



**WOODBIDGE TOWNSHIP BOARD OF EDUCATION
AGENDA
OCTOBER 15, 2026**

1. Roll Call
2. Student Representative
3. Closed Session
4. Salute to the Flag
5. Minutes to be Approved
 - A. September 17, 2026 Regular Meeting
 - B. September 17, 2026 Closed Session
6. Bids:
 - A. October 8, 2026 PSA 10663 – Grandstand & Press box Replacement at CHS
7. Superintendent Monthly Reports
8. Open Public Session – Agenda Items Only
9. Superintendent
10. Items for Discussion:
 - A. Communication, Policy & Planning
 - B. Curriculum, Extra-Curricular Activities, & Technology
 - C. Finance & Insurance
 - D. Buildings & Grounds
 - E. Dining & Transportation
 - F. Personnel
11. Board Attorney
12. Old Business
13. New Business
14. Open Public Session
15. Adjournment

October 15, 2026

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

1. That the Board of Education approve the list of Professional Development conferences dated October 15, 2026.
2. That the Board of Education accept the monthly report of Harassment, Intimidation, and/or Bullying (HIB) for the period July 17, 2026, through and including October 15, 2026.
3. That the Board of Education approve each of the 25 School Emergency Response Plans submitted for the 2026-2027 school year, in accordance with N.J.A.C 6A: 16-5.1.
4. That the Board of Education accept the previously submitted Annual Report of Violence, Vandalism and Substance Abuse for the 2025-2026 school year, in accordance with N.J.S.A.18A:36-5.1
5. That the Board of Education accept the previously submitted Annual Report of Harassment, Intimidation, and/or Bullying (HIB) for the 2025-2026 school year, in accordance with N.J.S.A. 18A:37:14.
6. That the Board of Education remove student LM-1502-045-06 from the school rolls for the 2026-2027 school year due to lack of domicile in the Woodbridge Township School District.
7. That the Board of Education adopt the attached resolution commending Aditi Harbola from John F. Kennedy Memorial High School for being named a National Merit Semifinalist in the 2026 National Merit Scholarship Program.
8. That the Board of Education adopt the following resolution to submit the District Performance Review (DPR) for the New Jersey Quality Single Accountability Continuum (NJQSAC);

WHEREAS, N.J.A.C. 6A:30-3.2(f) requires participating school districts to hold a public meeting to approve the submission of the district's DPR responses with respect to this process, and;

WHEREAS, the Woodbridge Township Board of Education in the County of Middlesex has reviewed the districts DPR responses and hereby approves these documents.

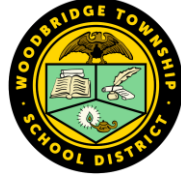
NOW THEREFORE BE IT RESOLVED, that the Woodbridge Township Board of Education does hereby authorize the Superintendent of Schools to submit the DPR to the Commissioner of Education in compliance with the provisions of N.J.A.C. 6A:30-3.2(f).

I move for the adoption of the foregoing.

Motion by: _____

Seconded by: _____

Resolution



WHEREAS, Aditi Harbola, a senior at John F. Kennedy Memorial High School, has been named a National Merit Semifinalist in the 2026 National Merit Scholarship Program; and

WHEREAS, this outstanding accomplishment brings honor and acclaim not only to the student and her family, but also to her 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 **Aditi Harbola**, for bringing this honor to the school district, and the Township of Woodbridge; and

NOW, THEREFORE, BE IT RESOLVED, that the congratulations and best wishes of the members of the Board of Education of the Township of Woodbridge be hereby expressed to **Aditi Harbola**; 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 John F. Kennedy Memorial High School and to **Aditi Harbola** expressing the congratulations of the Board of Education.

October 15, 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 proclaiming November 2026 as Native American Heritage Month.
2. That the Board of Education adopt the attached resolution proclaiming the week of November 8-14, 2026, as Veterans Education Awareness Week.
3. That the Board of Education adopt the attached resolution proclaiming the week of November 16-20, 2026, as American Education Week.
4. That the Board of Education adopt the attached resolution proclaiming November 18, 2026, as Education Support Professionals Day.
5. That the Board of Education adopt the attached resolution commending the one hundred and thirty-four Woodbridge Township Alumni inducted into the Woodbridge Township Athletic Alumni Association Hall of Fame Class of 2026.
6. That the Board of Education adopt the attached resolution honoring Cal Donnelly as a special guest of honor at the Woodbridge Township Athletic Alumni Association Hall of Fame Class of 2026 Induction Ceremony for his various volunteer efforts in the Colonia youth sports community.
7. That the Board of Education adopt the following new*/readopted^/revised policies:

<u>Policy No.</u>	<u>Description</u>
1112.4*	Expectations for Conduct at Interscholastic Competitions /Events (1 st Reading)
2224	Nondiscrimination/Affirmative Action (1 st Reading)
3542.2	School Meal Program Arrears (1 st Reading)
3542.31	Free or Reduced Price Lunches/Milk (1 st Reading)
3570	District Records and Reports (1 st Reading)
3571.4	Audit (1 st Reading)
5113	Attendance, Absences, and Excuses (1 st Reading)
5131	Conduct/Discipline (1 st Reading)
5131.1^	Harassment, Intimidation and Bullying (1 st Reading)
5141.8	Sports Related Concussion and Head Injury (1 st Reading)
6114	Emergencies and Disaster Preparedness (1 st Reading)
6140	Curriculum Adoption (1 st Reading)
6141.2	Recognition of Religious Beliefs and Customs (1 st Reading)
6142.1	Family Life Education (1 st Reading)
6142.1(E)	Family Life Education Request for Opt-Out Form (1 st Reading)
6143	Curriculum Guides (1 st Reading)
6173	Home Instruction (1 st Reading)
3220/3230	State Funds; Federal Funds (2nd Reading)

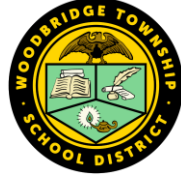
October 15, 2026

I move for the adoption of the foregoing.

Motion by: _____

Seconded by: _____

Resolution



***WHEREAS**, Native Americans were the original inhabitants of the lands that now constitute the United States of America, having made essential and unique contributions to the world; and*

***WHEREAS**, Native Americans have deeply enriched the quality and character of the United States of America by making distinct and significant political, cultural, military, and economic contributions to the development of this nation; and*

***WHEREAS**, the Board of Education of the Township of Woodbridge is committed to remind staff and students of the richness of Native American cultures and the many contributions made by Native Americans in the development of this nation; and*

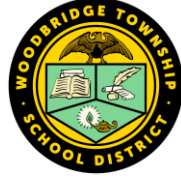
***WHEREAS**, the Board of Education of the Township of Woodbridge endorses the observance of **Native American Heritage Month** as a way to honor Native Americans and all of the original inhabitants of the lands that now constitute the United States of America; and*

***NOW, THEREFORE, BE IT RESOLVED**, that the Board of Education of the Township of Woodbridge hereby proclaims November 2026 as **Native American Heritage Month**; and*

***BE IT FURTHER RESOLVED**, that the achievements of Native Americans be recognized as admirable and essential in the development of the greatness of this nation; and*

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

Resolution



***WHEREAS**, the United States celebrates the federal holiday of Veterans Day annually on November 11th as a day of remembrance; and*

***WHEREAS**, the Woodbridge Township School District also celebrates the federal holiday of Veterans Day on November 11th as a day of remembrance; and*

***WHEREAS**, it is the desire of the Board of Education of the Township of Woodbridge to celebrate and remember our veterans by educating our elementary and secondary school students on the contributions and sacrifices of veterans; and*

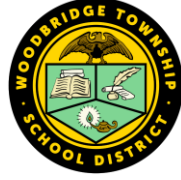
***WHEREAS**, the Board of Education of the Township of Woodbridge is committed to reminding our youth that the contributions and sacrifices of the men and women who served in the Armed Forces have been vital in maintaining our freedoms and way of life; and*

***WHEREAS**, the Board of Education of the Township of Woodbridge endorses the observance of **Veterans Education Awareness Week** as a way to honor America's veterans, while reminding young people of the strong principles upon which our Nation is founded; and*

***NOW, THEREFORE, BE IT RESOLVED**, that the Board of Education of the Township of Woodbridge endorses the week of November 8-14, 2026, to be celebrated as **Veterans Education Awareness Week**; 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**, the education our students receive is essential to the future of our community, state and nation; and*

***WHEREAS**, public schools are the backbone of our democracy, providing young people with the tools they require to uphold our nation's principles of freedom, civility, and equality; and*

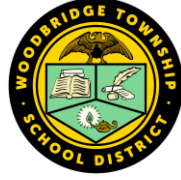
***WHEREAS**, the purpose of **American Education Week** is to recognize the dedication and contributions of our students, their parents, teachers and administrators; and*

***NOW, THEREFORE, BE IT RESOLVED**, that the Board of Education of the Township of Woodbridge hereby acknowledges the week of November 16-20, 2026, as **American Education Week** focusing on the theme "Together for Safe, Just, and Equitable Schools"; and*

***BE IT FURTHER RESOLVED**, that the Board of Education of the Township of Woodbridge encourages parents and all the members of the community to become involved by visiting their schools and talking with teachers and administrators so that the educational process will be strengthened and our students will, in fact, be prepared for the future; 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**, Education Support Professionals perform valuable services for the children of our school district; and*

***WHEREAS**, the education our students receive is essential to the future of our community, state, and nation; and*

***WHEREAS**, the educational needs of our children have always been the first priority of the Education Support Professionals of our district; and*

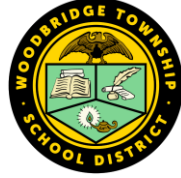
***WHEREAS**, Education Support Professionals help students realize their potential and assist students in attaining a high level of academic success; and*

***NOW, THEREFORE, BE IT RESOLVED**, that the Board of Education of the Township of Woodbridge does proclaim November 18, 2026, as **Education Support Professionals Day**; and*

***BE IT FURTHER RESOLVED**, that the members of the Board of Education of the Township of Woodbridge hereby extend their gratitude and best wishes to all the Education Support Professionals in our schools; and*

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

Resolution



WHEREAS, the Woodbridge Township Athletic Alumni Association (WTAAA) inducted one hundred and thirty-four Woodbridge Township Alumni from Colonia High School, John F. Kennedy Memorial High School and Woodbridge High School into the Hall of Fame for the 2026-2027 school year; and

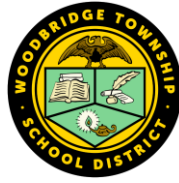
WHEREAS, the WTAAA has identified and honored these outstanding individuals and teams for their athletic excellence; and

WHEREAS, this outstanding accomplishment brings honor and acclaim not only to the inductees and the school district, but also to the entire Woodbridge Township community; and

WHEREAS, it is the desire of the Board of Education of the Township of Woodbridge to express their congratulations to all of the athletes and coaches inducted into the WTAAA Hall of Fame; and

NOW, THEREFORE, BE IT RESOLVED, that the congratulations of the members of the Board of Education of the Township of Woodbridge are hereby expressed to the athletes and coaches inducted into the WTAAA; 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 each inductee expressing the congratulations of the Board of Education.



COLONIA HIGH SCHOOL

Woodbridge Township Athletic Alumni Association Inductees

INDIVIDUALS

Derek DuBois

2002 Football and Basketball

Glenn Higgins

1980 Football and Baseball

Erin (Mahar) Maffucci

2005 Soccer and Softball

Lauren Mahar

2005 Soccer and Softball

Dr. Philip Santiago

1971 Soccer

Dagmara Wozniak

2006 Fencing

1973 BOYS BASEBALL TEAM

Mark Benz

Paul Boris

Bernie Brock

Mike Cilento

Jerry Ferrante

Jon Fritz

Frank Giase

Harry Grose

Jeff Helman

Mike Helman

Tom Higgins

Steven Kaelber

Nick Marzocco

Joe Monaco

Glenn Morgan

Ken Rumzie

Tony Scuorzo

Mickey Kott, Head Coach

Jack Krieger, Assistant Coach

1983-1984 BOYS BOWLING TEAM

Paul Addalia

Steve Bilawsky

Anthony Chernosky

Joseph Garber

Scott Greiner

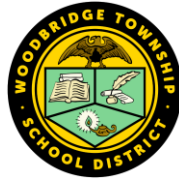
Ron Mascaratola

Michael McCabe

Kevin Michael

Patrick Nardone

Richard Clark, Head Coach



JOHN F. KENNEDY MEMORIAL HIGH SCHOOL

Woodbridge Township Athletic Alumni Association Inductees

INDIVIDUALS

Brad Altland

Coach-Boys Cross Country, Boys Indoor Track, Boys Outdoor Track, Girls Soccer, Girls Basketball

Steve Basil

1967 Boys Basketball

Robert "Bob" Fitzgerald

1991 Football

Martin Gill

1979 Football

Ed Honchen

1983 Football, Wrestling and Baseball

Stacy Latin

1990 Softball, Girls Soccer

Jerry Smith, Jr.

1996 Baseball, Boys Basketball, Boys Cross Country; Coach-Boys Baseball, Girls Basketball

1984 FOOTBALL TEAM

Peter Allen
Kyle Anderson
David Anderson
David Barnes
Robert Barnes
Dennis Brisson
Rob Capizzano
Dan Carroll
Joe Cosgrove
Russ Flock
Gary Foster
Richard Gaul

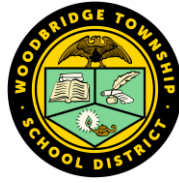
Joe Herod
Tommy Hill
Dave Honchen
Guy Jensen
Tom Joe
Jim Karoly
Tony Kukal
Lou Marsano
Larry Mazza
Joe Mesina
Damien McGuire
Joe Morello

Robert O'Neil
Scott Osborne
John Paulikas
Mark Petruzzi
Anthony Roberts
Rich Staklinski
Dave Whelan
Ronnie Williams
Danny Young
Lou (Buzzy) Estok, Assistant Coach
Bob Lanigan, Assistant Coach
Bob McLaughlin, Assistant Coach
Ray Newman, Assistant Coach

1976 BOYS CROSS COUNTY TEAM

Arnold Blodgett
Tom Cawley
Art Crofford
Nick DeRisi
Tony Galvin
Frank Mazza

Robert Markham
Robert McMurray
Pat Moran
Doug Piper
Michael Pollock
Joseph Voelkel
Bob Bingham, Head Coach



WOODBIDGE HIGH SCHOOL

Woodbridge Township Athletic Alumni Association Inductees

INDIVIDUALS

Dave Bigos

1977 Football and Boys Basketball

Denise (Serrano) Ciotti

1987 Girls Basketball

Joseph Fazzari

1962 Cross Country, Indoor Track and Outdoor Track

Justin Hinds

2005 Football and Basketball

Adam McLaughlin

1989 Boys Basketball, and Baseball

Herb Ruetsch

1977 Baseball

Robert Seip

1961 Football, Indoor Track and Outdoor Track

1971 FOOTBALL TEAM

William Almasi

Mark Demoreski

Tom Dorris

Robert Edmonds

John Errante

Daniel Fenton

Anthony Foley

Alan Gluchoski

Jeff Goglas

Stewart Jago

Ken Koblentz

Richard Kondrk

Thomas Kumpa

Mike Kwiatkowski

Joseph Lutisan

George McGrath

Ed Napolitano

Bernie Peterson

Robert Russo

Robert Simkovich

Walter Sosnovich

Steven Starrick

Al Meravi, Assistant Coach

1980-1981 BOYS BOWLING TEAM

David Asta

Frank Ballek

John David Balazs

Robert Balogh

Ray Boryszewski

George Blume

Scott Dunham

Mike Loda

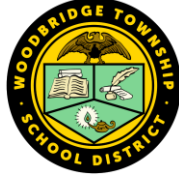
David Nagy

Michael Porcellana

Rich Simon

Mike Yannazzo, Coach

Resolution



***WHEREAS**, the Woodbridge Township Athletic Alumni Association (WTAAA) conducts an annual Hall of Fame induction ceremony; and*

***WHEREAS**, the WTAAA ceremony for the 2026 Hall of Fame induction class is on October 18, 2026, at the Woodbridge Community Center; and*

***WHEREAS**, the Special Guest of Honor for the 2026 WTAAA Hall of Fame induction ceremony is **Cal Donnelly**; and*

***WHEREAS**, this Special Guest of Honor Award is for outstanding accomplishments and successes demonstrated by **Cal Donnelly** while holding the position of President of Colonia Little Fellows Baseball League and coaching basketball, bowling and flag football for the St. John Vianney CYO; and*

***WHEREAS**, it is the desire of the Board of Education of the Township of Woodbridge to express their congratulations to **Cal Donnelly** for achieving this honor; and*

***NOW, THEREFORE, BE IT RESOLVED**, that the best wishes of the members of the Board of Education of the Township of Woodbridge are hereby expressed to **Cal Donnelly**; 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 **Cal Donnelly** expressing the congratulations of the Board of Education.*

Policy

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 of 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: October 15, 2026 (FIRST 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:30-1.1 et 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.

Policy

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

and code governing educational equity.

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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:	October 15, 2026 (FIRST READING)

Key Words

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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.

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 3542.2

Policy

<u> </u>	Monitored
<u> X </u>	Mandated
<u> </u>	Other Reasons

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). ~~Therefore, it is the expectation of the board that students with the assistance of their parents/guardians come prepared for school each day with lunch/breakfast or meal money. Students repeatedly forgetting their breakfast or lunch meal or their meal money may be subject to consequences including parent/guardian conference, loss of privileges and according to the school code of student conduct.~~

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:

FOOD SERVICE (continued)

- 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 ~~that~~ the principal, or a person designated by the principal ~~to~~ shall 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; ~~and~~
- 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 or 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.

FOOD SERVICE (continued)

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;

October 15, 2026 (FIRST 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

FOOD SERVICE (continued)

*3542.1	Wellness and nutrition
*3542.31	Free or reduced-price lunches/milk
*3542.44	Purchasing
*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.

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 3542.31

Policy

☐	Monitored
☒	Mandated
☐	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 ~~three~~ **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 ~~assistant superintendent~~ **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, October 15, 2026 (FIRST READING)

Key Words

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

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

Possible

<u>Cross References:</u>	*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). ~~A partial schedule, for key classes of records, is shown at the end of this policy.~~

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 and 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. ~~Anonymous requests for government records are permitted by law.~~ If an anonymous 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

DISTRICT RECORDS AND REPORTS (continued)

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 ensure that statements are prominently posted in district offices that describe the specific terms of the public's right to appeal a denial of access and procedures for filing an appeal 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. A partial schedule of retention periods for pertinent school record categories is listed below (Note: the School District Records Retention and Disposition Schedule should be consulted before any record is destroyed).

Partial Record Retention Schedule

- ~~A. Financial records: 7 (seven) years~~
- ~~B. Agendas and minutes: Permanent for originals; 1 year for copies~~
- ~~C. Resolutions of the school board: Permanent~~
- ~~D. Administrative policy and advisory statements: Permanent~~
- ~~E. Correspondence, including emails: 3 (three) years for general external correspondence; one year for internal correspondence~~
- ~~F. Official public meeting notice: 3 (three) years~~
- ~~G. Legal notice in newspaper: 7 (seven) years~~
- ~~H. Publisher's affidavits: 10 (ten) years~~
- ~~I. Tape recordings of school board meetings (audio tape and video): 45 (forty-five) days or until summary or verbatim transcripts have been approved as minutes~~

DISTRICT RECORDS AND REPORTS (continued)~~J. Election file: 5 (five) years for bonding election report, certificate and voting authority~~~~K. Other election materials: 1 (one) year~~~~L. Master publications file of school newsletters, yearbooks, student handbooks, etc.: Permanent~~~~M. School monitoring file (with school monitoring annual plan): Permanent~~~~N. Internal monitoring guide and action plan: 14 (fourteen) years~~~~O. Academic master plan (updated every seven years): Permanent~~~~P. Support file for the academic master plan, including school evaluations: 10 (ten) years.~~~~Q. Fall and statistical report file: 5 (five) years~~~~R. Settlements (original): Permanent~~~~S. Agency copy of routine settlements: 3 (three) years after final settlement~~

~~School District Retention Schedule: Active Records—Administration, can be found at RMS School District Records Retention and Disposition Schedule reference number M7000101-001. For all other items the district will consult RMS Individual Educational Records Series Description and Series Number for retention and disposal information.~~

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: **October 15, 2026 (FIRST READING)**Key Words

District Records and Reports, Public Access, Records, Reports

Legal References: N.J.S.A. 10:4-6 et seq.N.J.S.A. 18A:4-14N.J.S.A. 18A:7A-11N.J.S.A. 18A:11-2See particularly:N.J.S.A. 18A:11-2(b)N.J.S.A. 18A:17-7

through -12

N.J.S.A. 18A:17-28(e)N.J.S.A. 18A:17-35N.J.S.A. 18A:17-36Open Public Meetings Act

Uniform system of bookkeeping for school districts

Reports by local school district, commissioner; interim review

Power to sue and be sued; reports; census of school children

Secretary to give notices and keep minutes, etc.

Duties of business manager

Records of receipts and payments

Accounting; monthly and annual reports

DISTRICT RECORDS AND REPORTS (continued)

<u>N.J.S.A.</u> 18A:17-46	Act of violence; report by school employee; notice of action taken; annual report
<u>N.J.S.A.</u> 18A:36-19	Pupil records; creation, maintenance and retention, security and access; regulations; nonliability
<u>N.J.S.A.</u> 47:1A-1 <u>et seq.</u> <u>See particularly:</u> <u>N.J.S.A.</u> 47:1A-1.1, -5	Examination and copies of public records (<u>Open Public Records Act</u>)
<u>N.J.S.A.</u> 47:3-15 <u>et seq.</u>	Destruction of Public Records Law
<u>N.J.A.C.</u> 2:36-1.1 <u>et seq.</u>	Child Nutrition Programs
<u>N.J.A.C.</u> 6A:16-5.3	Incident reporting of violence, vandalism and substance abuse
<u>N.J.A.C.</u> 6A:23A-16.1 <u>et seq.</u>	Prescribed system of double-entry bookkeeping and GAAP accounting
<u>N.J.A.C.</u> 6A:27-7.9	Vehicle records
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-7.1 <u>et seq.</u> <u>See particularly:</u> <u>N.J.A.C.</u> 6A:32-7.1(g), -7.8	Student Records
<u>N.J.A.C.</u> 15:3-2.1 <u>et seq.</u>	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

<u>Cross References:</u>	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

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 3571.4

Policy

☐ **Monitored**
☐ **Mandated**
☒ **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: October 15, 2026 (FIRST 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:30-1.1 et 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.

WOODBIDGE BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 5113

 X **Monitored**

 X **Mandated**

 X **Other Reasons**

Policy

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 open **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.**

~~A day of attendance shall be one in which a student is present for the full day under the guidance and direction of a teacher while school is in session. Where there are two sessions in a day due to overcrowding, either session of four hours or more, exclusive of lunch or recess, shall be the equivalent of a full day's attendance.~~
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.

~~The mere presence of a student at roll call shall not be regarded as sufficient attendance for compliance with law (N.J.A.C. 6A:32-8.3 — School attendance). In a school which is in session during both the forenoon and the afternoon, a student shall be present at least one hour during both the forenoon and the afternoon in order to be recorded as present for the full day. In a school which is in session during either the forenoon or the afternoon, a student shall be present at least two hours in the session in order to be recorded as present for the full day.~~

~~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.~~

II. Excused and Unexcused Absence

A. **State** Excused Absence

An absence shall be considered an **"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):

ATTENDANCE, ABSENCES AND EXCUSES (continued)

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](#).

~~Chronic Absenteeism is defined in New Jersey's ESSA State Plan as the percentage of a school's students who are not present for 10 percent or more of the days that they were in "membership" at a school. .~~

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

ATTENDANCE, ABSENCES AND EXCUSES (continued)

- 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).

ATTENDANCE, ABSENCES AND EXCUSES (continued)

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

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.

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.

ATTENDANCE, ABSENCES AND EXCUSES (continued)

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

ATTENDANCE, ABSENCES AND EXCUSES (continued)

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.

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

ATTENDANCE, ABSENCES AND EXCUSES (continued)

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.

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.

ATTENDANCE, ABSENCES AND EXCUSES (continued)

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.

ATTENDANCE, ABSENCES AND EXCUSES (continued)

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: October 15, 2026 (FIRST READING)

Key Words

Student Attendance, Attendance, Absences and Excuses, Student Attendance

Legal References:	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:35-4.9</u>	Student promotion and remediation; policies and procedures
	<u>N.J.S.A. 18A:36-13.2</u>	Excused absence for certain pupils on Veterans Day
	<u>N.J.S.A. 18A:36-14, -15, -16</u>	Religious holidays; absence of students on; effect
	<u>N.J.S.A. 18A:36-19a</u>	Newly enrolled students; records and identification
	<u>N.J.S.A. 18A:36-24</u>	
	through -26	Missing children; legislative findings and declarations
	<u>N.J.S.A. 18A:36-33</u>	Pupils serving as district board of election members, excused absence
	<u>N.J.S.A. 18A:36-33.1</u>	Excused absence for attendance at civic events
	<u>N.J.S.A. 18A:38-25</u>	Attendance required of children between six and 16; exceptions
	<u>N.J.S.A. 18A:38-26</u>	Days when attendance required; exceptions
	<u>N.J.S.A. 18A:38-27</u>	Truancy and juvenile delinquency defined
	<u>N.J.S.A. 18A:38-28</u>	Compelling attendance at school
	through -31	
	See particularly	
	<u>N.J.S.A. 18A:38-31</u>	Violations of article by parents or guardians; penalties
	<u>N.J.S.A. 18A:38-32</u>	District and county vocational school attendance officers
	<u>N.J.S.A. 18A:40-7</u>	Exclusion of students who are ill
	<u>N.J.S.A. 18A:40-8</u>	Exclusion of students whose presence is detrimental to health and cleanliness
	<u>N.J.S.A. 18A:40-9</u>	Failure of parent to remove cause for exclusion; penalty
	<u>N.J.S.A. 18A:40-10</u>	Exclusion of teachers and students exposed to disease
	<u>N.J.S.A. 18A:40-11</u>	Exclusion of students having communicable tuberculosis
	<u>N.J.S.A. 18A:40-12</u>	Closing schools during epidemic
	<u>N.J.S.A. 18A:54-20</u>	Powers of board (county vocational schools)
	<u>N.J.S.A. 52:17B-9.8a</u>	
	through -9.8c	Marking of missing child's school record
	<u>N.J.A.C. 6A:8-5.1</u>	Graduation requirements
	<u>N.J.A.C. 6A:14-1 et seq.</u>	Special education
	See particularly:	
	<u>N.J.A.C. 6A:14-4.1(c)</u>	General requirements
	<u>N.J.A.C. 6A:16-1 et seq.</u>	Programs to support student development
	See particularly:	
	<u>N.J.A.C. 6A:16-7.6</u>	Attendance
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C. 6A:32-8.1 et seq.</u>	Student Attendance and Accounting
	<u>N.J.A.C. 6A:32-8.3</u>	Student attendance
	<u>N.J.A.C. 8:61-2.1</u>	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)

ATTENDANCE, ABSENCES AND EXCUSES (continued)

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>

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

Possible

<u>Cross References:</u>	*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.

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 5131

 X **Monitored**

 X **Mandated**

 X **Other Reasons**

Policy

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

CONDUCT/DISCIPLINE (continued)

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 offenses 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.

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

CONDUCT/DISCIPLINE (continued)

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.

CONDUCT/DISCIPLINE (continued)

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 evidence.
 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.

CONDUCT/DISCIPLINE (continued)

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.
- 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.

CONDUCT/DISCIPLINE (continued)

- 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.

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.

CONDUCT/DISCIPLINE (continued)

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

CONDUCT/DISCIPLINE (continued)

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

CONDUCT/DISCIPLINE (continued)

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.

CONDUCT/DISCIPLINE (continued)

- 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.

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.

CONDUCT/DISCIPLINE (continued)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

CONDUCT/DISCIPLINE (continued)

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;
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,

CONDUCT/DISCIPLINE (continued)

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.

CONDUCT/DISCIPLINE (continued)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; October 15, 2026 (FIRST READING) January 6, 2026
NJSBA Review/Update:	December 2011
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Key Words

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

<u>Legal References:</u>	<u>N.J.S.A. 2A:4A-60 et al.</u>	Disclosure of juvenile information; penalties for disclosure
	<u>N.J.S.A. 2C:12-1</u>	Definition of assault
	<u>N.J.S.A. 2C:33-19</u>	Paging devices, possession by students
	<u>N.J.S.A. 2C:39-5</u>	Unlawful possession of weapons
	<u>N.J.S.A. 18A:6-1</u>	Corporal punishment of students
	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:25-2</u>	Authority over students
	<u>N.J.S.A. 18A:36-19a</u>	Newly enrolled students; records and identification
	<u>N.J.S.A. 18A:37-1 et seq.</u>	Discipline of Students

CONDUCT/DISCIPLINE (continued)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:16-1.1 et 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"

PossibleCross References:

*1220	<u>Ad hoc</u> 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

CONDUCT/DISCIPLINE (continued)

*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

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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 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

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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.

Retaliation and Reprisal Prohibited

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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;

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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-bullying 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.

HARASSMENT, INTIMIDATION AND BULLYING (continued)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

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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
October 15, 2026 FIRST READING

Key Words

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

<p><u>Legal References:</u> <u>N.J.S.A. 2A:4A-60 et al.</u> <u>N.J.S.A. 2C:33-4.1</u> <u>N.J.S.A. 10:5-1 et seq.</u> <u>N.J.S.A. 18A:6-112</u> <u>N.J.S.A. 18A:11-1</u> <u>N.J.S.A. 18A:12-33</u> <u>N.J.S.A. 18A:17-46</u> <u>N.J.S.A. 18A:25-2</u> <u>N.J.S.A. 18A:26-8.2</u> <u>N.J.S.A. 18A:36-19</u> <u>N.J.S.A. 18A:36-19a</u> <u>N.J.S.A. 18A:37-1 et seq.</u> <u>N.J.S.A. 18A:37-13 et seq.</u> <u>See particularly:</u> <u>N.J.S.A. 18A:37-14, -15, -17</u> <u>N.J.S.A. 18A:54-20</u> <u>N.J.A.C. 6A:14-2.8</u> <u>N.J.A.C. 6A:16-1.1 et seq.</u> <u>See particularly:</u> <u>N.J.A.C. 6A:16-1.4, -7.1, -7.6, -7.9</u></p>	<p>Disclosure of juvenile information; penalties for disclosure Crime of cyber-harassment Law Against Discrimination Instruction on suicide prevention for public school teaching staff General mandatory powers and duties Training program; requirements Reporting of certain acts by school employee; annual report; public hearing (acts of violence) Authority over students School leader defined; training as part of professional development Student records; creation, maintenance and retention, security and access; regulations; nonliability Student records (Newly enrolled students; transfers of records, identification) Submission of Students to Authority (Discipline) <u>Anti-Bullying Bill of Rights Act</u> Harassment, intimidation, and bullying Powers of board (county vocational schools) Discipline/suspension/expulsions (students with disabilities) Programs to support student development (includes student conduct code)</p>
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HARASSMENT, INTIMIDATION AND BULLYING (continued)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.

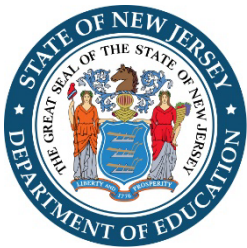
Possible**Cross References:**

*1220	<u>Ad hoc</u> 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
*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

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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

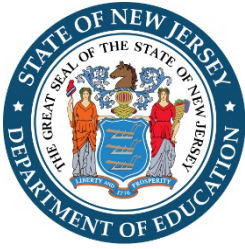
If the answer to question 1 is yes, will you require the school principal/designee to initiate an HIB investigation based on the scope of the definition of HIB? Check one and proceed as directed.

☐ 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:	<input type="text"/>
Incident #:	<input type="text"/>

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):

Policy

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 ~~or licensed healthcare provider~~ 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 ~~or licensed healthcare provider~~.

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:	October 15, 2026 (FIRST READING)

Key Words

Concussion, Head Injury, Sports, Athletics,

<u>Legal References:</u>	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 <u>et seq.</u>	<u>Parents Right to Conscience Act of 1979</u>
	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 <u>et seq.</u>	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:16-1.1 <u>et seq.</u>	Programs to Support Student Development
	<u>See particularly:</u>	
	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 <u>et seq.</u>	Operation and Maintenance of School Facilities
	<u>See particularly:</u>	
	N.J.A.C. 6A:26-12.3	

SPORTS RELATED CONCUSSION AND HEAD INJURY (continued)Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)**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.

Policy

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; and
- 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.

The superintendent shall disseminate a copy of the school safety and security plan to its employees. In

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

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.

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;

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

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: **October 15, 2026 (FIRST READING)**

Key Words

Emergencies and Disaster Preparedness, Civil Defense, Disasters, Fire Drills, Security Drills, Bomb Threats

<u>Legal References:</u>	<u>N.J.S.A. 18A:6-2</u>	Instruction in accident and fire prevention
	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:40-12</u>	Closing schools during epidemic
	<u>N.J.S.A. 18A:41-1 et seq.</u>	Fire drills and fire protection
	<u>N.J.S.A. 18A:41-7</u>	School Safety and Security Training
	<u>N.J.S.A. 18A:54-20</u>	Powers of board (county vocational schools)
	<u>N.J.S.A. App.A:9-64 et seq.</u>	New Jersey Domestic Security Preparedness Act
	<u>N.J.A.C. 6A:16-5.1 et seq.</u>	School Safety and Security
	<u>N.J.A.C. 6A:16-6.3</u>	Reporting students or staff members to law enforcement agencies
	<u>N.J.A.C. 6A:26-12.2</u>	Policies and procedures for school facility operation
	<u>N.J.A.C. 8:57-1.9</u>	Reporting of diseases by health officers

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).

EMERGENCIES AND DISASTER PREPAREDNESS (continued)School Safety and Security Plans, Minimum Requirements**Possible**

<u>Cross References:</u>	*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.

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 6140

 X **Monitored**

 Mandated

 X **Other Reasons**

Policy

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;
- 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

CURRICULUM ADOPTION (continued)**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:	October 15, 2026 (FIRST READING)

Key Words

Curriculum Adoption, Adoption of Curriculum, Core Proficiencies, Curriculum

<u>Legal References:</u>	<u>N.J.S.A. 18A:4-25</u>	Prescribing minimum courses of study for public schools; approval of courses of study
	<u>N.J.S.A. 18A:29A-1 et seq.</u>	Teacher recognition
	<u>N.J.S.A. 18A:33-1</u>	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A. 18A:35-1 et seq.</u>	Curriculum and courses
	<u>N.J.S.A. 18A:35-4.35</u>	History of disabled and LGBT persons included in middle and high school curriculum
	<u>N.J.S.A. 18A:35-4.36</u>	Policies, procedures pertaining to inclusive instructional materials
	<u>N.J.S.A. 18A:35-4.53</u>	Cursive handwriting instruction in the grade school curriculum
	<u>N.J.S.A. 18A:35-4.45 and 46</u>	Grief curriculum under NJSLS Health/PE Curriculum
	<u>N.J.S.A. 52:16A-88</u>	Responsibilities and duties of the Amistad Commission
	<u>N.J.A.C. 6A:8-1.1 et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	

CURRICULUM ADOPTION (continued)N.J.A.C. 6A:8-3.1, -5.1N.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, -1.5N.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.

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 6141.2

Policy

<u> </u>	Monitored
<u> </u>	Mandated
<u> X </u>	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 Aany 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 shall be viewed as optional for the student.

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:	October 15, 2026 (FIRST READING)

Key Words

Religious Beliefs, Holiday, Religious Symbols

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:36-16	Rules regarding religious holidays
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS (continued)

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 in Public Elementary and Secondary Schools, United States Department of Education, February 7, 2003~~

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.

WOODBRIAGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 6142.1

☐ **Monitored**

☐ **Mandated**

☒ **Other Reasons**

Policy

FAMILY LIFE EDUCATION

A Family Life Education program shall be implemented in the Woodbridge Township School District through coordinated sequential units in the K-12 health education curriculum in conformance with the **Common Core State Standards**.

The Family Life Program shall include a study of interpersonal relationships, foundations of human growth and development, responsible personal behavior, and education for family living. These instructional units shall be appropriate to the age, growth and development, and maturity of students in various grade levels.

The parents/guardians of students enrolled in the district shall annually receive an outline of the curriculum and a list of instructional materials for the grade of their child including notification about how to receive a copy of the curriculum. The district shall make available for review in each school the complete curriculum and all instructional materials prior to use in the classroom. Parents/guardians, upon request, may review the available material.

Teaching staff members holding one of the following certificates are authorized to teach in the district's Family Life Education program:

A. ~~Elementary;~~

B. ~~Health Education;~~

C. ~~Health and Physical Education; and~~

D. ~~School Nurse.~~

In addition, community resource person(s) may be used.

Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held 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.

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

FAMILY LIFE EDUCATION (continued)

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; **October 15, 2026(FIRST 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
 N.J.A.C. 6A:8-4.2 Documentation of student achievement
~~N.J.A.C. 6A:32-12.1 Reporting requirements~~

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)

~~No Child Left Behind Act of 2001~~, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

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

FAMILY LIFE EDUCATION (continued)

*6142.13 HIV prevention education
*9130 Committees

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

WOODBIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 6142.1(E)

☐ **Monitored**

☐ **Mandated**

☒ **Other Reasons**

Exhibit

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: _____

CURRICULUM GUIDES

~~A curriculum guide shall be prepared for each course of study approved by the Woodbridge Township Board of Education in order to direct and assist the certified staff towards the attainment of goals sought by that course of study. Curriculum guides shall include all requirements of the Core Curriculum Content Standards.~~

- ~~A. Each curriculum guide shall contain, as appropriate to the course of study:~~
- ~~1. The goals of the program and objectives of the course;~~
 - ~~2. The content of the course, including state mandated programs and services and core proficiencies;~~
 - ~~3. Suggested instructional methodologies;~~
 - ~~4. A plan for evaluating both the learning of students and the effectiveness of the course;~~
 - ~~5. Such other elements as may be directed through administrative regulations by the office of instructional services;~~
 - ~~6. Identify all reference materials, texts, audio tapes, audio-visual tapes, films, and resources used.~~
- ~~B. Each teaching staff member shall conduct his/her instructional program in accordance with the curriculum guide.~~
- ~~C. Each curriculum guide shall be construed as providing a basic framework for the course of study. Within this framework, each teacher shall use the curriculum guide in a selective manner best designed to meet the needs of students.~~
- ~~D. No teacher shall be expected to implement every suggestion made in the guide, nor shall the guide constrain a teacher from the use of his/her own ingenuity in meeting the objectives of the guide.~~
- ~~E. The Office of Instructional Services shall be responsible for the preparation of curriculum guides. This office will develop a plan for such preparation which shall include:~~
- ~~1. The participation of appropriate staff members and resource personnel;~~
 - ~~2. Continuing research in instructional methods, materials, and activities;~~
 - ~~3. Systematic review of all curriculum guides to insure their continuing usefulness in achieving goals set by the board;~~
 - ~~4. A system of administrative review to insure that curriculum guides are being followed by teaching staff members to the degree of conformity desired by this district;~~
 - ~~5. Where possible in the pre-planning stages, a sampling survey of community and student attitudes.~~
- ~~F. All new curriculum guides and revisions of existing guides shall be submitted to the board for approval before they are implemented.~~
- ~~G. Copies of all current curriculum guides shall be kept on file in the office of instructional services or other locations as designated by the superintendent.~~

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

CURRICULUM GUIDES (continued)

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; October 15, 2026 (FIRST 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 Core Curriculum Content Standards~~
 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:30-1.1 et 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 ~~and/or the student's IEP~~ as appropriate, and the requirements of the board for promotion to the next grade level. ~~When the provision of home instruction will exceed 60 calendar days, the school physician shall refer the student to the child study team for evaluation;~~
- 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.

HOME INSTRUCTION (continued)

Any student receiving home instruction is not considered absent.

Adopted: December 21, 1978
 Revised: December 9, 1999; June 12, 2008; April 27, 2017,
 September 17, 2026, **October 15, 2026 (FIRST 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.

WOODBIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 3220/3230

Policy

<u> </u>	Monitored
<u> X </u>	Mandated
<u> X </u>	Other Reasons

STATE FUNDS; FEDERAL FUNDS

Each year, when it is believed that the Woodbridge Township School District is eligible for federal and/or state assistance under the provisions of public laws, application for said assistance may be submitted so long as acceptance of the funds does not include conditions contrary to the policies of the board of education. The Chief School Administrator shall inform the board about specific assurances which may be required in addition to those addressed in this policy and will provide the required language for board adoption.

General

The chief school administrator shall ensure that federal funds received by the district are administered in accordance with all federal requirements, including, but not limited to the Uniform Grant Guidance (UGG), the Education Department General Administrative Regulations (EDGAR), and the enabling statutes of any state-administered federal grant, such as the Individuals with Disabilities in Education Act ("IDEA") and the Every Student Succeeds Act ("ESSA").

The school business administrator shall ensure that the regular operating budget includes amounts anticipated to be received from state and/or federal sources, and a listing of projects describing how this money will be spent. These recommendations for expenditures will be approved by the board before projects are submitted.

The board shall maintain a financial management system that is transparent, accountable, and ensures compliance with the applicable UGG requirements for federal awards. The board shall establish and maintain effective internal control systems to safeguard federal resources, ensure compliance, and achieve program objectives. These controls will include systems that align with and/or are based upon the principles outlined in the "Standards for Internal Control in the Federal Government" (Green Book) or the Committee of Sponsoring Organizations of the Treadway Commission (COSO) Internal Control Framework.

Internal Controls– Federal Funds

The board shall maintain a financial management system that ensures compliance with the applicable UGG requirements for federal awards. The board shall establish and maintain effective internal control systems to safeguard federal resources, ensure compliance, and achieve program objectives. These controls will include systems that align with and/or are based upon the principles outlined in the "Standards for Internal Control in the Federal Government" (Green Book) and the COSO Internal Control Framework.

A. Record Keeping

Financial records will accurately account for federal funds received and expended and will detail the source and use of funds to ensure traceability to specific grant activities. Systems will be in place to generate internal reports for oversight and decision-making purposes. The system will track expenditure by category and cost objective, ensuring compliance with allowable cost requirements detailed below. To that end, federal funds will be maintained in separate accounts or through fund-specific coding to prevent commingling with non-federal funds.

B. Financial Reporting

Administrative procedures will be developed and implemented for submitting state and federal financial reports with the specified time schedules required by the applicable law.

C. Employees; Time and Effort Reporting

When employees' salaries are paid with federal funds, the board shall maintain accurate records that document the time spent by employees on federally funded activities. These records must demonstrate that salary charges to federal awards are reasonable, consistent, and in accordance with the terms and conditions of the federal awards.

STATE FUNDS; FEDERAL FUNDS (continued)**D. Budget Control**

Federal program budgets will be monitored to prevent overspending, detect fraud, waste, misuse of funds, and ensure expenditure aligns with program objectives. All expenditures will be aligned with approved budgets and monitored regularly to avoid over-expenditure or misallocation of funds. Budgets will be prepared, reviewed, and approved in accordance with federal award requirements. Additionally, board staff involved in federal program management will receive training on financial management, internal controls, and compliance requirements.

E. Maintenance of Effort

For federal funds received from the IDEA and ESSA, the board of education will maintain a combined fiscal effort per pupil or aggregate expenditures of state and local funds with respect to the provision of the public education for the preceding fiscal year that is not less than the required amount of the combined fiscal effort per pupil or the aggregate expenditures for the second preceding fiscal year.

F. Supplement not Supplant

Federal funds received from the IDEA and ESSA shall be used for supplementary services only and shall not be used to replace services that the district would supply eligible pupils, if state and federal funds were not available.

Audit Requirements

The board will comply with federal audit requirements for entities expending federal funds. The Chief School Administrator will ensure that appropriate audits are conducted on an annual basis.

If the board expends \$1,000,000 or more in federal funds during the fiscal year, the board will undergo a single audit. This audit will cover both the financial statements and compliance with federal program requirements and will be conducted by an independent auditor in accordance with applicable auditing standards and federal requirements.

The board may elect to have a program-specific audit if; the board expends federal funds under only one federal program, and, the federal program's statutes or regulations, or terms and conditions of the federal award, do not require a financial statement audit of the board.

If the board does not meet the \$1,000,000 threshold, an audit may be required, as per the terms of the award or at the discretion of the federal agency, Inspectors General, or the General Accounting Office (GAO). However, in all instances, the records of the board must be available for review or audit by the appropriate federal officials

Control of Equipment/Inventory

Title to and control over equipment, property, and/or inventory purchased with federal funds shall be maintained in accordance with the applicable federal regulations. This includes, but is not limited to properly tracking, safeguarding, and maintaining in order to maximize district resources and prevent misuse or loss. The Chief School Administrator shall develop written procedures outlining federal ownership and district use, loan, loss and disposal of such equipment/property.

Cash Management and Reimbursement Requests

Pursuant to the Cash Management Improvement Act (CMIA) and associated Federal regulations, the board, as a subgrantee of grants awarded by the federal government, must minimize the time between the transfer of funds from the United States Treasury and the expenditure of those funds. Accordingly, state and local school districts receiving these funds must provide assurance that it is complying with these requirements.

To satisfy this requirement(s), the New Jersey Department of Education (NJDOE) implemented a

STATE FUNDS; FEDERAL FUNDS (continued)

reimbursement request system of payment. When the district is a subgrantee of grants awarded by the Federal government to the State of New Jersey, the district shall submit reimbursement requests using the state submittal portal. Expenditures must be supported by documentation at the subgrantee level. Documentation for salary expenditures will be according to the applicable federal circular. Expenditures must be for allowable costs. Expenditures must be related to the subgrantee's cost objectives. Expenditures will be reviewed to determine that:

- A. Adequate description of expenditures is provided;
- B. No new budget category is created; and
- C. Reimbursement does not exceed the allowable threshold for an amendment as a result of cumulative transfers among expenditure categories.

Reimbursement requests will be certified by the board as being in accordance with approved grant applications. State portal system (EWEG/GMS/etc.) reimbursement requests will meet NJDOE timelines and deadlines. The district shall assume all responsibility for assuring all funds requested through the state portal system either have already been expended or will be expended according to the requirements of the Cash Management Improvement Act of 1990 (CMIA) and other applicable federal regulations.

Allowability of Costs

All expenditures of federal funds shall be permitted for allowable costs. The school business administrator/board secretary shall ensure that costs are necessary and reasonable for the performance of the federal award and are allocable thereto, directly related to the federal program's objectives, supported by adequate documentation, attributable to a specific grant or program, and in compliance with district policies and procedures as well as federal guidelines.

To determine these allowable costs, the school business administrator/board secretary shall use the Cost Principles in Subpart E of the UGG.

Procurement and Conflict of Interest

When procuring goods or services with federal funds, the board shall comply with applicable state laws, district policies, and federal regulations. Goods and services will be acquired in a manner providing full and open competition. The board and its administration will take all necessary steps to ensure the use of economical, efficient, and effective procurement methods. Records will be maintained to document procurement activities, including the rationale for the method of procurement, contract selection, and price determinations.

The Chief School Administrator shall ensure that unnecessary or duplicative items are not purchased and should evaluate the option of consolidating or dividing procurements to achieve more cost-effective purchases.

The board must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. To this end, no employee, officer, or agent of the board shall participate in the selection, award, or administration of a contract supported by a federal award if they have a real or apparent conflict of interest. Such a conflict of interest arises when a board employee, officer, or agent, any member of their immediate family, their partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a contractor.

The board officers, employees, and agents must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

Consistent with policy 3327, the board shall award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and

STATE FUNDS; FEDERAL FUNDS (continued)

financial and technical resources.

If a contract with federal funds is awarded to a non-federal entity, the contract shall contain all the provisions mandated by Appendix II of the UGG.

Suspended or Debarred Contracts

The board shall not enter into contracts or financial transactions with any entity or individual who has been suspended or debarred by a federal agency. The board and its administration shall ensure that no federal funds are used to support contracts, grants, or subawards with such ineligible parties.

Before entering into any contract or agreement involving federal funds, the school business administrator/board secretary shall verify that the potential contractor, vendor, or subrecipient is not listed on the System for Award Management (SAM) exclusions list. This includes checking both the entity's name and the names of its principals. Evidence of the SAM check (e.g., a screenshot or printout) will be maintained as part of the procurement records to document that the district has verified the eligibility of the vendor or contractor. For multi-year contracts, the district will check the SAM exclusion list at least once per year during the life of the contract to ensure that no new exclusions have been imposed.

If the school business administrator/board secretary determines that a potential contractor, vendor, or subrecipient is suspended or debarred, the board will not enter into a contract or agreement with the excluded entity. If an existing contractor or vendor is found to be suspended or debarred, the district will take appropriate steps to terminate the contract, in accordance with the terms and conditions of the agreement and, as appropriate, the board will notify the relevant federal agency of the exclusion and seek guidance on how to proceed.

Financial Fraud and Theft Prevention and Reporting

All employees, board members, consultants, vendors, contractors and other parties maintaining a business relationship with the district shall act with integrity and due diligence in matters involving state grants, federal grants, and other fiscal resources.

The Chief School Administrator shall be responsible for developing internal controls designed to prevent and detect fraud, financial impropriety or fiscal irregularities within the district. Every member of the district's administrative team shall be alert for any indication of fraud, financial impropriety or irregularity within his/her areas of responsibility.

As used in this policy, "fraud" refers to intentionally misrepresenting, concealing or misusing information in an attempt to commit fiscal wrongdoing. Fraudulent actions include, but are not limited to:

- A. Behaving in a dishonest or false manner in relation to district assets, including theft of funds, securities, supplies or other properties;
- B. Forging or altering financial documents or accounts illegally or without proper authorization;
- C. Improper handling or reporting of financial transactions;
- D. Personally profiting as a result of insider knowledge;
- E. Disregarding confidentiality safeguards concerning financial information;
- F. Violating board conflict of interest policies;
- G. Mishandling financial records of district assets (destroying, removing or misusing).

The Chief School Administrator shall investigate reports of fraudulent activity in a manner that protects the

STATE FUNDS; FEDERAL FUNDS (continued)

confidentiality of the parties and the facts. All employees involved in the investigation shall be advised to keep information about the investigation confidential.

In the event the concern or complaint involves the Chief School Administrator, the concern shall be brought to the attention of the board president who is hereby empowered to contact the board's legal counsel, auditing firm and any other agency to investigate the concern or complaint.

Federal regulations require that the board, in receipt of a federal award of funds, must disclose, in a timely manner, in writing to the federal awarding agency, or to the New Jersey Department of Education, all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award.

The Chief School Administrator shall comply with all applicable federal reporting regulations and specifically, shall report certain civil, criminal, or administrative proceedings to the System for Award Management (SAM).

Records Retention

The board shall retain all federal award records for three years from the date of submission of their final financial report. For awards that are renewed quarterly or annually, the board shall retain records for three years from the date of submission of their quarterly or annual financial report, respectively. Records to be retained include but are not limited to financial records, supporting documentation, and statistical records.

The board shall retain records that detail the history of procurement using federal funds. These records will include, but are not limited to, documentation of federal funds received and expended, invoices, purchase orders, receipts, bids, contracts, other supporting documentation for procurement transactions, records of equipment and property acquired with federal funds, including inventory and disposal records, documents related to employees compensated with federal funds, and any performance reports and documentation supporting compliance with program objectives.

The school business administrator/board secretary shall ensure records are readily accessible and organized.

Special Education Medicaid Initiative (SEMI) Program

The chief school administrator or designee shall ensure that the district follows all required procedures to maximize its revenue from reimbursements under the Special Education Medicaid Initiative (SEMI) Program. This program allows the district to recover a portion of the cost of certain health-related services considered medically necessary in a pupil's Individualized Education Program (IEP), including evaluation services, physical, occupational and speech therapy, and specialized transportation services.

Procedures to be followed are included in the SEMI Provider Handbook, found at <http://www.state.nj.us/treasury/administration/semi-mac/semi-mac.htm>. These procedures include maximizing the return rate of parental consent forms for all SEMI eligible pupils.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the district shall obtain the parent/guardian's informed written consent prior to any disclosures of personally identifiable information from education records, including health information, to the Medicaid program for Medicaid claim submission.

All supporting documentation for Medicaid claims shall be maintained on file and available for state or federal audit for at least seven years from the date of service. Records shall fully document the basis upon which claims for reimbursement are made.

Adopted:	November 18, 2004, December 18, 2008; August 21, 2014
NJSBA Review/Update:	October 2011
Revised:	February 20, 2025, October 15, 2026 SECOND READING

STATE FUNDS; FEDERAL FUNDS (continued)Key Words

State Funds, Federal Funds, Disposal of Equipment, State/Federal Funds, vendors, grants, grant guidance, allowable costs, single audit, record retention, cash management, reimbursement, procurement

- Legal References:** N.J.S.A. 18A:7F-43 et seq. School Funding Reform Act of 2008
N.J.S.A. 18A:7G-1
 through -44 et al. Educational Facilities Construction and Financing Act
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:34-1 Textbooks; selection; furnished free with supplies; a appropriations

N.J.S.A. 18A:38-7.7 Legislative findings and declarations (impact aid)
 through -7.14 Powers of board (county vocational schools)
N.J.S.A. 18A:54-20 School lunch program
N.J.S.A. 18A:58-7.1 School lunch program; additional state aid
N.J.S.A. 18A:58-7.2 Emergency aid
N.J.S.A. 18A:58-11 Loss of tuition to district due to establishment of
N.J.S.A. 18A:58-11.1 regional district; state aid for one year

N.J.S.A. 18A:58-33.6 Additional State School Building Aid Act of 1970
 through -33.21 Textbook Aid to Public and Nonpublic Schools
N.J.S.A. 18A:58-37.1
 through -37.7
N.J.S.A. 18A:59-1 Federal aid
 through -3 Special Education
N.J.A.C. 6A:14-1.1 et seq. Failure to maximize Special Education Medicaid Initiative
N.J.A.C. 6A:23A-5.3 (SEMI)

N.J.A.C. 6A:23A-8.1 et seq. Annual Budget Development, Review and Approval
N.J.A.C. 6A:23A-19.1 et seq. Emergency Aid
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:26-1.1 et seq. Educational Facilities
N.J.A.C. 6A:27-8.1 et seq. State Aid, Transportation
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Abbott v. Burke, 149 N.J. 145 (1997)

Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988, (Pub. L. No. 100-297) amending Elementary and Secondary Education Act of 1965.

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

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

Drug-Free Workplace Act of 1988

 34 CFR 80 (7-1-05) monitoring districts' use of federal grant funds Education Department General Administrative Regulations (EDGAR)

 34 CFR Part 85, Governmentwide Debarment and Suspension (nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants)

 34 CFR 200.1 et seq.

STATE FUNDS; FEDERAL FUNDS (continued)34 CFR 80 (7-1-05) monitoring districts' use of federal grant funds2 CFR §200 **Uniform Grant Guidance** Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards2 CFR §200.213 Suspension and Debarment2 CFR §180.210No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.**Possible**

<u>Cross References:</u>	*3100	Budget planning, preparation and adoption
	*3160	Transfer of funds between line items/amendments/purchases not Budgeted
	*3220/3230	State/Federal Funds
	*3327	Relations with Vendors
	3500.1	Energy
	*3541.1	Transportation routes and services
	*3542.31	Free or reduced-price lunches/milk
	*3570	District records and reports
	*4119.23/4219.23	Employee substance abuse
	*6142.2	English as a second language; bilingual/bicultural
	*6142.6	Basic skills
	*6142.12	Career and technical education
	*6171.3	At-risk and Title 1
	*6171.4	Special education
	*9326	Minutes

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

October 15, 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 Dynamic Learning Maps will be presented.
2. That the Board of Education adopts the enrollment of Colonia High School as a member of the New Jersey State Interscholastic Athletic Association to participate in the approved interschool athletic program sponsored by the NJSIAA for the 2026-2027 school year.
3. That the Board of Education adopts the enrollment of John F. Kennedy Memorial High School as a member of the New Jersey State Interscholastic Athletic Association to participate in the approved interschool athletic program sponsored by the NJSIAA for the 2026-2027 school year.
4. That the Board of Education adopts the enrollment of Woodbridge High School as a member of the New Jersey State Interscholastic Athletic Association to participate in the approved interschool athletic program sponsored by the NJSIAA for the 2026-2027 school year.
5. That the Board of Education approve the following staff members to serve as members of the I&RS Committee during the 2026-2027 school year.

School**Principal/Teacher**

Mawbey Street	Zeitz, Suzana
Mawbey Street	White, Allison
Mawbey Street	Anthony, Laurie
Avenel Street	Panko, Mary
Avenel Street	Caterino, Tina
Avenel Street	Byrne, Kelly
Port Reading	DeRollo, Sarah
Port Reading	Carbone, Breanna
Port Reading	Mulrooney, Patricia
Ross Street	Rotella, Warren
Ross Street	Grossi-Nolan, Antoinette
Ross Street	Strickland, Na'Dya
Indiana Avenue	Wehrle, Catherine
Indiana Avenue	Lopes, Jamie
Indiana Avenue	Gonzalez, Christine
Menlo Park Terrace	Truppa, Margaret
Menlo Park Terrace	Volpe, Amy
Menlo Park Terrace	Pirozzoli, Kaitlyn
Claremont Avenue	Shafer, Joanne
Claremont Avenue	Wondyznski, Amanda
Claremont Avenue	Golden, Julia
Oak Ridge Heights	Calabrese, Laura
Oak Ridge Heights	Kaufmann, Elizabeth
Oak Ridge Heights	Smogard, Yvonne
Lynn Crest	Connelly, Matthew
Lynn Crest	Tonery, Kelsey
Lynn Crest	Tineo, Christine
Woodbine Avenue	Zega, Robert
Woodbine Avenue	Gallagher, Cheryl
Woodbine Avenue	Belo, Natalia
Kennedy Park	Kaminsky, Pamela
Kennedy Park	McCabe, Colleen
Kennedy Park	Rapczynski, Kristine
Lafayette Estates	Braunsdorf, Edward
Lafayette Estates	Bunch, Quienzell
Lafayette Estates	Ashkenas, Marci
Lafayette Estates	Joseph, Jaritza
Lafayette Estates	Padalec, Amelia

School

Lafayette Estates
 Lafayette Estates
 Robert Mascenik
 Robert Mascenik
 Robert Mascenik
 Pennsylvania Avenue
 Pennsylvania Avenue
 Pennsylvania Avenue
 Matthew Jago
 Matthew Jago
 Matthew Jago
 Oak Tree Road
 Oak Tree Road
 Oak Tree Road
 Avenel Middle
 Avenel Middle
 Avenel Middle
 Avenel Middle
 Avenel Middle
 Avenel Middle
 Colonia Middle
 Colonia Middle
 Colonia Middle
 Colonia Middle
 Colonia Middle
 Colonia Middle
 Colonia Middle
 Colonia Middle
 Colonia Middle
 Fords MS
 Fords MS
 Fords MS
 Fords MS
 Fords MS
 Fords MS
 Fords MS
 Iselin MS
 Iselin MS
 Iselin MS
 Iselin MS
 Iselin MS
 Iselin MS
 Iselin MS
 Iselin MS
 Iselin MS
 Iselin MS
 Woodbridge MS
 Woodbridge MS
 Woodbridge MS
 Woodbridge MS
 Woodbridge MS
 Woodbridge MS
 Colonia HS
 Colonia HS
 Colonia HS
 Colonia HS
 Colonia HS
 Colonia HS

Principal/Teacher

Said, Claudine
 Small, Brielle
 Martino, Judith
 Horvath, Jennifer
 Decker, Jennifer
 Hugelmeyer, Robert
 Turant, Caitlyn
 Sullivan, Susan
 Perry, Thomas
 Adams, Bernadette
 Armand, Carmel
 Osborne, Jill
 Kelly, Jodi
 Elliott, Lauren
 Leusen, Thomas
 Meade, Allison
 Balog, Heather
 Geraci, Jessica
 Oliveira, Sherry
 Sisolak, Christine
 Short, Joseph
 Davison, Alisha
 Cacchione, Stacey
 Mastroserio, Jessica
 Mentzel, Amy
 Roemer, Daniel
 Milewski, Barbara
 Reilly, Terrence
 Tarabocchia, Greta
 Murphy, Jennifer
 Furrevig, Megan
 Ilaria, Jennifer
 Kwiatkowski, Lisa
 Leusen, Stacey
 Molnar, Charli
 Valentin, Allida
 Cilento, Kelly
 Sealander, Doug
 Cott, Celeste
 Celano, Vanessa
 Pafumi-Libitz, Gloria
 Roczey, Leticia
 Belly, Lisa
 Clark, Ashley
 Grochocki, Kellie
 Rogoff, Mary Alice
 Malmstrom, Tyler
 O'Halloran, Brian
 Panko, Jamison
 Torrella, Denise
 Tulli, Lauren
 Valente, Jessica
 Chiera, Christopher
 Freeman, Cali
 Bowler, Linda
 Galvin, Cheryl
 Marretta, Cristina
 Santangelo, Nicholas

October 15, 2026

School

Colonia HS
Colonia HS
John F.Kennedy HS
John F.Kennedy HS
John F.Kennedy HS
John F.Kennedy HS
John F.Kennedy HS
John F.Kennedy HS
Woodbridge HS
Woodbridge HS
Woodbridge HS
Woodbridge HS
Woodbridge HS
Woodbridge HS

Principal/Teacher

Simkovich, Andrea
Brennan, Linda
Parry, James
Brock, Frances
Kirk, Joseph
McFadden, Nicole
Nersita, Laura
Seguine, Abbey
Short, Beth
Gourdine-Broadway, Tamiko
Brodniak, Kourtney
Joao, Valerie
Johnson, Jessica
Maldonado, Kelly (Fall)
Wauters, Jennifer (Spring)

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____

October 15, 2026

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 \$25,106,219.32 Capital Projects bills in the amount of \$554,984.59 and Food Service Department bills in the amount of \$83,665.19.
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 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.
4. That the bookkeeping transfers pertaining to the 2026-2027 budgetary accounts be approved as per the attached list.
5. That the Board of Education approve the proposal for extended construction management services related to the soil remediation project at Colonia High School to Legacy Construction Management Inc., 5021 Industrial Road, Wall, NJ 07727 for a fee not to exceed \$350,000 through December 2027.
6. That the Board of Education approve the award of bid PSA Number 10663 – Grandstand & Pressbox Replacement at Colonia High School for the 2026-2027 school year to the lowest bidder, Drill Construction Co., Inc., for various line items whose proposal also met the required specifications (Bid read 10/8/26). (5 bids received.)

Company	Base Bid amount	Alternate Bid	Total Bid
Drill Construction Co., Inc. 80 Main Street West Orange, NJ 07050	\$3,708,500.00	\$168,000.00	\$3,876,500.00
Wallkill Group 3505 Route 94 Suite 1A Hamburg, NJ 07419	\$3,688,688.00	\$303,303.00	\$3,991,991.00
Flanagan's Contracting Group, Inc. 90 Old Camplain Road Hillsborough, NJ 08844	\$3,701,067.00	\$294,998.00	\$3,996,065.00
Pharos Enterprises LLC 284 Cliffwood Avenue Cliffwood, NJ 07721	\$3,957,000.00	\$237,000.00	\$4,194,000.00
A-Tech Concrete 11 Taylor Road Edison, NJ 08817	\$4,759,000.00	\$295,000.00	\$5,054,000.00

7. That a note be made in the minutes increasing the amount of Finance & Insurance 7/16/26 Agenda, Item # 46 to \$75,000.
8. That the Board of Education approve payment not to exceed \$6500 to Michael Fowlin for "You Don't Know Me Until You know Me" presentation for the 10th grade students at all three high schools. (Payment will be from budget account #11-190-100-320-75-S-PK-RS.)
9. That the Board of Education approve payment not to exceed \$3,000 to Simon Says LLC for two "After the Fire" assembly programs. (Payment will be from budget account #11-190-100-320-75-S-PK-RS.)

10. That the Board of Education award the contract for network switches to Core BTS d/b/a NRI, 5875 Castle Creek Parkway N Dr. Ste 320, Indianapolis, IN 46250, utilizing the NASPO Value Point NJ Cisco Contract PA# 21-TELE-01506, (2021-2026). The total cost is \$201,275.52. (Payment will be from account 12-000-400-450-77-0-00-00.)
11. That the Board of Education approve payment to Core BTS d/b/a NRI, 5875 Castle Creek Parkway N Drive, Suite 320, Indianapolis, IN 46250 utilizing the NASPO Value Point NJ Cisco Contract PA# 21-TELE-01506, (2021-2026), not to exceed \$244,677 annually for a 5-year commitment for Cisco Security software. (Payment will be from budget account# 11-000-252-340-77-Z-AA-TC.) (Supersedes Finance & Insurance 7/16/26 Agenda, Item #59 as an additional service was added.)
12. That the Board of Education approve payment to Stanfield Company to purchase a Lifetime License at the rate of \$1999.00.
13. That the Board of Education approve payment to Continued.Com LLC, to provide Speech professional development at the rate of \$4142.00 for the 2026-27 School Year.
14. 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
M2405-11-09-SLD	Fedcap School	9/11/2026	\$85,137.00
A2609-15-09-AI	Governor Livingston HS	9/16/2026	\$112,113.00
D2609-09-06-504	Homecare Therapies DBA Horizon Healthcare Staffing	9/29/2026	\$68/hr LPN/ \$84/hr RN
A2610-08-09-OHI	Honor Ridge Academy	10/7/2026	\$90,396.00
A2610-08-09-OHI	Honor Ridge Academy 1:1	10/7/2026	\$44,550.00

15. 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
M2405-11-09-SLD	Fedcap School	9/14/2026	\$85,137.00
C2005-13-09-OHI	Home Instruction	9/17/2026	n/a
M2507-05-06-CI	Honor Ridge Academy	9/18/2026	\$101,556.00
G2401-17-06-AU	Developmental Learning Ctr. Warren	9/30/2026	\$57,550.00

October 15, 2026

16. That a note be made in the minutes that the following out-of-district placement(s) have been terminated for the 2026-2027 Extended School Year:

Case No.	Recommended Placement	Effective Date	Tuition
C2510-10-09-ERI	Mount Carmel Guild Schools	9/17/26	\$6,500.00

17. That a note be made in the minutes that the services of the New Jersey Commission for the Blind and Visually Impaired for the 2026-2027 School Year have been terminated for the following student(s).

Case No.	Cost
YP - 11-28	\$2,668.00

18. That a note be made in the minutes amending Item 14 of the September 17, 2026, Finance and Insurance's Agenda to read as follows, with regard to the Tuition/Start date for the following student(s):

J2609-18-09-AU	Bayshore Jointure Commission- The Shore Center 1:1	9/8/2026	\$54,500.00
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19. That the Board of Education accepts the Comprehensive Equity Plan annual statement of assurance for the 2026-2027 school year for year 2 of the previously approved 3-year Comprehensive Equity Plan (Personnel Agenda May 8, 2025 Item #7) to maintain compliance under N.J.A.C. 6A:7-1.4(c)4.
20. That the Board of Education accepts the District Website Accessibility biennial statement of assurance for the 2026-2027 and 2027-2028 school years to maintain compliance under N.J.S.A. 18A:36-35.1.
21. That the Board of Education approve to accept tuition payment for the following homeless students from Rahway School District 1157 Kline Place Rahway, NJ 07065, to attend Woodbridge Schools for the 2026-2027 school year, retroactive to September 2, 2026, through and including June 23, 2027:

Case No.	Total	Tuition Rate	Transportation	Total Tuition
OC-1809-	180	\$96.66/day	N/A	\$17,398.80
OC-1809-	180	\$596.00/day	\$122.43/day	\$129,317.40
				\$146,716.20

I move for the adoption of the foregoing.

Motion by: _____

Seconded by: _____

2026-2027
Agenda Transfers
October 15, 2026

	FROM:			TO:		
1)	11-401-100-600-50-Z-LA-BA	Band Supplies- #50	7,145.60	12-140-100-730-50-B-ND-EQ	Band Equipment- #50	7,145.60
2)	11-190-100-611-51-Z-AD-SU	Capital Supplies- #51	209.00	12-140-100-730-51-B-AD-00	Equipment- #51	209.00
			7,354.60			7,354.60
1)	Transfer requested by principal to purchase band equipment over 2k.					
2)	Transfer requested by principal to purchase air conditioners over 2k.					

Woodbridge Board of Education
Interest & Investment Report Reconciliation
9/30/2026

<u>INTEREST EARNED THIS MONTH</u>	<u>INTEREST EARNED</u>
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	<u>53,920,266.43</u>

CURRENT INVESTMENT AND PROJECTED INTEREST FOR:

<u>FUND</u>	<u>AMOUNT</u>	<u>RATE</u>	<u>PROJECTED INTEREST</u>
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
	<u>161,121,179.00</u>		<u>402,802.95</u>

<u>CURRENT INVESTMENTS</u>	<u>TERM</u>	<u>AMOUNT</u>
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
		<u>68,596,118.04</u>

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		<u>1,249,343.95</u>

20-111

October 15, 2026

The **Buildings and Grounds Committee**, on the recommendation of the Superintendent of Schools and the Business Administrator/Board Secretary, presents the following:

1. That the Board of Education approve the following resolution regarding a requirement by the New Jersey Department of Education for the submission of the three-year maintenance plans, documenting required maintenance in public school facilities:

WHEREAS, the Department of Education requires New Jersey School Districts to submit three-year maintenance plans documenting "required" maintenance activities for each of its public school facilities, and

WHEREAS, the required maintenance activities described in the previously submitted plan for the various school facilities of the Woodbridge Township School District are consistent with these requirements, and

WHEREAS, all past and planned activities are reasonable to keep school facilities open and safe for use in their original condition and to keep their system warranties valid,

NOW, THEREFORE, BE IT RESOLVED, that the Woodbridge Township Board of Education hereby authorizes the School Business Administrator to submit the 2026-2027 Comprehensive Maintenance Plan for the Woodbridge Township School District in compliance with Department of Education requirements.

I move for the adoption of the foregoing

Motion by _____

Seconded by _____

October 15, 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. FMJM	School 29	\$24,102.00
	From Middletown	
	103 Days @ \$234.00	
	Effective 9/23/26-3/11/27	

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:

K & D
11 Main St
Somerset, NJ 08873

AMS-7	AMS	\$3255.00
	From Avenel	
	31 Days @ \$105.00	
	Effective 9/30/26-11/20/26	

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____

WOODBIDGE TOWNSHIP BOARD OF EDUCATION

AGENDA

October 15, 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:

<u>Name</u>	<u>Assignment</u>	<u>Years/Service</u>	<u>Effective</u>
Campione, Berenice	School Aide, #9	9 Months	10/12/26
De Jesus Duarte, Dilenny	Bus Driver, Transportation	2 Years, 6 Months	9/21/26
O'Keefe, John	Biology, JFK HS	1 Year	12/1/26
Reynoso, Jeny	Bus Driver, Transportation	2 Months	9/23/26

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

<u>Name</u>	<u>Assignment</u>	<u>Years/Service</u>	<u>Effective</u>
D'Arcio, Maryellen	Paraprofessional, FMS	28 Years, 1 Month	12/31/26
Oputa, Eziafa	Science, WHS	25 Years, 2 Months	2/28/27

3. That the following resolutions of retirement be approved:

<u>Name</u>	<u>Assignment</u>	<u>Years / Service</u>
Carney, Lisa	Bus Driver, Transportation	24 Years, 9 Months
Covino, Brian	Plumber Foreman, B&G Admin. Bldg.	25 Years, 4 Months

"WHEREAS, the above employees 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 employees 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 employees."

4. That a note be made in the minutes changing the start date for Anna Hallgren to 9/21/26. (Personnel Agenda 9/17/26, item #13.)
5. That a note be made in the minutes changing the start date for Meghan Stone to 10/19/26. (Personnel Agenda, 8/13/26, item #8.)
6. That the Board of Education approve the following transfer for the 2026-2027 school year:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective</u>
Melnick, Deborah	Paraprofessional, #28	Paraprofessional, #18	10/9/26

7. That a note be made in the minutes adjusting the FMLA/NJFL leave dates for Wolfe, Melanie to 11/09/2026 – 2/08/2027. (Personnel Agenda 09/17/2026, item #12)
8. That a note be made in the minutes adjusting the FMLA/NJFL leave dates for Warwick, Michelle to 10/15/2026 – 1/21/2027. (Personnel Agenda 08/27/2026, item #6)
9. That the Board of Education approve the following Military leave of absence.

<u>Name</u>	<u>Assignment</u>	<u>Dates</u>	<u>Reason</u>
*McCabe, Krista	Behavior Technician, Special Services	*10/1/2026 – 6/30/2027	Military

*Intermittent

10. 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.:

<u>Name</u>	<u>Assignment</u>	<u>Effective</u>
&Coppola, Nicolina	Speech, Special Services	11/09/2026 – 2/08/2027
&DiPasquale, Nicole	Special Education, #21	10/26/26 – 2/01/2027
&Keane, Jaclyn	Speech, Special Services	9/25/2026 – 1/01/2027
&Kohn, Jennifer	Vocal Music, #26/#29	11/09/2026 – 2/05/2027
&McGeehan, Kaitlyn	Kindergarten, #24	1/04/27 – 4/05/2027
^Schulz, Lisa	School Aide, #22	10/19/2026 – 10/28/2026
*&Shipe, Lisa	Special Education, FMS	*9/15/2026 – 9/15/2027
*^Turk-Williams, Lamia	School Aide, #23	*10/01/2026 – 6/30/2027

^Unpaid Personal

&NJFL/FMLA

*Intermittent

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

APPOINTMENTS CERTIFIED-

<u>Name</u>	<u>Effective</u>	<u>Degree</u>	<u>Step</u>	<u>Subject Area</u>	<u>Loc.</u>	<u>Prog./ Budget</u>	<u>Salary</u>
*Leshnower, Sabrina	12/15/26	M	16	Special Ed.	WHS	Budget	114,106.00

APPOINTMENTS NON-CERTIFIED-

<u>Name</u>	<u>Effective</u>	<u>Assignment/Bldg.</u>	<u>Hourly/Rate</u>	<u>Salary</u>
*Andrews, Randall	11/16/26	Plumber, B&G	N/A	139,680.00
Hall, Kiyana	10/16/26	School Aide, #18	23.00	8,418.00

*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.

12. That the Board approve the following adjustments to the Secondary Extra Curricular positions 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)

<u>School</u>	<u>Teacher</u>	<u>Position</u>	<u>Adjustment</u>	<u>Salary</u>
Colonia Middle	Westpy, Max	Newspaper Advisor	Not shared	\$ 1,850.00
Colonia Middle	Bhambri, Arun	8th Grade Dance Co-Advisor	position	\$ 637.50
Colonia Middle	McDermid, Jenna	Student Council Co-Advisor	position	\$ 1,075.00
Colonia Middle	Fluck, Julia	Junior NHS Advisor	position	\$ 1,850.00
Colonia Middle	Terebetsky, Lauren	Community Service Co-Advisor	position	\$ 1,075.00
Colonia Middle	Brooks, Spencer		remove	\$ 0.00
Fords Middle	O'Callahan, Renee	Homework Club	New	\$ 1,275.00
Colonia HS	Sica, Danielle	Student Council Advisor Asst.	New	\$ 3,150.00
John F. Kennedy HS	Kurowsky, Colleen	NHS Co-Advisor	New	\$ 1,575.00
John F. Kennedy HS	Smith, Michelle	NHS Co-Advisor	New	\$ 1,575.00
John F. Kennedy HS	Finis, Danielle	FCCLA	New	\$ 1,275.00
John F. Kennedy HS	Santana, Dawn	School Play - Costume Director	Remove	\$ 0.00
John F. Kennedy HS	Acuna-Francisco, Viviana	School Play - Costume Director	new	\$ 1,706.25
John F. Kennedy HS	Ebner, Lauren	School Play - Costume Director	new	\$ 568.75
John F. Kennedy HS	Santana, Dawn	School Play – Make-up Director	Remove	\$ 0.00
John F. Kennedy HS	Acuna-Francisco, Viviana	School Play – Make-up Director	new	\$ 1,550.00

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

<u>School</u>	<u>Teacher</u>	<u>Activity</u>	<u>Hours</u>	<u>Rate</u>	<u>Salary</u>
John F. Kennedy HS	Davis, Arthur	Weight Room – Winter	40	\$32	\$1280.00
John F. Kennedy HS	Nyers, Anthony	Weight Room – Spring	40	\$32	\$1280.00

14. That the Board of Education approve the following adjustment to the teachers to serve as members of the School Improvement Panel (SciP) for the 2026-2027 school year at the designated salary noted below. (Payment will be upon timesheet submitted from account# 11-401-100-100-XX-Z-SC-IP.) (Supersedes Personnel Agenda 9/17/26, Item #15.)

<u>School</u>	<u>Teacher</u>	<u>Salary</u>	<u>Adjustment</u>
Claremont Ave	Bova, Melinda	\$600.00	new
Claremont Ave	Marrone, Jodi	\$600.00	split
Claremont Ave	Suto-Ogden, Shannon	\$600.00	split

15. That the Board of Education approve the following staff members who were appointed to their respective school's Multicultural Education Committee for the 2026-2027 school year. (Payment will be from 11-401-100-100-XX-D-EQ-TY not to exceed \$4,500 per school.)

<u>School</u>	<u>Name</u>	<u>Title</u>	<u>Payment</u>
Colonia HS	Bedenek, Zoltan	Chair	\$ 1,500.00
Colonia HS	Shetty, Pallavi	Vice-Chair	\$ 1,500.00
Colonia HS	Schneider, Danielle	Member	\$ 1,500.00
John F. Kennedy HS	Smith, Audra	Member	\$ 500.00
Kennedy Park	Barnet, Michael	Member	\$ 340.62

16. That the Board of Education approve the following adjustment to the staff members who were appointed to their respective school's Multicultural Education Committee for the 2026-2027 school year. (Payment will be from 11-401-100-100-XX-D-EQ-TY not to exceed \$4,500 per school.) (Personnel Agenda 9/17/26, item #24.)

<u>School</u>	<u>Name</u>	<u>Title</u>	<u>Payment</u>
Kennedy Park	Glanton, Nadirah	Chair	\$ 1,000.00
Kennedy Park	McCabe, Colleen	Vice-Chair	\$ 775.00
Kennedy Park	Devitt, Robbin	Member	\$ 340.62
Kennedy Park	Makanda-Hopson, Georgette	Member	\$ 340.62
Kennedy Park	Pardee, Gianna	Member	\$ 340.62
Kennedy Park	Reyes-Castillo, Melanie	Member	\$ 340.62
Kennedy Park	Riscoe, Kendall	Member	\$ 340.62
Kennedy Park	Shah, Darshanika	Member	\$ 340.62
Kennedy Park	Tirado, Alexandra	Member	\$ 340.62

17. 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.)

<u>School</u>	<u>Teacher</u>	<u>Position</u>	<u>Hours</u>	<u>Rate</u>	<u>Salary</u>
Oak Ridge Heights	Wilson, Lauren	Art Club	12	\$53	\$ 636.00
Oak Ridge Heights	Pitre, Juliet	Girls Who Code	12	\$53	\$ 636.00
Oak Ridge Heights	Sullivan, Pamela	Building Buddies	12	\$53	\$ 636.00

18. That the Board of Education approve the following staff members to serve as members of the I&RS Committee during the 2026-2027 school year at the designated salary noted below: (Payment will be upon timesheet submitted from account #11-401-100-100-XX-Z-AC-00.)

<u>School</u>	<u>Staff Member</u>	<u>Salary</u>
Mawbey Street #1	Dobbin, Christina	\$625.00
Mawbey Street #1	Gregory, Michele	\$625.00
Mawbey Street #1	Ryan, Amy	\$625.00
Mawbey Street #1	Siswo, Barbara	\$625.00
Avenel Street #4/5	Rubinstein, Maxwell	\$1250.00
Avenel Street #4/5	Martin, Kimberly	\$1250.00
Port Reading #9	Cassano, Alyssa	\$625.00
Port Reading #9	Dembiec, Jordan	\$625.00
Port Reading #9	Tavares, Michele	\$625.00
Port Reading #9	Weinstein, Candace	\$625.00
Ross Street #11	Fox, Nicole	\$625.00
Ross Street #11	Jung, Amanda	\$625.00
Ross Street #11	Massimino, Cindy	\$625.00
Ross Street #11	Papandrea, Megan	\$625.00
Indiana Ave #18	Arthur, Christine	\$833.33

<u>School</u>	<u>Staff Member</u>	<u>Salary</u>
Indiana Ave #18	Lewkowicz, Gillian	\$833.33
Indiana Ave #18	Zecchino, Laura	\$833.33
Menlo Park #19	D'Alessandro, Leighanne	\$625.00
Menlo Park #19	Gamaro, Kelly	\$625.00
Menlo Park #19	McGowan, Sydney	\$625.00
Menlo Park #19	Storer, Tara	\$625.00
Claremont Ave #20	Liquori, Jessica	\$833.33
Claremont Ave #20	Marrone, Jodi	\$833.33
Claremont Ave #20	Suto-Ogden, Shannon	\$833.33
Oak Ridge Hts #21	Connolly, Dawn	\$625.00
Oak Ridge Hts #21	Mazzuca, Brooke	\$625.00
Oak Ridge Hts #21	Moretti, Stephanie	\$625.00
Oak Ridge Hts #21	Thomsen, Christine	\$625.00
Lynn Crest #22	Sawczak, Steven	\$1250.00
Lynn Crest #22	Weitz, Amy	\$1250.00
Woodbine Ave #23	Basil-Moore, Allyson	\$625.00
Woodbine Ave #23	Carnemolla, Jessica	\$625.00
Woodbine Ave #23	Lederman, Erin	\$625.00
Woodbine Ave #23	Schloeman, Gracemary	\$625.00
Kennedy Park #24	Capone, Jessica	\$833.33
Kennedy Park #24	Coleman, Nicole	\$833.33
Kennedy Park #24	Schneider, Stephanie	\$833.33
Lafayette Estates#25	Arvanites, Stacey	\$416.66
Lafayette Estates#25	Esbrandt, Patricia	\$416.66
Lafayette Estates#25	Jarema, Annmarie	\$416.66
Lafayette Estates#25	Pimienta, Carla	\$416.66
Lafayette Estates#25	Simon, Katherine	\$416.66
Lafayette Estates#25	Taylor, Dionne	\$416.66
Robert Mascenik#26	Casey, Jaime	\$625.00
Robert Mascenik#26	Mangine, Nicole	\$625.00
Robert Mascenik#26	Quesada, Gina	\$625.00
Robert Mascenik#26	Sautner, Sara	\$625.00
Pennsylvania Ave #27	Hofmann, Brooke	\$833.33
Pennsylvania Ave #27	Samano, Sarahi	\$833.33
Pennsylvania Ave #27	Turant, Caitlyn	\$833.33
Matthew Jago #28	Baltch, Amy	\$833.33
Matthew Jago #28	Finnegan, Kelly	\$833.33
Matthew Jago #28	Tagliareni, Kerri	\$833.33
Oak Tree Rd #29	Barbato, Catherine	\$1250.00
Oak Tree Rd #29	Desai, Kuntal	\$1250.00

19. That the Board of Education approve the following staff members as DECA Advisors during the 2026-2027 school year. (Payment will be upon timesheet submitted from Perkins account #20-362-100-101-75-F-00-00.)

<u>School</u>	<u>Staff Member</u>	<u>Salary</u>
Colonia HS	Gobbo, Joann	\$3,150
John F. Kennedy HS	Creighton, Matthew	\$3,150

20. That a note be made in the minutes correcting the account number on Personnel Agenda 9/17/26, Items #26, 36, 40 & 49 to 20-231-200-100-XX-F-PF-ER.

21. That the Board approve the adjustment to the following staff members who were appointed to the Avenel Street School Title 1 Parent and Family Engagement Program for the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-200-100-04-F-PF-ER, not to exceed the amounts below. Supersedes Personnel Agenda 9/17/26, Item #26.)

<u>School</u>	<u>Staff Member</u>	<u>Salary</u>	<u>Adjustment</u>
Avenel Street	Kutcher, Karen	\$ 0.00	remove
Avenel Street	Robson, Lori	\$212.00	new

22. That the Board of Education approve the following staff members who were appointed to the Port Reading Title 1 Data Team during 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 listed below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Port Reading	Rathore, Arti	20	\$53	\$1,060
Port Reading	Schaefer, Kelli	20	\$53	\$1,060
Port Reading	Coppola, Nicolina	15	\$53	\$ 795
Port Reading	Dembiec, Jordan	15	\$53	\$ 795
Port Reading	Skros, Kristine	15	\$53	\$ 795
Port Reading	Thompson, Alexandra	15	\$53	\$ 795

23. That the Board approve the following staff members who were appointed to the Ross Street Title 1 Extended Day Program for the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-100-101-11-F-00-00, not to exceed the amounts below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Ross Street	Anan, Emily	20	\$53	\$1,060
Ross Street	Atieh, Nicola	20	\$53	\$1,060
Ross Street	Brenay, Aaron	20	\$53	\$1,060
Ross Street	Burke, Rebecca	20	\$53	\$1,060
Ross Street	Cook, Nicole	20	\$53	\$1,060
Ross Street	Creutz, Erica	20	\$53	\$1,060
Ross Street	Crilley, Ken	20	\$53	\$1,060
Ross Street	Feehan, Marissa	20	\$53	\$1,060
Ross Street	Finnegan, Nicole	20	\$53	\$1,060
Ross Street	Franczak, David	20	\$53	\$1,060
Ross Street	Hutchinson, Roncia	20	\$53	\$1,060
Ross Street	Ivan, Kimberly	20	\$53	\$1,060
Ross Street	Jarema, Natalia	20	\$53	\$1,060
Ross Street	McGovern, Jacqueline	20	\$53	\$1,060
Ross Street	Orland, Katie	20	\$53	\$1,060
Ross Street	Paulikas, Ashley	20	\$53	\$1,060
Ross Street	Provenzano, Kaitlynn	20	\$53	\$1,060
Ross Street	Richardson, Gabriella	20	\$53	\$1,060
Ross Street	Spino, Melissa	20	\$53	\$1,060
Ross Street	Wheeler, Michael	20	\$53	\$1,060
Ross Street	Yu, Stephanie	20	\$53	\$1,060

24. That the Board approve the following staff members who were appointed to the Ross Street Title 1 SIA Extended Day Program for the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 SIA funded account #20-235-100-101-11-F-00-00, not to exceed the amounts below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Ross Street	Butt, Hajrah	20	\$53	\$1,060
Ross Street	Castellucci, Alexandra	20	\$53	\$1,060
Ross Street	Civil, Samantha	20	\$53	\$1,060
Ross Street	Curtis, Silvia	20	\$53	\$1,060
Ross Street	DeMarco, Autumn	20	\$53	\$1,060
Ross Street	Diodato, Courtney	20	\$53	\$1,060
Ross Street	Dubay, Thomas	20	\$53	\$1,060
Ross Street	Egan, Elizabeth	20	\$53	\$1,060
Ross Street	Ludlow, Heather	20	\$53	\$1,060
Ross Street	Massimino, Cindy	20	\$53	\$1,060
Ross Street	Pires, Michelle	20	\$53	\$1,060
Ross Street	Power, Katlyn	20	\$53	\$1,060
Ross Street	Wehrle, Morgan	20	\$53	\$1,060

25. That the Board approve the following staff members who were appointed as the Ross Street Title 1 SIA PLC Coordinators for the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 SIA funded account #20-235-100-101-11-F-00-00, not to exceed the amounts below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Ross Street	Castellucci, Alexandra	10	\$53	\$ 530
Ross Street	Curtis, Silvia	10	\$53	\$ 530
Ross Street	DeVito, Jennifer	10	\$53	\$ 530
Ross Street	Spino, Melissa	10	\$53	\$ 530
Ross Street	Wheeler, Michael	10	\$53	\$ 530

26. That the Board of Education approve the following staff members who were appointed to the Indiana Avenue Title 1 Extended Day Program during the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-100-101-18-F-00-00, not to exceed \$5088 for the total program.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Indiana Avenue	Check, Alexandra	12	\$53	\$ 636
Indiana Avenue	Gaud-Moro, Yesenia	12	\$53	\$ 636
Indiana Avenue	Lentini, Michael	12	\$53	\$ 636
Indiana Avenue	Lewkowicz, Gillian	12	\$53	\$ 636
Indiana Avenue	Maslonka, Stephanie	12	\$53	\$ 636
Indiana Avenue	Mirdala, Jennifer	12	\$53	\$ 636
Indiana Avenue	Zecchino, Laura	12	\$53	\$ 636
Indiana Avenue	Zielinski, Maria	12	\$53	\$ 636

27. That the Board of Education approve the following staff members who were appointed to the Indiana Avenue Title 1 Parent and Family Engagement Nights during the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-200-100-18-F- PF-ER, not to exceed \$1590 for the total program.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Indiana Avenue	Check, Alexandra	3	\$53	\$ 159
Indiana Avenue	Crowley-Toth, Alison	3	\$53	\$ 159
Indiana Avenue	Gaud-Moro, Yesenia	3	\$53	\$ 159
Indiana Avenue	Gonzalez, Christine	3	\$53	\$ 159
Indiana Avenue	Martino, Denise	3	\$53	\$ 159
Indiana Avenue	Maslonka, Stephanie	3	\$53	\$ 159
Indiana Avenue	McCarthy, Kaitlynne	3	\$53	\$ 159
Indiana Avenue	Samuel, Rivan	3	\$53	\$ 159
Indiana Avenue	Strauss, Valerie	3	\$53	\$ 159
Indiana Avenue	Zecchino, Laura	3	\$53	\$ 159

28. That the Board of Education approve the following staff members who were appointed to the Indiana Avenue Title 1 Data Team during the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-200-100-18-F-00-00, not to exceed the amounts listed below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Indiana Avenue	Carmino, Brittany	30	\$53	\$1,590
Indiana Avenue	Check, Alexandra	30	\$53	\$1,590
Indiana Avenue	Godinez, Chaille	15	\$53	\$ 795
Indiana Avenue	Martino, Denise	15	\$53	\$ 795
Indiana Avenue	McCutcheon, Jessica	15	\$53	\$ 795
Indiana Avenue	Mejia, Claudia	15	\$53	\$ 795
Indiana Avenue	Zecchino, Laura	15	\$53	\$ 795

29. That the Board of Education approve the following staff members who were appointed to the Indiana Avenue Title 1 Attendance Team during the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-200-100-18-F-00-00, not to exceed the amounts listed below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Indiana Avenue	Carmino, Brittany	10	\$53	\$ 530
Indiana Avenue	Gaud-Moro, Yesenia	10	\$53	\$ 530
Indiana Avenue	Gonzalez, Christine	10	\$53	\$ 530
Indiana Avenue	Martino, Denise	10	\$53	\$ 530
Indiana Avenue	Zecchino, Laura	10	\$53	\$ 530

30. That the Board of Education approve the following staff members who were appointed to the Menlo Park Terrace Title 1 Extended Day Program during the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-100-101-19-F-00-00, not to exceed the amounts listed below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Menlo Park	Bauer, Ingrid	24	\$53	\$1,272
Menlo Park	D'Alessandro, LeighAnne	24	\$53	\$1,272
Menlo Park	Gamaro, Kelly	24	\$53	\$1,272
Menlo Park	Mata, Alyssa	24	\$53	\$1,272
Menlo Park	Store, Tara	24	\$53	\$1,272
Menlo Park	Volpe, Amy	32	\$53	\$1,696

31. That the Board of Education approve the following staff members who were appointed to the Menlo Park Terrace Title 1 Book Club during the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-100-101-19-F-00-00, not to exceed the amounts listed below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Menlo Park	Gamaro, Kelly	18	\$53	\$ 954
Menlo Park	Mata, Alyssa	18	\$53	\$ 954
Menlo Park	Matthews, Jennifer	18	\$53	\$ 954
Menlo Park	McGowan, Sydney	18	\$53	\$ 954
Menlo Park	Petrillo, Kaitlyn	18	\$53	\$ 954

32. That the Board of Education approve the following staff members who were appointed to the Menlo Park Terrace Title 1 Parent and Family Engagement Program during the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-200-100-19-F-PF-ER, not to exceed the amounts listed below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Menlo Park	Ammiano, Kelly	6	\$53	\$ 318
Menlo Park	D'Alessandro, LeighAnne	6	\$53	\$ 318
Menlo Park	Fruscella, Danielle	3	\$53	\$ 159
Menlo Park	McGowan, Sydney	3	\$53	\$ 159
Menlo Park	Page, Melissa	6	\$53	\$ 318
Menlo Park	Sheehan-Petti, Sara	3	\$53	\$ 159

33. That the Board approve the following 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.) (*Supersedes Personnel Agenda 9/17/26, Item # 37.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Woodbine Ave	Basil-Moore, Allyson	40	\$53	\$2,120
Woodbine Ave	Benocaso, Sabrina	40	\$53	\$2,120
Woodbine Ave	Burns, Jessica	40	\$53	\$2,120
Woodbine Ave	Carnemolla, Jessica	40	\$53	\$2,120
Woodbine Ave	Demetor, Meghan	40	\$53	\$2,120
Woodbine Ave	Guerra, Sarah	40	\$53	\$2,120
Woodbine Ave	Heagen, Beth	40	\$53	\$2,120
Woodbine Ave	Lederman, Erin	40	\$53	\$2,120
Woodbine Ave	Masino, Michele	40	\$53	\$2,120
Woodbine Ave	Pakla, Kristen	40	\$53	\$2,120
Woodbine Ave	Rinato, Amy	40	\$53	\$2,120
Woodbine Ave	Rodriguez, Janira	40	\$53	\$2,120
Woodbine Ave	Siessel, Gabriella*	52	\$53	\$2,756
Woodbine Ave	Tedesco, Danielle	40	\$53	\$2,120
Woodbine Ave	Trenery, Tracy	40	\$53	\$2,120
Woodbine Ave	Wood, Rebecca	40	\$53	\$2,120

34. That the Board of Education approve the following staff members who were appointed to the Lafayette Estates Title 1 Data Team during the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-200-100-25-F-00-00, not to exceed the amounts listed below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Lafayette Estates	Jensen, Kelly	30	\$53	\$1,590
Lafayette Estates	Parella, Shannon	30	\$53	\$1,590
Lafayette Estates	Gargano, Tammy	10	\$53	\$ 530
Lafayette Estates	Jarema, Annmarie	10	\$53	\$ 530
Lafayette Estates	Pearl, Linda	10	\$53	\$ 530
Lafayette Estates	Simon, Katherine	10	\$53	\$ 530
Lafayette Estates	Taylor, Dionne	10	\$53	\$ 530
Lafayette Estates	Whalen, Natalie	10	\$53	\$ 530
Lafayette Estates	Orzechowski, Jennifer	13	\$39.77	\$ 517.01

35. That the Board of Education approve the following staff members who were appointed to the Lafayette Estates Title 1 SEL Committee during the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-200-100-25-F-00-00, not to exceed the amounts listed below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Lafayette Estates	Arvanites, Stacey (co-chair)	25	\$53	\$1,325
Lafayette Estates	Said, Claudine (co-chair)	25	\$53	\$1,325
Lafayette Estates	Arvanites, Brandon	15	\$53	\$ 795
Lafayette Estates	Esbrandt, Patricia	15	\$53	\$ 795
Lafayette Estates	Jarema, Annmarie	15	\$53	\$ 795
Lafayette Estates	Mauri, Jennifer	15	\$53	\$ 795
Lafayette Estates	Muniz, Madison	15	\$53	\$ 795
Lafayette Estates	Simon, Katherine	15	\$53	\$ 795
Lafayette Estates	Small, Brielle	15	\$53	\$ 795
Lafayette Estates	Yanavok, Kaitlin	15	\$53	\$ 795

36. That the Board of Education approve the following staff members who were appointed to the Lafayette Estates Title 1 positions listed below during the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-200-100-25-F-00-00, not to exceed the amounts listed below.)

<u>School</u>	<u>Staff Member</u>	<u>Position</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Lafayette Estates	Cruz, Maria	Translator Services	35	\$53	\$1,855
Lafayette Estates	Rivera, Bianca	Translator Services	35	\$53	\$1,855
Lafayette Estates	Peitz, Cathleen	PLC Coordinator	30	\$53	\$1,590
Lafayette Estates	Pimienta, Carla	PLC Coordinator	30	\$53	\$1,590
Lafayette Estates	Pimienta, Carla	Math Facts Facilitator	10	\$53	\$ 530
Lafayette Estates	Wedderburn, Keisha	Vocabulary Facilitator	10	\$53	\$ 530

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

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Lafayette Estates	Gibbs, Maria	30	\$53	\$1,590
Lafayette Estates	Goodell, Jenny	30	\$53	\$1,590
Lafayette Estates	Pearl, Linda	30	\$53	\$1,590
Lafayette Estates	Pimienta, Carla	30	\$53	\$1,590
Lafayette Estates	Rivera, Bianca	30	\$53	\$1,590
Lafayette Estates	Rodriguez, Aaron	30	\$53	\$1,590
Lafayette Estates	Simon, Katherine	30	\$53	\$1,590
Lafayette Estates	Stalling, Dana	30	\$53	\$1,590
Lafayette Estates	Taylor, Dionne	30	\$53	\$1,590
Lafayette Estates	Yanavok, Kaitlin	30	\$53	\$1,590

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

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Lafayette Estates	Arvanites, Stacey	18	\$53	\$ 954
Lafayette Estates	Napolitano, Jessica	18	\$53	\$ 954
Lafayette Estates	Nemara, Michele	18	\$53	\$ 954
Lafayette Estates	Yanavok, Kaitlin	18	\$53	\$ 954

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

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Lafayette Estates	Coponi, Dena	18	\$53	\$ 954
Lafayette Estates	Monticollo, Alexa	18	\$53	\$ 954
Lafayette Estates	Russo, Maria	18	\$53	\$ 954

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

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Lafayette Estates	Jarema, Annmarie	25	\$53	\$1,325.00
Lafayette Estates	Margolin, Alyssa	25	\$53	\$1,325.00
Lafayette Estates	Monticollo, Alexa	12.5	\$53	\$ 662.50
Lafayette Estates	Pearl, Linda	25	\$53	\$1,325.00
Lafayette Estates	Peitz, Cathleen	25	\$53	\$1,325.00
Lafayette Estates	Pimienta, Carla	25	\$53	\$1,325.00
Lafayette Estates	Rivera, Bianca	25	\$53	\$1,325.00
Lafayette Estates	Rodriguez, Aaron	12.5	\$53	\$ 662.50
Lafayette Estates	Shaikh, Rehana	25	\$53	\$1,325.00
Lafayette Estates	Taylor, Dionne	25	\$53	\$1,325.00
Lafayette Estates	Whalen, Natalie	25	\$53	\$1,325.00

41. That the Board of Education approve the following staff members who were appointed to the Matthew Jago Title 1 Data Team during the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-200-100-28-F-00-00, not to exceed the amounts listed below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Matthew Jago	Bischoff, Renee	35	\$53	\$1,855
Matthew Jago	Pfister, Marlaina	35	\$53	\$1,855
Matthew Jago	Amendolia, Alyssa	20	\$53	\$1,060
Matthew Jago	Baltch, Amy	20	\$53	\$1,060
Matthew Jago	Bhagal, Jasjyot	20	\$53	\$1,060

42. That the Board of Education approve the following staff members who were appointed to the Matthew Jago Title 1 Parent and Family Engagement Program during the 2026-2027 school year. (Payment will be upon timesheet submitted from Title 1 funded account #20-231-200-100-28-F-PF-ER, not to exceed the amounts listed below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Matthew Jago	Amendolia, Alyssa	9	\$53	\$ 477
Matthew Jago	Bhagal, Jasjyot	9	\$53	\$ 477

43. That a note be made in the minutes correcting the account number for the IDEA secretary to 20-251-100-105-73-F-00-00. (Personnel Agenda 9/17/26, Item #52.)

44. That the Board of Education approve the following staff members who were appointed to be teacher presenters for the District PD Day. (Payment will be upon timesheet submitted from Title IIA funded account #20-271-200-100-75-F-00-00 at their contracted hourly rate of \$53, not to exceed \$159 per teacher.)

Name

Batelli, Josh
Galletely, Faith
Grasso, Bernadette
Murphy, Caitlin

45. That the Board of Education approve the following staff members who were appointed to be teacher presenters for the Elementary PD Day on November 30th. (Payment will be upon timesheet submitted from Title IIA funded account #20-271-200-100-75-F-00-00 at their contracted hourly rate of \$53, not to exceed \$159 per teacher.)

Name

Crilley, Ken
Mangine, Nicole

46. That the Board of Education approve the following staff members to be appointed as members of the Title III Family Outreach Committee. (Payment will be from account #20-241-200-100-60-F-00-00.)

<u>Staff Member</u>	<u>Position</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Albers, Joanna	Member	10	\$53	\$530
Samano, Sarahi	Chair	15	\$53	\$795
Shaikh, Rehana	Member	10	\$53	\$530
Yajnik, Nita	Member	10	\$53	\$530
Zanatta-Perdomo, Gabriela	Member	10	\$53	\$530

47. That the Board of Education approve the following staff members to be appointed as members of the Title III Sheltered Instruction Committee. (Payment will be from account #20-241-200-300-60-F-00-00.)

<u>Staff Member</u>	<u>Position</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Isola, Shannon	Member	40	\$53	\$2120
Jorge, Carla	Member	40	\$53	\$2120
Morrison, Peter	Member	40	\$53	\$2120
Sanchez, Laura	Member	40	\$53	\$2120

48. That the Board of Education approve the following staff members who were appointed to the Perkins Data/Curriculum Team at the school listed below for the 2026-2027 school year. (Payment will be upon timesheet submitted from Perkins funded account #20-362-200-100-75-F-00-00, not to exceed the amounts below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Colonia HS	Dougher, Thomas	20	\$53	\$1,060
Colonia HS	Nyers, Jacqueline	20	\$53	\$1,060
Colonia HS	Smith, Morgan	20	\$53	\$1,060
Colonia HS	Sousa, Jennifer	20	\$53	\$1,060
John F. Kennedy HS	Balle, David	20	\$53	\$1,060
John F. Kennedy HS	Napolitano, Stacy	20	\$53	\$1,060
John F. Kennedy HS	Seguine, Abbey	20	\$53	\$1,060
John F. Kennedy HS	Viteri, Ricardo	20	\$53	\$1,060
Woodbridge HS	Braine, Victoria	20	\$53	\$1,060
Woodbridge HS	Morrison, Peter	20	\$53	\$1,060
Woodbridge HS	Nowicki, Ian	20	\$53	\$1,060
Woodbridge HS	Tolentino, Maria	20	\$53	\$1,060

49. That the Board of Education approve the following staff members who were appointed for Perkins CTE Liaison at the school listed below for the 2026-2027 school year. (Payment will be upon timesheet submitted from Perkins funded account #20-362-200-100-75-F-00-00, not to exceed the amounts below.)

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Colonia HS	Cerbone, Michelle	21	\$53	\$1,113
Colonia HS	Marretta, Cristina	21	\$53	\$1,113
John F. Kennedy HS	Blauvelt, Tracy	21	\$53	\$1,113
John F. Kennedy HS	Murray, Elaine	21	\$53	\$1,113

<u>School</u>	<u>Staff Member</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Woodbridge HS	Nowicki, Ian	21	\$53	\$1,113
Woodbridge HS	Moyer, Amy	21	\$53	\$1,113

50. That the Board of Education approve Megan Duffy as the Boys Volleyball Coach at Colonia Middle School for the 2026-2027 school year, at a stipend of \$2,750.
51. That the Board of Education approve the adjustment to the Bowling coach at Avenel Middle School for the 2026-2027 school year. (Personnel Agenda 8/13/26, Item # 23.)
- | <u>School</u> | <u>Staff Member</u> | <u>Adjustment</u> | <u>Stipend</u> |
|---------------|---------------------|-------------------|----------------|
| Avenel Middle | Vodarsik, Joy | Resigned | \$0 |
| Avenel Middle | Barcellona, Amy | New | \$2,750 |
52. That a note be made in the minutes that Kelly W. Terrell, Woodbridge High School, be paid \$408.00 for serving as the Light Board Tech on 7/24/26 and 7/26/26 for Hackensack-Meridian Multicultural at the same location. Account #11-401-100-100-50-Z-AC-00. The Vendor will reimburse funds.
53. That the Board of Education approve Francis Capron as Assistant Coach of Wrestling at John F. Kennedy Memorial High School for the 2026 - 2027 school year, at a salary rate of \$7,000.
54. That the Board of Education approve Brooke Napoli as Head Coach of Girls' Spring Track at John F. Kennedy Memorial High School for the 2026 - 2027 school year, at a salary rate of \$8,500.
55. That the Board of Education approve Margot Giudice as Assistant Coach of Winter Cheer at John F. Kennedy Memorial High School for the 2026 - 2027 school year, at a salary rate of \$4,500.
56. That a note be made in the minutes that Brittany Paulikas will not serve as Assistant Coach of Softball at John F. Kennedy Memorial High School for the 2026 - 2027 school year, and will not be paid for same. (Personnel Agenda 6/15/23, Item #62).
57. That a note be made in the minutes that Kourtney Brodniak will not serve as Assistant Coach of Girls' Basketball at Woodbridge High School for the 2026 - 2027 school year, and will not be paid for same. (Personnel Agenda 11/16/23, Item #40.)
58. That a note be made in the minutes that Kourtney Brodniak will not serve as Assistant Coach of Boys' Volleyball at Woodbridge High School for the 2026 - 2027 school year, and will not be paid for same. (Personnel Agenda 2/20/25, Item #44.)
59. That a note be made in the minutes that John O'Keefe will not serve as Assistant Coach of Boys' Volleyball at John F. Kennedy Memorial High School for the 2026 - 2027 school year, and will not be paid for same. (Personnel Agenda 10/6/25, Item #70.)
60. That a note be made in the minutes that Brian Christie will not serve as Assistant Coach of Boys' Wrestling at Colonia High School for the 2026-2027 school year, and will not be paid for same. (Personnel Agenda 12/18/25, item #31.)

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____