jointure commission, or approved clinic or agency. Students who are eligible to receive home instruction as needed at the district's expense are as follows:

1. A student who resides within the area served by the board and is enrolled in a public school program; or
2. A student who is enrolled in a nonpublic school that is located within the area served by the board.

Reasons Other Than a Temporary or Chronic Health Condition

A. The district shall provide home or out-of-school instruction for a general education student for reasons other than a temporary or chronic health condition no later than five school days after the student has left the general education program when:

1. The student is mandated by State law and rule for placement in an alternative education program including firearms offenses and/or assault with weapons offenses but placement is not immediately available;
2. The student is placed on short-term or long-term suspension (see board policy 5114 Suspension and Expulsion);
3. A court order requires that the student receive instructional services in the home or other out-of-school setting.

The district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another board of education, educational services commission, jointure commission, or approved clinic or agency for resident students.

B. The home or out-of-school instructional services for reasons other than a temporary or chronic health condition shall meet the minimum standards that are specified in N.J.A.C. 6A:16-10.2(d) including but not limited to:

1. The district shall establish a written plan for delivery of instruction and maintain a record of instructional services and student progress;
2. The teacher providing instruction shall be a certified teacher;
3. The teacher shall provide one-on-one instruction with no fewer than 10 hours each week on three separate days of the week and no fewer than 10 hours per week of additional guided-learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom;
4. The instruction shall meet the including the New Jersey Student Learning Standards and board requirements for promotion and graduation;
5. If instruction is delivered in the student's home, a parent or other adult 21 years of age or older who has been designated by the parent shall be present during all periods of home instruction.

Any student receiving home instruction is not considered absent.

HOME INSTRUCTION (continued)

Adopted:	December 21, 1978
Revised:	December 9, 1999; June 12, 2008; April 27, 2017, September 17, 2026, **November 19, 2026 (SECOND READING)**
NJSBA Review/Update:	June 2014
Readopted:	August 21, 2014, March 19, 2015

Legal References:

N.J.S.A. 18A:40-11.1	Request for Home Instruction
N.J.A.C. 6A:7-1.7	Equity in school and classroom practices
N.J.A.C. 6A:14-1.1 et seq.	Special education
See particularly:	
N.J.A.C. 6A:14-4.8, 4.9	
N.J.A.C. 6A:16-4.3	Reporting, notification and examination procedures for students suspected of being under the influence of alcohol or other drugs
N.J.A.C. 6A:16-5.5	Removal of students from general education for firearms offenses
N.J.A.C. 6A:16-5.6	Removal of students from general education for assaults with weapons offenses
N.J.A.C. 6A:16-10.1 et seq.	Home or out-of-school instruction
N.J.A.C. 8:61-1.1	Attendance at school by pupils or adults infected by Human Immunodeficiency Virus (HIV)

H.A. v. Board of Education Warren Hills Regional, 1976 S.L.D. 336

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

Somerset County Educational Services Commission v. North Plainfield Board of Education 1999 S.L.D. September 7 State in re G.S. 330 N.J. Super. 338 (Ch. Div. 2000)

[Jacobson v. Jackson School District, 2013, Feb. 27; OAL Dkt. No. CRT4100-08; Agency No. P211WE-02944; EDS15092-12;**]**

The Comprehensive Equity Plan, New Jersey Department of Education

Possible Cross References:

*4112.2	Certification
*5113	Absences and excuses
*5114	Suspension and expulsion
*5131	Conduct/discipline
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5131.7	Weapons and dangerous instruments
*5134	Married/pregnant pupils
*5141.2	Illness
*6146	Graduation requirements
*6164.2	Guidance services
*6164.4	Child study team
*6171.4	Special education
*6172	Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.

USE OF PHYSICAL RESTRAINT AND SECLUSION TECHNIQUES FOR STUDENTS WITH DISABILITIES

The Woodbridge Township Board of Education strives to provide a safe, caring atmosphere that supports all students in the least restrictive environment. On occasion, during an emergency, a situation may arise making it necessary to temporarily restrain or seclude a student with a disability in accordance with N.J.S.A. 18A:46-13.4 through 13.7.

The superintendent shall ensure that the use of physical restraint on students with disabilities is limited to the following:

A. Physical restraint is used only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;

B. A student is not restrained in the prone position, unless the student's primary care physician authorizes, in writing, the use of this restraint technique;

C. Staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint from an entity determined by the board of education to be qualified to provide such training, and that the training is updated at least annually;

D. The parent/guardian of a student is immediately notified when physical restraint is used on the student. This notification may be by telephone or electronic communication. A post-incident written notification report of the incident of physical restraint shall be provided to the parent within forty-eight hours of the occurrence of the incident;

E. Each incident in which physical restraint is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in policy and regulation 5131. 8 Use of Physical Restraint and Seclusion Techniques for Students with Disabilities, developed in conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and

F. Each incident in which physical restraint is used is documented in writing in sufficient detail to enable staff to use this information to develop or improve the behavior intervention plan at the next individualized education plan (IEP) meeting.

G. The School Nurse is to examine the student after a restraining incident.

Staff members of this district shall attempt to minimize the use of physical restraints through inclusion of positive behavior supports in the student's behavior intervention plans developed by the IEP team.

Seclusion

Staff members that utilize seclusion techniques on students with disabilities shall ensure that:

A. A seclusion technique is used on a student with disabilities only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;

B. Each incident in which a seclusion technique is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in policy and regulation 5131. 8 – Use of Physical Restraint and Seclusion Techniques for Students with Disabilities, developed in

conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and

C. Each incident in which a seclusion technique is used is documented in writing in sufficient detail to enable the staff to use this information to develop or improve the behavior intervention plan at the next IEP meeting.

D. The parent of a student is immediately notified when a seclusion technique is used on the student. This notification may be by telephone or electronic communication. A full written report of the incident of seclusion shall be provided to the parent within forty-eight hours of the occurrence of the incident.

E. The School Nurse is to examine the student after a seclusion incident.

Staff members of this district shall attempt to minimize the use of seclusion techniques through inclusion of positive behavior supports in the student's behavior intervention plans developed by the IEP team.

Elopement

The board is committed to the safety and welfare of all students. The board directs the superintendent to take appropriate measures to reduce the risk of student elopement and/or wandering when the students are within the custody and care of the school district. Elopement is defined as a student leaving an assigned area without permission from or knowledge of staff, often to escape and/or avoid a school-related situation or task. Wandering is defined as meandering which results in a student getting lost, leaving a safe environment or entering an inappropriate place, often due to the student's inattention or distractibility.

The superintendent or his or her designees shall establish procedures to prevent the occurrence of wandering and elopements and to direct actions to be taken when an elopement does occur.

Review

The superintendent shall ensure that a review process is in place to examine the use of physical restraints or seclusion techniques in emergency situations, and for the repeated use of these methods for an individual child, within the same classroom, or by a single individual. The review process shall be aligned with the New Jersey Department of Education established guidelines and shall include educational, clinical, and administrative personnel.

Pursuant to the review process the student's IEP team may, as deemed appropriate, determine to revise the behavior intervention plan or classroom supports, and the district may determine to revise a staff member's professional development plan pursuant to N.J.S.A. 18A:46-13.7.

The superintendent or designee may gather input from school staff members and parents of students with disabilities on this policy and regulation. All students with disabilities and their parents shall be afforded the procedural safeguards provided by the Individuals with Disabilities Education Act (IDEA).

The superintendent or designee shall annually inform parents of students with disabilities about the board's policy regarding restraint and seclusion.

Adopted: November 19, 2026 (**FIRST READING**)

Key Words

Physical Restraint, Disruption,

USE OF PHYSICAL RESTRAINT AND SECLUSION TECHNIQUES FOR STUDENTS WITH DISABILITIES (continued)

Legal References:

N.J.S.A. 2C:12-1	Definition of assault
N.J.S.A. 18A:6-1	Corporal punishment of students
N.J.S.A. 18A:11-1	General mandatory powers and duties
N.J.S.A. 18A:25-2	Authority over students
N.J.S.A. 18A:37-1 et seq.	Discipline of Students
See particularly:	
N.J.S.A. 18A:37-15	
N.J.S.A. 18A:40A-1 et seq.	Substance Abuse
N.J.S.A. 18A:46-1.1 et seq.	Classes and facilities for handicapped children
See particularly:	
N.J.S.A. 18A:46-13.4 through -13.7	Physical restraint and seclusion techniques on students with disabilities
N.J.A.C. 6A:14-2.8	Discipline/suspension/expulsions
N.J.A.C. 6A:16-1.1et seq.	Programs to Support Student Development

New Jersey Department of Education Restraint and Seclusion Guidance for Students with Disabilities – July 10, 2018

Possible Cross References:

*1410	Local units
*3510	Operation and maintenance of plant
*3516	Safety
*4112.4/4212.4	Employee health
*4131/4131.1	Staff development; in-service education/visitations/conferences
*5125	Student records
*5131	Conduct/discipline
*5131.1	Harassment, intimidation and bullying
*5131.6	Substance abuse
*5131.7	Weapons and dangerous instruments
*5141	Health
*5141.1	Accidents
*5141.2	Illness
*5141.6	Self destructive behavior
*5141.21	Administering medication
*5142	Student safety
*5145.11	Questioning and apprehension
*5145.12	Search and seizure
*6142.4	Physical education and health
*6171.3	Special education

*Indicates policy is included in the Critical Policy Reference Manual.

Curriculum, Extra-Curricular Activities and Technology

November 19, 2026

The Curriculum, Extra-curricular Activities and Technology Committee, on recommendation of the Superintendent of Schools and the Assistant Superintendent for Curriculum and Instruction, presents the following:

1. The 2025-2026 Spring NJGPA-A results and the NJSLA-A Spring results will be presented.

2. That the Board of Education approve dates for the Extended School Year Program to be from June 29, 2027 through July 29, 2027, Monday through Thursday with set up for staff on June 28, 2027.

3. That the Board of Education approve the mini social-emotional program, “Little Hearts, Big Minds” provided through The Department of Advanced Studies in Psychology at Kean University, to be continued at Avenel Street School #4/5 at no cost to the district

4. That a note be made in the minutes correcting the October 15, 2026 Agenda Item #5 Indiana Avenue counselor’s name to Brittany Carmino.

5. That the Board of Education adopt the attached resolution commending Colonia Middle School as the Middle School Girls’ Softball 2026 Champions.

6. That the Board of Education adopt the attached resolution commending Woodbridge Middle School as the Middle School Girls’ Softball 2026 Sportsmanship winner.

7. That the Board of Education adopt the attached resolution commending Fords Middle School as the Middle School Boys’ Baseball 2026 Champions.

8. That the Board of Education adopt the attached resolution commending Woodbridge Middle School as the Middle School Boys’ Baseball 2026 Sportsmanship winner

9. That the Board of Education approve the following staff members who were appointed to the Perth Amboy Catholic School Title I Extended Day program’s first cycle during the 2026-2027 school year. (Payment will be upon voucher submitted from Title I funded account #20-231-100-101-95-F-00-00, not to exceed the amount listed below).

School	Name	Rate	Hours	Total
PACS	Lawnick, Mariola	$35	14	$490
PACS	Wilson, Margaret	$35	14	$490

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____

Resolution

WHEREAS, *the* ***Colonia Middle School Softball Team*** *are the 2026 Middle School Softball Champions; and*

WHEREAS, *the* ***Colonia Middle School Softball Team*** *completed the season with 8 wins and 0 defeats and registered an overall record of 10 wins and 0 defeats; and*

WHEREAS, *this outstanding accomplishment brings honor and acclaim not only to the school but also to the entire community; and*

WHEREAS, *it is the desire of the members of the Board of Education of the Township of Woodbridge to express their congratulations to the*

Colonia Middle School Softball Team
Kassidy Burke
Kelsey Burke
Esme Coco
Jordin Davenport
Julie Hildebrand
Gizelle Lewis
Ava Machado
Paige Maio
Olivia Marinho
Renesmee Patrick
Luciana Reinoso
Emma Zielinski
Valeria Zapata

and ***Coach Mark Mentzel*** *for bringing this honor to Colonia Middle School and to the Township of Woodbridge; and*

NOW, THEREFORE, BE IT RESOLVED, *that the gratitude and best wishes of the members of the Board of Education of the Township of Woodbridge be hereby expressed to the* ***Colonia Middle School Softball Team and Coach Mark Mentzel****; and*

BE IT FURTHER RESOLVED, *that a copy of this resolution be spread on the minutes of the Board of Education and a copy be forwarded to Colonia Middle School with a suitable expression of the congratulations of the Board of Education for display at the school; and*

BE IT FURTHER RESOLVED, *that a copy of this resolution is forwarded to* ***Colonia Middle School Softball Team*** *and* ***Coach Mark Mentzel*** *expressing the congratulations of the Board of Education.*

Resolution

WHEREAS, *the* ***Woodbridge Middle School Softball Team*** *were selected as the Middle School Softball 2026 Sportsmanship winners; and*

WHEREAS, *this outstanding accomplishment brings honor and acclaim not only to the school but also to the entire community; and*

WHEREAS, *it is the desire of the members of the Board of Education of the Township of Woodbridge to express their congratulations to the*

Woodbridge Middle School Softball Team
Khiara Barahona
Annabelle Dworak
Katherine Dworak
Jerelise Gutierrez
Adelise Kadash
Jasmine Lazo
Valentina Pujols
Aria Szymanik
Sophia Teal
Taylor Thal
Adrianna Valencia

and ***Coach Joseph Gregory*** *for bringing this honor to Woodbridge Middle School and the Township of Woodbridge; and*

NOW, THEREFORE, BE IT RESOLVED, *that the gratitude and best wishes of the members of the Board of Education of the Township*

of Woodbridge be hereby expressed to ***Woodbridge Middle School Softball Team and Coach Joseph Gregory*** *and*

BE IT FURTHER RESOLVED, *that a copy of this resolution be spread on the minutes of the Board of Education and a copy be forwarded to Woodbridge Middle School with a suitable expression of the congratulations of the Board of Education for display at the school; and*

BE IT FURTHER RESOLVED, *that a copy of this resolution is forwarded to the* ***Woodbridge Middle School Softball Team and Coach Joseph Gregory*** *expressing the congratulations of the Board of Education.*

Resolution

WHEREAS, *the* ***Fords Middle School Baseball Team*** *are the 2026 Middle School Baseball Champions; and*

WHEREAS, *the* ***Fords Middle School Baseball Team*** *completed the season with 6 wins, 1 draw, and 1 defeat and registered an overall record of 8 wins, 1 draw, and 1 defeat; and*

WHEREAS, *this outstanding accomplishment brings honor and acclaim not only to the school but also to the entire community; and*

WHEREAS, *it is the desire of the members of the Board of Education of the Township of Woodbridge to express their congratulations to the*

Fords Middle School Baseball Team
Lucas Caraballo
Armani Collado
Benicio Cuevas
Ethan German
Deren Jimenez
Anthony Medina
Thiago Mondragon
Brody Moody
Anthony Onorato
Nicholas Ortiz
Ethan Perez
Brandon Stankovitz
Christopher Stankovitz

and ***Coach Matthew Ibanez*** *for bringing this honor to Fords Middle School and to the Township of Woodbridge; and*

NOW, THEREFORE, BE IT RESOLVED, *that the gratitude and best wishes of the members of the Board of Education of the Township of Woodbridge be hereby expressed to the* ***Fords Middle School Baseball Team and Coach Matthew Ibanez****; and*

BE IT FURTHER RESOLVED, *that a copy of this resolution be spread on the minutes of the Board of Education and a copy be forwarded to Fords Middle School with a suitable expression of the congratulations of the Board of Education for display at the school; and*

BE IT FURTHER RESOLVED, *that a copy of this resolution is forwarded to* ***Fords Middle School Baseball Team*** *and* ***Coach Matthew Ibanez*** *expressing the congratulations of the Board of Education.*

Resolution

WHEREAS, *the* ***Woodbridge Middle School Baseball Team*** *were selected as the Middle School Baseball 2026 Sportsmanship winners; and*

WHEREAS, *this outstanding accomplishment brings honor and acclaim not only to the school but also to the entire community; and*

WHEREAS, *it is the desire of the members of the Board of Education of the Township of Woodbridge to express their congratulations to the*

Woodbridge Middle School Baseball Team
Liam Burns
Jaylin Collazo
Anthony DiBendetti
Cristian Herrera
Brady Milevoi
Carmelo Perez
Zayn Rajan
Mason Travostino
Max Travostino
Dakota Winik
David Yellin

and ***Coach Erik Olvesen*** *for bringing this honor to Woodbridge Middle School and the Township of Woodbridge; and*

NOW, THEREFORE, BE IT RESOLVED, *that the gratitude and best wishes of the members of the Board of Education of the Township*

of Woodbridge be hereby expressed to ***Woodbridge Middle School Baseball Team and Coach Erik Olvesen****; and*

BE IT FURTHER RESOLVED, *that a copy of this resolution be spread on the minutes of the Board of Education and a copy be forwarded to Woodbridge Middle School with a suitable expression of the congratulations of the Board of Education for display at the school; and*

BE IT FURTHER RESOLVED, *that a copy of this resolution is forwarded to the* ***Woodbridge Middle School Baseball Team and Coach Erik Olvesen*** *expressing the congratulations of the Board of Education.*

The **Finance and Insurance Committee**, on recommendation of the Superintendent of Schools and the Business Administrator/Board Secretary, presents the following:

1. That the Board of Education approves payment of the bills in the amount of $15,033,498.93 Capital Projects bills in the amount of $1,916,756.19 and Food Service Department bills in the amount of $865,034.58.

2. That the Board of Education accept the attached Business Administrator/Board Secretary's Monthly Interest and Investment Report for the months of September 2026.

3. That the Board of Education accept the Report of the Treasurer for the months of September 2026.

4. That the Board of Education accept the Report of the Secretary for the months of September 2026.

5. That the members of the Board of Education certify that to the best of their knowledge no major account or fund has been over expended in violation of N.J.A.C. 6A:23A-16.10(b) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

6. That the bookkeeping transfers pertaining to the 2026-2027 budgetary accounts be approved as per the attached list.

7. That the amount of district taxes needed to meet the obligations of this Board for the next thirty-one-day period, beginning December 1, 2026 is:

   Requisition for Taxes for the General Fund in the amount of $17,777,875.25 and for the Debt Service in the amount of $423,809.75 totaling $18,201,685.00 and that the Township Council is hereby requested to place in the hands of the Treasurer of School Monies that amount by December 10, 2026.

8. That the Board approves the settlement agreement and release between the Woodbridge Board of Education, GL Group, Inc., Thassian Mechanical Contracting, Inc., and Bondex Insurance Company.

9. That the Board of Education approve the submitted Shared Service Agreement between the Woodbridge Township Board of Education and Township of Woodbridge for Transportation Assessment and Review, for the period July 1, 2026 through June 30, 2027.

10. That the Board Education approve the proposal related to Construction Observation and Testing Services to Geo-Technology Associates Inc. 211-K Gates Road, Little Ferry, NJ 07643 for a fee not to exceed $120,000.00.

11. That the Board of Education approve the appointment of Dr. Brian Falkowski, Interim Business Administrator/Board Secretary, as the Public Agency Compliance Officer (P.A.C.O.), according to the State of New Jersey, Department of the Treasury, Affirmative Action Office. The P.A.C.O. is the liaison official for matters concerning P.L. 1975, C 127 (NJAC 17:27), which concerns bidders, contracts, etc.

12. That the Board of Education approve the following:
    1. Dr. Brian Falkowski is hereby appointed as Qualified Purchasing Agent for the 2026-2027 school year; and, that the bid threshold remain at $53,000.00.
    2. During such period of time that Dr. Brian Falkowski shall serve as the Qualified Purchasing Agent, he shall be duly authorized to award contracts of less than $7,950, in the aggregate, without advertisement for bids and without solicitation of competitive quotations; and

3. During such period of time that Dr. Brian Falkowski shall serve as the Qualified Purchasing Agent, he shall be duly authorized to seek competitive quotations for and to award contracts as provided by law that either:
    a. are of an amount less than $53,000.00 but to greater than $7,950.00 in the aggregate; or
    b. are exempt from the public bidding requirements pursuant to N.J.S.A. 18A:18A-5 (except for professional services and work performed by Board employees).

13. That the Board of Education approve the appointment of Dr. Brian Falkowski, as the Custodian of Records.

14. That the Board of Education hereby award and approve the School Business Services Agreement to SBO Management LLC as a professional service pursuant to N.J.S.A. 18A:18A-5(a)1, for the provision of legally required and necessary school business administrator and related services until such time that the a full-time business administrator can be secured. Notice of this action stating the nature, duration, service, and amount of the contract and that this resolution and contract are on file and available for public inspection in the office of the board of education, shall be posted on the Board's website.

15. That the Board of Education approve the award of bid PSA Number 9644HLES – New Hopelawn Elementary School #10 for the 2026-2027 school year to the lowest bidder, including Alternate 1, Brockwell & Carrington Contractors, Inc., for various line items whose proposal also met the required specifications (Bid read 11/13/26). (7 bids received.)

Company	**Base Bid amount**	**Alternate 1 Bid**	**Total Bid**
Brockwell & Carrington Contractors, Inc. 1 Como Court Towaco, NJ 07082	$40,850,000.00	$310,000.00	$41,160,000.00
Epic Management, Inc. 136 Eleventh St. Piscataway, NJ 08854	$41,887,000.00	$164,000.00	$42,051,000.00
Dobco, Inc. 1 Geoffrey Way Wayne, NJ 07470	$42,387,500.00	$350,000.00	$42,737,500.00
Benjamin E. Harvey Co., Inc. 9 Cindy Lane Ocean, NJ 07712	$43,365,000.00	$320,000.00	$43,685,000.00
Delric Construction Company, Inc. 845 Belmont Avenue North Haledon, NJ 07508	$43,917,000.00	$310,000.00	$44,227,000.00
M&M Construction Company 33 Commerce Drive Cranford, NJ 07016	$44,120,000.00	$340,000.00	$44,460,000.00
The Bennett Company, Inc. 148 Dayton Ave. Passaic, NJ 07055	$45,800,000.00	$250,000.00	$46,050,000.00

16. BE IT RESOLVED that the Woodbridge Township Board of Education adopt the current updated Purchasing Manual for the 2026-2027 school year on file in the Office of the Business Administrator.

17. That the Board of Education accept tuition payment for the following homeless student from Roselle Public School District, 710 Locust Street Roselle, NJ, to attend Woodbridge Township Schools for the 2026-2027 school year, retroactive to September 2, 2026, through and including June 23, 2027:

Case No.	Tuition	Transportation	Total Days	Total Cost
DD-1301-045-08	$105.55/day	$84.50/day	180	$34,209.00

18. That the Board of Education accept tuition payment for the following homeless student from Newark Public School District, 765 Broad Street Newark, NJ, to attend Woodbridge Township Schools for the 2026-2027 school year, retroactive to September 2, 2026, through and including June 23, 2027:

Case No.	Tuition	Transportation	Total Days	Total Cost
RJ-0807-040-12	$100.00/day	$248.59/day	180	$62,746.20

19. That the Board of Education accept tuition payment for the following student from Perth Amboy School District, 178 Barracks Street, Perth Amboy, NJ 08861, to attend Woodbridge Township Schools for the 2026-2027 school year, retroactive to October 15, 2026, through and including June 23, 2027*****:

Case No.	Tuition	Total Days	Total Cost
AB-1111-050-09	$171.11	151	$25,837.61

20. That the Board of Education approve payment to Fitness Holdings Northeast, LLC dba Crunch Fitness to provide membership for the students of RISE in the amount of $3220.00 for the 2026-27 School Year.

21. That the Board of Education approve payment to Lewis Milrod, M.D. to provide Pediatric Neurology Consultation/Neurodevelopmental Consultation at the rate of $900/evaluation for the 2026-27 School Year.

22. That the Board of Education, as required by state law (partially reimbursable in state aid), approve the enrollment of the following disabled students in a Special Extended School Year Program for 2026-2027, in accordance with their Individual Educational Programs (IEPs) as shown below:

Case No.	Recommended Placement	Effective Date	Tuition
S2309-10-09-AU	New Roads School - Parlin	10/12/2026	$77,345.00
H2606-05-09-PD	Bright Beginnings Learning Ctr 1:1	10/13/2026	$41,658.00
F2611-03-09-PSD	Minding Miracles	11/9/2026	$1,800.00
S2607-08-06-SLD	Somerset Academy	11/3/2026	$32,190.00
T1612-09-09-MD	Preferred Home Health Care & Nursing Services, Inc. d/b/a Care Options for Kids	11/9/2026	$63/hr LPN/$68/hr RN
C2611-04-09-PSD	Pumpkin Patch	11/16/2026	$210/week
H2611-14-09-AU	Bayada Home Health Care, Inc.	11/20/2026	$60/hr LPN/ $70/hr RN
I2607-12-09-AU	Children's Center of Monmouth County	11/30/2026	$52,871.25
I2607-12-09-AU	Children's Center of Monmouth County 1:1	11/30/2026	$23,125.00

23. That a note be made in the minutes that the following out-of-district placement(s) have been terminated for the 2026-2027 Special School Year Program:

Case No.	Recommended Placement	Effective Date	Tuition
S2309-10-09-AU	Developmental Learning Ctr. Warren	10/12/2026	$111,262.00
H2511–11-09-ERI	Montgomery Academy	11/04/2026	$87,417.00
H2511–11-09-ERI	Montgomery Academy 1:1	11/04/2026	$37,800.00
I2607-12-09-AU	New Beginnings - A Gramon School	11/12/2026	$92,701.00
I2607-12-09-AU	New Beginnings - A Gramon School 1:1	11/12/2026	$55,510.00

24. That the Board of Education, as required by state law (partially reimbursable in state aid), approve the enrollment of the following disabled students in a Special Extended School Year Program for 2026-2027, in accordance with their Individual Educational Programs (IEPs) as shown below:

Case No.	Recommended Placement	Effective Date	Tuition
C1709-09-08-OHI	The Center School	7/6/2026	$1,004.62

25. That the Board of Education approve payment not to exceed $5,100 to Association for Career and Technical Education (ACTE), P.O. Box 718621, Philadelphia, PA, for ACTE positional group memberships for our high school business teachers, counselors, and administration supervisors. (Payment will be from funded account #20-362-200-300-75-F-00-00.)

26. That a note be made in the minutes correcting the account number of Finance and Insurance 10.15.26 agenda Item #9 to funded account #20-281-100-300-75-F-00-00.

27. That the Board approve the affiliation of Woodbridge SETS with the Thermo Fisher Junior Scientific Junior Innovators Challenge for a fee not to exceed $75. (Payment will be from budget account 11-401-100-800-49-Z-FE-00.)

28. That the Board of Education approve payment not to exceed $19,958 to Wayground for Core Wayground subscription for Grades 6-8 for the 2026-2027 school year. (Payment will be from budget account 11-000-252-500-75-Z-AB-T3.)

I move for the adoption of the foregoing.

Motion by: _____

Seconded by: _____

REPORT TO THE TREASURER
TO THE BOARD OF EDUCATION

WOODBRIDGE

All Funds

Sep-26

CASH REPORT

	FUNDS	1 Beginning Cash Balance	2 Cash Receipts This Month	3 Cash Disburse-ments This Month	4 Ending Cash Balances (1)+(2)-(3)
	GOVERNMENTAL FUNDS				
1A	General Fund - Fund 10	17,808,178.58	14,261,762.41	17,453,264.62	14,616,676.37
	Special Revenue Fund - Fund 20	4,381,380.17	91,829.40	631,954.45	3,841,255.12
	Debt Service Fund - Fund 40	(3,280,484.91)	-	1,075,206.11	(4,355,691.02)
	Enterprise Aftercare - Fund 65	289,196.05	-	816.00	288,380.05
1B	Investment	68,467,259.93	128,858.11	-	68,596,118.04
1C	Reserve Accounts	87,341,016.34	212,731.27	2,000,000.00	85,553,747.61
2A	Scholarship & Other Fund - Fund 20 Investmer	1,239,654.00	9,689.95	-	1,249,343.95
3	**Total Governmental Funds**	176,246,200.16	14,704,871.14	21,161,241.18	169,789,830.12
4					
5	Payroll	2,000.00	9,711,685.45	9,711,685.45	2,000.00
6	Payroll Agency	125,300.15	4,393,156.86	2,567,173.15	1,951,283.86
7	SUI	3,357,672.92	-	-	3,357,672.92
8	Flex	71,584.10	-	11,613.55	59,970.55
9	**Total Trust & Agency Funds**	3,556,557.17	14,104,842.31	12,290,472.15	5,370,927.33
10					
11	**Total All Funds**	**179,802,757.33**	**28,809,713.45**	**33,451,713.33**	**175,160,757.45**

Prepared and Submitted By:

Treasurer of School Monies — **November 12, 2026**
Richard Lorentzen, CTC — **Date**

2026-2027
Agenda Transfers
November 19, 2026

	FROM:			TO:		
1)	11-190-100-611-51-Z-AD-SU	Capital Supplies- #51	675.00	11-000-262-420-51-C-RP-00	Services to Machines- #51	675.00
2)	11-190-100-610-25-Z-LA-SU	General Supplies- #25	6,803.00	12-120-100-730-30-B-AD-00	Elementary Equipment	6,803.00
			7,478.00			7,478.00
1)	Transfer requested by principal to pay for service to sewing machines.					
2)	Transfer requested by principal to purchase items over 2k.					

Woodbridge Board of Education
Interest & Investment Report Reconciliation
9/30/2026

INTEREST EARNED THIS MONTH	INTEREST EARNED
Opening Balance	53,920,266.43
Interest Earned from Operating Funds	73,472.97
Interest Earned from Investments	128,858.11
Interest Earned on Reserve Funds	212,731.27
Interest Earned on Scholarship Fund	9,689.95
Ending Balance	53,920,266.43

CURRENT INVESTMENT AND PROJECTED INTEREST FOR:

FUND	AMOUNT	RATE	PROJECTED INTEREST
Operating Funds	14,390,620.52	3.04%	36,456.24
Investments	68,596,118.04	3.10%	177,206.64
Reserve Funds	85,553,747.61	3.04%	216,736.16
	161,121,179.00		402,802.95

CURRENT INVESTMENTS	TERM	AMOUNT
BCB BANK		23,631,516.92
BCB BANK CERTIFICATE OF DEPOSIT x1077	8/1/26 - 11/1/26	2,245,057.64
BCB BANK CERTIFICATE OF DEPOSIT x2455	8/7/26 - 11/7/26	5,204,636.61
BCB BANK CERTIFICATE OF DEPOSIT x2323	9/16/26 - 12/16/26	2,134,995.70
CHASE BANK		5,506,113.38
CHASE BANK CERTIFICATE OF DEPOSIT	7/27/26 - 6/18/27	5,369,614.12
CITIZENS BANK		5,552,685.65
COLUMBIA BANK		5,794,107.79
COLUMBIA BANK		3,341,859.69
POPULAR BANK CERTIFICATE OF DEPOSIT	5/5/26 - 11/5/26	5,046,444.88
NORTHFIELD BANK		4,769,085.66
		68,596,118.04
		10-111
BCB - SCHOLARSHIP x1861	9/5/26 - 12/5/26	993,845.96
BCB - MATTHEW JAGO x2968	8/20/26 - 11/20/26	152,572.87
BCB - DORIS KELLER x2976	8/20/26 -11/20/26	102,925.12
SCHOLARSHIP CERTIFICATE OF DEPOSITS		1,249,343.95
		20-111

Safety and Security

November 19, 2026

The **Safety and Security Committee**, on recommendation of the Superintendent of Schools presents the following recommendations:

1. That the Board of Education approve off-duty police officers to patrol all 24 schools throughout the school day at the rate of $67.00 per hour, 8 hours per day, per officer, effective January 1, 2027, through and including December 31, 2027. The Township of Woodbridge will provide police cars and fuel at no cost to the district.

2. That the Board of Education approve the purchase of the items listed below for St. James School, 341 Amboy Ave., Woodbridge, NJ 07905. Quotation #101526 dated October 15, 2026, totaling $9,878.96. Payment to be made to Educational Services Commission from the Nonpublic Security Account #20-511-100-640-93-S-00-00 to Bai Lar Interior Services Inc., 554 New Brunswick Avenue Fords, NJ 08863.

Qty	Description	Item Extended Cost
3	40x77 Vinyl B/O Clutch Roller Shades	$445.74
2	40x77 Vinyl B/O Clutch Roller Shades	$297.16
3	40x56 Vinyl B/O Clutch Roller Shades	$375.36
2	60x48 Vinyl B/O Clutch Roller Shades	$297.16
1	36x77 Vinyl B/O Clutch Roller Shades	$129.72
1	36x77 Vinyl B/O Clutch Roller Shades	$129.72
1	36x77 Vinyl B/O Clutch Roller Shades	$129.72
6	40x77 Vinyl B/O Clutch Roller Shades	$891.48
6	40x77 Vinyl B/O Clutch Roller Shades	$891.48
5	40x77 Vinyl B/O Clutch Roller Shades	$742.90
10	40x77 Vinyl B/O Clutch Roller Shades	$1,485.80
6	40x77 Vinyl B/O Clutch Roller Shades	$891.48
6	40x77 Vinyl B/O Clutch Roller Shades	$891.48
1	Installation/Spotted Delivery 30% Markup	$2,279.76
	TOTAL COST:	**$9,878.96**

I move for the adoption of the foregoing.

Motion by: _____

Seconded by: _____

November 19, 2026

The **Dining and Transportation Committee**, on recommendation of the Superintendent of Schools and the Business Administrator/Board Secretary, presents the following:

1. That the Board of Education approve the following temporary route for the 2026-2027 school year to the vendor with the lowest quote, whose quote also met specifications, as follows:

   Safeway Home Bus Services
   267 State Route 36
   Hazlet, NJ 07730

RT. FGPH	FMS/School 19 From Perth Amboy 93 Days @ $229.00 Effective 10/13/26-3/16/27	$21,297.00

2. That the Board of Education approve the following temporary route for the 2026-2027 school year to the vendor with the lowest quote, whose quote also met specifications, as follows:

   D & L Bus Services
   79 Juliette St
   Hopelawn, NJ 08861

RT. FJMM	WHS From Monmouth Junction 97 Days @ $249.00 Effective 10/16/26-3/25/27	$24,153.00

3. That the Board of Education approve the following temporary route for the 2026-2027 school year to the vendor with the lowest quote, whose quote also met specifications, as follows:

   Bright Start Transport
   1616 Sunnyview Oval
   Keasbey, NJ 08832

RT. FJJW	School 23 From Carteret 151 Days @ $121.00 Effective 10/20/26-6/23/27	$18,271.00

4. That the Board of Education approve the following temporary route for the 2026-2027 school year to the vendor with the lowest quote, whose quote also met specifications, as follows:

   BRB Trans
   26 Cambridge Ave
   Colonia, NJ 07067

RT. CMS-12	CMS From Colonia 104 Days @ $99.00 Effective 11/12/26-4/30/26	$10,296.00

5. That the Board of Education approve the attached Report of the Completion of in district School Bus Evacuation Drills.

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____

Negotiations

November 19, 2026

The Board of Education **Committee for Negotiations** presents the following:

1. That the Board of Education approve the previously submitted Sidebar to its Agreement with the Woodbridge Township Education Association, pending approval from the Association.

I move for the adoption of the foregoing.

Motion by_____

Seconded by_____