



## **LIVINGSTON BOARD OF EDUCATION VOTING MEETING AGENDA**

Tuesday, October 18, 2022

Executive Session - Hybrid Meeting at Administration Building - 6:30 p.m.

Public Session - Hybrid Meeting at Administration Building - 7:15 p.m.

*This is a public meeting of the Board of Education. The Livingston Board of Education will be video recording and posting its open public meetings on the district website. The Board reserves the right to edit the videotape prior to posting to protect the privacy of students and staff.*

*The Board's Bylaw #0168 allows videotaping and livestreaming of public meetings with prior approval from the Board Secretary. Any member of the public may record the proceedings of a public meeting of the Board in a manner that does not interrupt the proceedings, inhibit the conduct of the meeting, distract Board members or other observers present at the meeting, or violate the privacy of students and staff. The Board will permit the use of tape recorder(s), video camera(s) or live streaming only when notice of such intended use has been given to the Board Secretary five days in advance of the meeting. Any camera(s) must be operated in an inconspicuous location in the meeting room. The Board reserves the right to request a copy of the tape. The presiding officer shall determine when any recording device interferes with the conduct of a Board meeting and may order that an interfering device be removed.*

***While the Board of Education discourages the videotaping/livestreaming of students without written parental consent, public meetings are not subject to the same restrictions as other school events. Please be aware that you and your children may be videotaped or livestreamed as a result of your participation at this meeting.***

*In accordance with Policy #9131, the Livingston Board of Education members, district administration, and staff will treat students, parents/guardians and other members of the public with respect and expect the same consideration in return. The district is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.*

### **I. OPEN SESSION**

#### **A. Call to Order – Mr. Seth Cohen, President**

#### **B. Reading of Meeting Notice**

Adequate notice of this meeting has been provided by amendment to notice approved at the Board's reorganization meeting on January 4, 2022 and posted at the Board of Education office and communicated to *The Star Ledger*, *West Essex Tribune*, *TAPinto Livingston* and the Livingston Township Clerk.

#### **C. Executive Session**

**Whereas**, the Open Public Meetings Act, N.J.S.A. 10:4-11, permits the Board of Education to meet in closed session to discuss certain matters; now, therefore be it

**Resolved**, that the Livingston Board of Education adjourns to closed session to discuss:

- superintendent's evaluation

Action may be taken upon return to public session. The full length of the meeting is anticipated to be approximately 45 minutes and be it

**Further Resolved**, the minutes of this closed session be made public when the need for confidentiality no longer exists.

## **ROLL CALL VOTE**

### **D. Pledge of Allegiance / Roll Call**

### **E. Conference with Livingston Education Association**

### **F. Superintendent's Report**

1. Strategic Plan
2. Architect Capacity Analysis

### **G. Board Reports**

### **H. Student Representative's Report**

### **I. Approval of Minutes**

The Superintendent recommends the following:

1. Voting Meeting Minutes of September 20, 2022
2. Public Portion of Executive Session Meeting Minutes of October 3, 2022

## **ROLL CALL VOTE**

### **J. Public Input on Agenda Items ~ up to 15 minutes**

An excerpt from Policy #0167 adopted on December 13, 2004, revised on January 10, 2011 and reviewed on March 4, 2013 and January 23, 2017 states that The Board of Education recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on school matters of community interest.

Public participation shall be governed by the following rules:

1. A participant must be recognized by the presiding officer and must preface comments by an announcement of his/her name, place of residence, and group affiliation, if appropriate;
2. Each statement made by a participant shall be limited to three minutes' duration;
3. No participant may speak more than once on the same topic until all others who wish to speak on that topic have been heard;
4. All statements shall be directed to the presiding officer; no participant may address or question Board members individually.

The portion of the meeting during which the participation of the public is invited shall be limited to fifteen minutes, or at the discretion of the presiding officer.

## **II. RECOMMENDATIONS FOR APPROVAL**

### **1. PROGRAM/CURRICULUM**

The Superintendent recommends the following:

#### **1.1 Books and DVDs**

**Resolved**, that the Livingston Board of Education approves the book as shown on ***Attachment A.***

#### **1.2 Student Teachers**

**Resolved**, that the Livingston Board of Education approves the student teachers as shown on ***Attachment B.***

#### **1.3 Field Trips**

**Resolved**, that the Livingston Board of Education approves the field trips as shown on ***Attachment C.***

#### **1.4 District Nursing Services Plan**

**Resolved**, that the Livingston Board of Education approves the District Nursing Services Plan for the 2022-2023 school year.

## **ROLL CALL VOTE**

### **2. STUDENT SERVICES**

The Superintendent recommends the following:

#### **2.1 Out of District Placements**

**Resolved**, that the Livingston Board of Education approves placement for the academic year 2022-2023 for one (1) Livingston student with disabilities, as classified and recommended by the Child Study Team, in facilities with tuition costs to be determined within the limits established by the New Jersey Board of Education as shown on ***Attachment D.***

#### **2.2 Related Services/Medical Consultants**

**Resolved**, that the Livingston Board of Education approves the following consultants that will be utilized to provide related services for the 2022-2023 school year:

##### **HOME INSTRUCTION**

Children's Hospital of Philadelphia

\$60.93/hour

##### **VISION INSTRUCTION**

Pediatric VIEW Practice

\$100.00/hour

## **ROLL CALL VOTE**

### **3. BUSINESS**

The Superintendent recommends the following:

### **3.1 Payment of Bills**

**Whereas**, the Board Secretary has audited certain vendor claims as required by N.J.S.A. 18A:19-2 and Board Policy 6470 and presented them to the Livingston Board of Education with the recommendation they be paid, now therefore be it

**Resolved**, that the Livingston Board of Education approves the payment of the following bills in the amounts listed and attach a complete copy of these bills to the minutes of this meeting.

<b>Fund</b>	<b>Name</b>	<b>Amount</b>
10&11	Regular	\$ 4,049,838.60
12	Regular	\$ 304,898.95
20	Regular	\$ 237,255.08
60	Cafeteria	\$ 1,303.50
	<b>TOTAL</b>	<b>\$ 4,593,296.13</b>

Regular Checks	98533-99110	\$ 4,591,992.63
Cafeteria	1413-1429	\$ 1,303.50
	<b>TOTAL</b>	<b>\$ 4,593,296.13</b>

### **3.2 Preliminary Board Secretary Report – August 2022**

**Whereas**, the Livingston Board of Education has received the Preliminary Report of the Board Secretary for August 31, 2022, consisting of:

- 1) Interim Balance Sheets
- 2) Interim Statements Comparing Budgeted Revenue with Actual to Date and Appropriations with Expenditures and Encumbrances to Date
- 3) Schedule of Revenues - Actual Compared with Estimated
- 4) Statement of Appropriations Compared with Expenditures and encumbrances, and

**Whereas**, the Livingston Board of Education has received the preliminary report of the Treasurer for August 31, 2022, which report is in agreement with the Preliminary Report of the Board Secretary, and

**Whereas**, these reports show the following balances on the date indicated:

	Cash Balance	Appropriation Balance	Fund Balance
(10) General Current Exp. Fund	\$11,745,146.31		
(11) Current Expense		\$72,937,104.35	\$14,473,208.67
(12) Capital Outlay		\$4,434,498.59	\$4,826,849.00
(20) Special Revenue Fund	\$235,288.44	\$3,122,342.21	
(30) Capital Projects Fund	\$4,550,365.01		
(40) Debt Service Fund	\$0.00		
Total:	\$16,530,799.76	\$80,493,945.15	\$19,300,057.67

**Whereas**, pursuant to N.J.A.C. 6:20-212(d), the Board Secretary has certified that as of August 31, 2022, no budgetary line item account has obligations and payments

contractual orders which in total exceed the amount appropriated by the district board of education pursuant to N.J.S.A. 18A:22-8, 18A:22-8.1, now therefore be it

**Resolved**, the Livingston Board of Education accepts the above referenced reports and certification and directs that they be made part of this resolution by reference, and be it

**Further Resolved**, the Livingston Board of Education certifies that, after review of the Secretary's monthly financial report (appropriations section) and upon consultation with the appropriate district officials, to the best of its knowledge no major account or fund has been over-expended in violation of N.J.A.C.6:20-2.13(d) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

### **3.3 Transfers**

**Whereas**, the Superintendent of Schools recommends certain transfers among accounts in the 2022-2023 budget for August pursuant to Board of Education Policy 6422, now therefore be it

**Resolved**, that the Livingston Board of Education ratify transfers pursuant to N.J.S.A. 18A:22-8.1 and N.J.A.C. 6:20-2A.10:

<u>Object</u>	<u>Description</u>	<u>To</u>	<u>From</u>
100	Salaries		\$8,675
290	Employee Benefits	\$34,250	
330	Purchased Professional Services		\$26,750
610	General Supplies		\$826
621	Energy - Electricity		\$73,365
622	Energy - Gas	\$73,365	
640	Textbooks	\$826	
890	Other Objects (Miscellaneous)	\$1,175	
	<b>TOTALS</b>	<b>\$109,616</b>	<b>\$109,616</b>

### **3.4 Conferences and Overnight Trips**

**Resolved**, that the Livingston Board of Education approves the conferences and overnight trips as shown on ***Attachment E***.

### **3.5 Approval of Technology Purchases**

**Resolved**, that the Livingston Board of Education approves the purchase of voice routers and various hardware, as well as professional services from Core BTS, Inc. through NASPO Value Point Computer Contract PA#21-TELE-01506, Master Agreement #AR3227 in the aggregate amount of \$46,054.20.

### **3.6 Tuition Students (Receiving)**

**Resolved**, that the Livingston Board of Education approves the acceptance of the following tuition students for the 2022-2023 school year:

<b>Student(s)</b>	<b>School</b>	<b>Tuition</b>
OOD-1	Secondary	\$81,411
OOD-1 ESY	Secondary	\$4,150
OOD-2	Secondary	\$39,320
OOD-2 ESY	Secondary	\$3,910
OOD-3	Secondary	\$20,301

### **3.7 Policies & Regulations**

**Resolved**, that the Livingston Board of Education abolishes Policy #9150.1.

**Resolved**, that the Livingston Board of Education approves the following Policies and Regulations for first reading:

<b>Section</b>	<b>Policy or Regulation #</b>	<b>Title</b>	<b>Comments</b>
<b>Bylaws</b>	Reg #0155	Board Committees	with revisions
<b>Programs</b>	Policy #2415	Every Student Succeeds Act (M)	with revisions
	Policy #2417	Student Intervention & Referral Services (M)	with revisions
	Regulation #2417	Student Intervention & Referral Services	with revisions
	Policy #2468	Independent Educational Evaluations	with revisions
<b>Students</b>	Policy #5512	Harassment, Intimidation & Bullying (M)	with revisions
<b>Property</b>	Policy #7230	Gifts, Grants & Donations	with revisions
<b>Community</b>	Policy #9270	Home Schooling and Equivalent Education Outside the Schools (M)	with revisions

### **ROLL CALL VOTE**

#### **4. PERSONNEL**

The Superintendent recommends the following:

##### **4.1 Resignations**

**Resolved**, that the Livingston Board of Education accepts the resignations of:

Name	Position	Reason	Location	Last Day of Employment
Denise Adesso	TOSD	Resignation	BHE	December 9, 2022
Wendy Sanders	Instructional Aide	Resignation	Collins	October 7, 2022

\*as amended from a previous agenda

#### 4.2 Leaves of Absences

**Resolved**, that the Livingston Board of Education approves the leaves of absences of:

Name	Location	Position	LOA w/pay and benefits	LOA w/o pay, but with benefits (if applicable)	Extended LOA w/o pay or benefits	Return Date
Daniel Brill*	LHS	Teacher of Math	NA	8/30/2022-10/14/2022**	NA	10/17/2022
Natalie Pacholec	LHS	TOSD	1/23/2023-3/3/2023	3/6/2023-6/2/2023**	NA	6/5/2023
Amy Hinds*	Hillside	Elementary School Teacher	8/30/2022-10/28/2022	10/31/2022-1/27/2023**	1/30/2023-3/24/2023	3/27/2023
Doreen Gugger*	MP Complex	Teacher of ESL	8/30/2022-10/13/2022	10/14/2022-1/13/2023**	1/16/2023-6/30/2023	8/30/2023
Michelle Kim*	Hillside	Teacher of ESL	8/30/2022-10/11/2022	10/12/2022-1/11/2023**	NA	1/12/2023
Jacqueline George	BHE	TOSD	12/10/2022-2/3/2023	2/6/2023-5/12/2023**	NA	5/15/2023
Carly Haggerty*	BHE	TOSD	4/4/2022-5/13/2022 & 5/16/2022-5/24/2022**	5/25/2022-10/11/2022**	10/12/2022-10/18/2022	10/19/2022
Johanna Frye*	LHS	Teacher of Biology	4/4/2022-6/10/2022	6/13/2022-11/4/2022**	NA	11/7/2022
Andrew Greenberg	LHS	TOSD	1/3/2023-1/27/2023**	NA	NA	1/30/2023
Benjamin DeRuosi*	HMS	Teacher of Technology	NA	3/13/2023-6/9/2023**	NA	6/12/2023
Samantha Stoddard*	LHS	TOSD	5/18/2022-6/30/2022	8/30/2022-11/22/2022**	11/23/2022-6/30/2023	8/30/2023

\*as amended from a previous agenda

\*\*Designates time counted toward NJFLA/FMLA

#### 4.3 Appointments

**Resolved**, that the Livingston Board of Education approves the applications indicated below (\*) for emergent hiring for the following appointments under the requirements of N.J.S.A. 18A:16-1 et. seq., N.J.S.A. 18A:39.17 et. seq.; N.J.S.A. 18A:6-4.13 et. seq. All appointments are contingent upon reference checks in accordance with P.L. 2018, c.5.

Name	Location	Title	Tenure Track/LOA or LT Replacement	Replacing	Guide	Step	Salary	Effective Date
<i>Mohammad Munir</i>	CO	Network Administrator	NA	J. Pfeiffer	NA	NA	\$110,000 (prorated)	11/14/2022
<i>Robert McConnon</i>	CO	IT Support Specialist	NA	S. McPherson	NA	NA	\$70,000, plus \$1,200 for BS Degree	10/31/2022
<i>Teena Soni</i>	Collins	Playground Aide	NA	NA	NA	NA	\$18/hr	10/17/2022
<i>Rashmi Sharma</i>	RHE	Playground Aide	NA	NA	NA	NA	\$18/hr	10/17/2022

*\*as amended from a previous agenda*

**Resolved**, that the Livingston Board of Education approves the appointment of the ABA Discrete Trial TA's and Instructional Aides as listed on **Attachment F**.

#### **4.4 Substitutes**

**Resolved**, that the Livingston Board of Education approves the appointment of the individuals listed below to serve as substitutes on an as-needed basis for the 2022-2023 school year:

##### **Teachers**

*Michael Apostolou  
Julia Cuppari  
Beth Hochheiser  
Donald Kolterjahn  
Sharon Miller  
Jessica Rivchin  
Sarah Bambilla  
Maisy Coyne  
Sheree Link  
Mindy Pritikin  
Abigail Quesada-Martir  
Alan Grossman*

##### **Secretarial**

*Jill Valese*

##### **Technician**

*Jesse Allard (\$22.50/hr)*

##### **Custodial**

*Tyler Staszak (\$18.50/hr)  
Frankwill Francisco (\$18.50/hr)*

**Resolved**, that the Livingston Board of Education approves the individuals listed on **Attachment G** as certified substitutes. These individuals are currently employed by the District. In the event these individuals are called upon to serve as a substitute, they will be compensated an additional \$50/day (\$10/period) for that assignment.

**Resolved**, that the Livingston Board of Education approves the appointment of the individual(s) listed below to serve as long-term substitutes as reflected below:



Name	Location	Title	Leave Replacement or Long Term Sub	Replacing	Salary	Effective Date
Wendy Walter	Collins	School Counselor	Leave Replacement	S. Carter	\$275/day	9/6/2022-9/16/2022
Terri Ciecierski*	LHS	Teacher of Math (.8)	Leave Replacement	K. Braschi	\$275/day	8/30/2022-2/3/2023

\*as amended from a previous agenda

#### **4.5 Extra Work Pay**

**Resolved**, that the Livingston Board of Education approves the following payments as listed on **Attachment H** for work performed.

**Resolved**, that the Livingston Board of Education approves *Carmen Consoro Gomez* to be paid for up to 20 hours of training as a 25-Hr Bus Driver over the summer of 2022 at her bus driver hourly rate.

#### **4.6 Extra Period Assignments**

**Resolved**, that the Livingston Board of Education approves the individuals listed on **Attachment I** for extra period assignments during the 2022-2023 school year.

#### **4.7 Summer Work**

**Resolved**, that the Livingston Board of Education approves the School Nurses listed **Attachment J** to work over the summer of 2022 to assist with health screenings. They will be compensated at their hourly rate.

#### **4.8 Stipends**

**Resolved**, that the Livingston Board of Education approves the individuals on **Attachment K** for co-curricular stipends at Mt. Pleasant Middle School for the 2022-2023 school year in accordance with the contract between the LBOE and the LEA.

**Resolved**, that the Livingston Board of Education approves the individuals on **Attachment L** for co-curricular stipends at Livingston High School for the 2022-2023 school year in accordance with the contract between the LBOE and the LEA

**Resolved**, that the Livingston Board of Education approves the individuals on **Attachment M** for athletic stipends at Livingston High School for the 2022-2023 school year in accordance with the contract between the LBOE and the LEA.

**Resolved**, that the Livingston Board of Education approves the individuals on **Attachment N** for District stipends for the 2022-2023 school year in accordance with the contract between the LBOE and the LEA.

**Resolved**, that the Livingston Board of Education rescinds the approval of *Dan Brill* for the Fall Strength Training stipend at Livingston High School for the 2022-2023 school year.

**Resolved**, that the Livingston Board of Education rescinds the approval of *Michael Coleman* for the Science League stipend at Livingston High School for the 2022-2023 school year.

**Resolved**, that the Livingston Board of Education rescinds the approval of *Maria Sztan* for the Assistant Fencing Coach stipend at Livingston High School for the 2022-2023 school year.

#### **4.9 Mentor Fees**

**Resolved**, that the Livingston Board of Education approves the individuals on **Attachment O** listed as assigned mentors to receive payment in accordance with the schedule listed.

#### **4.10 Job Descriptions**

**Resolved**, that the Livingston Board of Education approves the job descriptions:

*Registrar*

*Support Staff - Buildings & Grounds*

*Part-Time Audio/Visual Technician (revised from the 9/6/22 agenda)*

#### **4.11 Memorandum of Understanding**

**Resolved**, that the Livingston Board of Education approves **Attachment P** and the MOU between itself and the Livingston Education Association dated October 18, 2022.

### **ROLL CALL VOTE**

#### **5. MISCELLANEOUS**

The Superintendent recommends the following:

##### **5.1 HIB Report**

**Resolved**, that the Livingston Board of Education accepts the findings of HIB cases.

### **ROLL CALL VOTE**

#### **K. Public Comment ~ up to 15 minutes**

An excerpt from Policy #0167 adopted on December 13, 2004, revised on January 10, 2011 and reviewed on March 4, 2013 and January 23, 2017 states that The Board of Education recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on school matters of community interest.

Public participation shall be governed by the following rules:

1. A participant must be recognized by the presiding officer and must preface comments by an announcement of his/her name, place of residence, and group affiliation, if appropriate;
2. Each statement made by a participant shall be limited to three minutes' duration;
3. No participant may speak more than once on the same topic until all others who wish to speak on that topic have been heard;
4. All statements shall be directed to the presiding officer; no participant may address or question Board members individually.

The portion of the meeting during which the participation of the public is invited shall be limited to fifteen minutes, or at the discretion of the presiding officer.

#### **L. Old Business**

#### **M. New Business**

### **III. ADJOURNMENT**

## EXECUTIVE SESSION

**Whereas**, N.J.S.A. 10:4-1 et seq., also known as the "Sunshine Law," authorizes a public body to meet in executive or private session under certain limited circumstances, and

**Whereas**, said law requires the Board to adopt a resolution at a public hearing before it can meet in such an executive or private session, now, therefore, be it

**Resolved**, by the Livingston Board of Education that:

- (A) It does hereby determine that it is necessary to meet in executive session on October 18, 2022 to discuss the matters stipulated, in conformance with the subsections of said act which are indicated.
1. Matter rendered confidential by federal law, state statute or rule of court.
  2. Matter in which the release of information would impair a right to receive federal funds.
  3. Matter, the disclosure of which would constitute an unwarranted invasion of individual privacy unless the individual concerned shall request in writing that the same be disclosed publicly.
  4. Collective bargaining matter.
  5. Matter involving the purchase, lease or acquisition of real property with public funds, the setting of banking rates, etc. where it would adversely affect the public interest if discussion were disclosed.
  6. Tactics and techniques utilized in protecting public property where disclosure could impair protection.
  7. Investigation of violations or possible violations of law.
  8. Pending or anticipated litigation or contract negotiation other than collective bargaining agreement.
  9. Personnel matters unless the individual employees or appointees affected requested that such matter be discussed at a public meeting.
  10. Deliberations occurring after a public hearing that may result in the imposition of a specific civil penalty.
- (B) The matters discussed will be made public when confidentiality is no longer required and formal action pursuant to said discussion shall take place only at a meeting to which the public has been invited.
- (C) No action will be taken.

## PROPOSED FUTURE AGENDA ITEMS (dates subject to change)

November 1, 2022 (*workshop*)

- Board Budget Goals

November 22, 2022 (*voting*)

- Assessment Update
- Equity Presentation

December 6, 2022 (*voting*)

- National Merit Semi-Finalists Recognition Ceremony
- New Course Offerings

January 3, 2023 (*reorganization*)

**PROGRAM/CURRICULUM**

<b><u>Title</u></b>	<b><u>Author/Publisher</u></b>	<b><u>Year</u></b>	<b><u>Grade</u></b>	<b><u>Subject/Course</u></b>	<b><u>Rationale</u></b>
"La Guerra Sucia"	Nathaniel Kirby/TPRS		11	Spanish	This is book is a historical fiction that tells the story of Argentina's military dictatorship from 1976 to 1983. This book would be a wonderful addition to our unit on the Latin American Revolution in the 19th Century. Students would learn about the challenges countries face when attempting to maintain their democracy.

<b>Name</b>	<b>School</b>	<b>Type of Placement</b>	<b>In-District Location</b>	<b>Assigned Staff</b>	<b>Date</b>
Kelly Scheper	Caldwell University	Observation	Hillside Elementary	Caroline Dugan	10/11/2022
Catherine Bitar	Ramapo College	Student Teacher	Riker Hill Elementary	Stephanie Lopes	10/17/2022
Daniela Brando	Ramapo College	Student Teacher	Livingston High School	Mickey Ennis	10/17/2022
Allison Carolan	Ramapo College	Student Teacher	Mt. Pleasant Middle School	Denise Urbanski	10/17/2022
Pankhuri Khandelwal	Ramapo College	Student Teacher	Mt. Pleasant Middle School	Ashley Lyons	10/17/2022
Iris Lewis	Ramapo College	Student Teacher	Mt. Pleasant Middle School	Thomas Montesion	10/17/2022
Rachel Montesion	Ramapo College	Student Teacher	Mt. Pleasant Middle School	Ashley Lyons	10/17/2022
Andrew Ziegler	Ramapo College	Student Teacher	Livingston High School	Amy Meyer	10/17/2022
Jennifer Henwood	Ramapo College	Student Teacher	Burnett Hill Elementary	Erin Vaccaro	10/17/2022
Laura Bonvini	Montclair State University	Observation	Hillside Elementary	Janene DePalo	10/18/2022

**FIELD TRIPS**

<b>SCHOOL</b>	<b>GRADE/COURSE</b>	<b>MONTH</b>	<b>DESTINATION</b>
Elementary	Grade 3	October/ November	Sterling Hill Mine Museum
Elementary	Grade 3	October/ November	Franklin Mineral Mines
Elementary	Grade 1	October	Essex County Environmental Center
Elementary	Grade 4	November	Turtle Back Zoo
Elementary	Kindergarten	December	Frelinghuysen Arboretum
Elementary	Grade 2	January	State Theater, New Brunswick
Elementary	Grade 2	March	Museum of Early Trades and Crafts
Elementary	Grade 3	March	Waterloo Village
Elementary	GT - Grades 4 and 5	March	Montclair Art Museum
Elementary	Grade 5	March or April	Buehler
Elementary	Grade 2	April	Turtle Back Zoo
Elementary	GT - Grades 4 and 5	April	Jr. Achievement BizTown
Elementary	Kindergarten	April/May	Newark Museum
Elementary	Grade 1	April/May	Essex County Environmental Center
Elementary	Grade 2	April/May	Great Swamp and Raptor Trust, Basking Ridge
Elementary	Grade 4	April/May	Turtle Back Zoo
Elementary	Kindergarten	May	Farmstead Estates
Elementary	Grade 5	May	Farmstead Estates
Elementary	Grade 3	May	Ellis Island
Elementary	Grade 2	June	Turtle Back Zoo
Elementary	Grade 5	June	Medieval Times
Elementary	Grade 5	June	Ronald McDonald House
Secondary	Humanities and AP Art History	October	The Metropolitan Museum
Secondary	World Language - Italian	November	Metropolitan Opera House and Carmines
Secondary	Creative Photography 2	November	Fort Hancock
Secondary	Creative Photography 2	November	Duke Farms
Secondary	Digital Imaging	November	Museum of The Moving Image
Secondary	English 3 CP English for Success	November	Hudson Theater
Secondary	Theater Arts	November	Broadway Theater
Secondary	AP French	December	The Metropolitan Museum of Art
Secondary	AP Studio Art	December	The Metropolitan Museum of Art
Secondary	Social Studies	December	Holocaust Museum
Secondary	Humanities	December	The Metropolitan Museum of Art
Secondary	Business	January	Fairleigh Dickinson University
Secondary	World Film - Grades 11 and 12	January	Cinelease Studios
Secondary	Theater Arts	January	Broadway Theater
Secondary	Italian 3 CP	January	The Metropolitan Museum of Art
Secondary	Science	February	Princeton Physics Laboratory
Secondary	Social Studies	February	Mosque Visitation
Secondary	Forensic Science	February	Liberty Science Center
Secondary	Science	February	Rutgers University
Secondary	AP French	March	The Museum of Modern Art
Secondary	World Film - Grades 11 and 12	March	Thomas Edison National Historical Park

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Secondary	Social Studies	March	African American Museum
Secondary	World Language	March	United Nations
Secondary	Italian 2 CP	March	Tenement Museum
Secondary	Art	March	The Museum of Modern Art
Secondary	French 3 CP	March	The Metropolitan Museum of Art
Secondary	World Language	March	The Metropolitan Museum of Art
Secondary	Science	March	Kean University
Secondary	Humanities - Grade 10	April	The National Archives
Secondary	Humanities - Grade 10	April	Alice Paul Institute
Secondary	Sculpture - Grades 9-12	April	Storm King Art Center
Secondary	Public Speaking and Debate	April	New Jersey State House
Secondary	Creative Photography	April	Whitney Museum and Highline Park
Secondary	Science	April	Liberty Science Center
Secondary	Environmental Science	April	South Mountain Reservation
Secondary	Digital Imaging	April	Storm King Art Center
Secondary	Auto/Power Systems	April	Morristown Airport
Secondary	French 2 Honors/French 4	April	Cloisters Museum
Secondary	Fashion	April	The Museum at FIT and B&J Fabric Store
Secondary	AP Digital Photography	May	Jenkinson's Aquarium & Boardwalk
Secondary	Sculpture - Grades 9-12	May	Grounds for Sculpture
Secondary	Humanities	May	Whitney Museum
Secondary	Honors Environmental Science - Grades 10-12	MAY	South Mountain Reservation
Secondary	Theater Arts	May	Medieval Times
Secondary	AP World History	May	The Metropolitan Museum of Art
Secondary	Modern World History	May	UN Headquarters
Secondary	Modern European Art History	May	The Metropolitan Museum of Art
Secondary	AP Studio Art - Grades 10-12	May	Storm King Art Center
Secondary	AP Studio Art - Grades 10-12	May	Dia Beacon
Secondary	History 1 CP	May	Statue of Liberty
Secondary	Music	May	Lincoln Center
Secondary	History 1 CP	May	Ellis Island
Secondary	History 1 CP	May	Tenement Museum
Secondary	Mathematics	May	Caldwell University
Secondary	Science	May	Duke Farms
Secondary	Italian AP	May	Garden of Sculpture
Secondary	Science	May	South Mountain Reservation
Secondary	Grade 7 ELA	May	Pax Amicus Theater
Secondary	MPMS Select Chorus/Jazz Band/Chamber Orchestra	May	High Note Festival and Great Adventure
Secondary	Grade 7 Chorus/Band/Orchestra	June	Festival and Dorney Park
Secondary	Grade 8	June	Hershey Park
Secondary	Physical Education	June	Hanover Lanes
Secondary	World Language	June	Barnes Foundation
Secondary	Tech & Design	June	Haines Pool

The following is a list of CBI (Community Based Instruction) sites for LHS students in the CBI and CIP programs for the 2022-2023 school year:

<b>Business</b>
7-11 Convenience Store
Aldi
Amazing Savings
Best Buy
Container Store
CVS
Dicks Sporting Goods
Dollar Store
DSW Shoes
Dunkin' Donuts
Home Depot
HomeGoods
Kings
Livingston Bagel
Livingston Diner
Livingston Mall
Marshalls
Nordstrom Rack
PetSmart
Post Office
Ritz Diner
ShopRite
Subway
Target
TJ Maxx
Ulta
Walgreens
World Market



			School Year 2022-2023			Extraordinary Services			Extended School Year			
<u>School</u>	<u>Program Type</u>	<u>Type</u>	<u># of Stud</u>	<u>Tuition 2022-2023</u>	<u>Total Tuition</u>	<u># of Stud</u>		<u>Aide(s)</u>	<u># of Stud</u>	<u>ESY Tuition</u>	<u>Total ESY Tuition</u>	<u>Total School</u>
Roxbury Township Public Schools	Multiple Disabilities	R	1	\$ 17,646.00	\$ 17,646.00							\$ 17,646.00
Total			1		\$ 17,646.00	0		\$ -	0		\$ -	\$ 17,646.00

Type

Renewal (R) indicates that the student has been at that OOD school and is continuing to be placed there.

New (N) indicates that the student is a newly placed OOD student or an additional service has been added.

Transfer (T) indicates that the student has been OOD, but has transferred to another OOD school.

New to District (ND) indicated that the student moved in and was already placed OOD.

Conference	Attendee(s)	Date(s)	Location	Cost
<i>Data Science Virtual Workshop for High School Teachers: Units 5-8 of the Youcubed Curriculum</i>	Patrick Catalano	October 6 and October 27, 2022	Virtual	\$995.00
Data Teams: The Data Institute, Ulster BOCES	Natalie Topylko	October 13 through April 23, 2023	New Paltz, NY	\$800.00
Conference for Educational Coaches 2022	Lisa LeBlanc	October 12-13, 2022	Virtual	\$169.00
2022 NJPSA/FEA/NJASCD Conference - Courageous Leadership	Michelle Cebula	October 12-14, 2022	Atlantic City, NJ	\$700.00
2022 NJPSA/FEA/NJASCD Conference - Courageous Leadership*	Lorena Dolan	October 12-14, 2022	Atlantic City, NJ	\$700.00
Meaningful Speech Course: gestalt language and scripting	Brittany Arrington	October 13- 17, 2022	Virtual	\$349.00
ATEC: Fall Conference	Diane Sigalas	October 14-16, 2022	New Orleans, LA	0
We Got This: Literacy Instruction that Promotes Equity, Access and Being Who Our Students Need Us to Be	Lara Schipior	October 20, 2022	New Brunswick, NJ	\$175.00
Rutgers Center for Literacy Development Series	Maureen Biss	October 20, 2022	New Brunswick, NJ	\$175.00
IMSE: Morphology Plus Virtual	Lisa Capone-Steiger	November 5-13, 2022	Virtual	\$1,275.00
NCTE Conference: The National Council of Teachers of English	Michelle Sapolnick	November 16-20, 2022	Anaheim, CA	\$2,215.00
NCTE Conference: The National Council of Teachers of English	Jordan Virgil	November 16-20, 2022	Anaheim, CA	\$2,215.00
NCTE Conference: The National Council of Teachers of English	Anthony Fischer	November 16-20, 2022	Anaheim, CA	\$2,765.84
NCTE ALAN Conference: The Assembly on Literature for Adolescents	Suzanne Stekert	Nov 21-22, 2022	Anaheim, CA	\$350.00
NCSS Annual Conference	Daniel Ippolito	Decemeber 2-3, 2022	Philadelphia, PA	\$1,014.00
NCSS Annual Conference	Vanessa Stock	Decemeber 2-3, 2022	Philadelphia, PA	\$1,014.00

*\*already approved - adjusting dates and cost*

<b>Last Name</b>	<b>First Name</b>	<b>Location</b>	<b>Job Title</b>	<b>Guide</b>	<b>Step</b>	<b>Salary</b>	<b>Start Date</b>
<b>APPOINTMENTS</b>							
Bailon	Sol Carmen	COL	Instructional Aide	I&KA	1	\$26,033 (prorated)	10/10/2022
Burger*	Andrew	RHE	Instructional Aide	I&KA	1	\$26,033 (prorated)	9/13/2022
Champagne*	Sharajhen	BHE	ABA Discrete Trial TA	TA	1	\$33,454 (prorated)	10/6/2022
Hussein	Nancy	COL	Instructional Aide	I&KA	1	\$26,033 (prorated)	10/10/2022
Kazemi*	Susan	MPE	Instructional Aide	I&KA	1	\$26,033 (prorated)	9/2/2022
Malleo	Giancarlo	BHE	ABA Discrete Trial TA	TA	1	\$33,454 (prorated)	10/3/2022
Silverman	Samantha	HMS	Instructional Aide	I&KA	1	\$26,033 (prorated)	10/18/2022
Sobocinski	Olivia	MPMS	Instructional Aide	I&KA	1	\$26,033 (prorated)	10/6/2022
Zhang*	Robert	COL	Instructional Aide	I&KA	1	\$26,033 (prorated)	9/19/2022

*\*amended from previous agenda*

LOC	Last Name	First Name	Position
BHE	Baijal	Shivani	ABA Discrete Trial TA
BHE	Bennett	Barbara	ABA Discrete Trial TA
BHE	Binsol	Dulce	ABA Discrete Trial TA
BHE	Camacho	Jorge	ABA Discrete Trial TA
BHE	Carr (Harte)	Lauren	ABA Discrete Trial TA
BHE	Champagne	Sharajhen	ABA Discrete Trial TA
BHE	DiTacconi	Suzanne	ABA Discrete Trial TA
BHE	Dulny	Randy	ABA Discrete Trial TA
BHE	Gille	Susan	ABA Discrete Trial TA
BHE	Gurmankin	Zachary	ABA Discrete Trial TA
BHE	Liu-Hom	Luyi	ABA Discrete Trial TA
BHE	Patra	Rumana	ABA Discrete Trial TA
BHE	Parikh	Nital	ABA Discrete Trial TA
BHE	Rodriguez	Vanessa	ABA Discrete Trial TA
BHE	Schiavone	MaryGrace	ABA Discrete Trial TA
BHE	Sullivan	Daniel	ABA Discrete Trial TA
BHE	Thomas	Benny	ABA Discrete Trial TA
BHE	Turnbull	Hilary	ABA Discrete Trial TA
BHE	Wynn	Alexandra	ABA Discrete Trial TA
BHE	Yeung	Teri	ABA Discrete Trial TA
BHE	Zehtabchi	Shiva	ABA Discrete Trial TA
BHE	Alexander	Katarina	Instructional Aide
BHE	Chhadwa	Khyati	Instructional Aide
BHE	Kalisek	Susan	Instructional Aide
BHE	Kanzi	Nagwa	Instructional Aide
BHE	Ramanayake	Hemantha	Instructional Aide
BHE	Silberfein	Carol	Instructional Aide
BHE	Slurzberg	Heidi	Instructional Aide
BHE	Haaker	Lisa	Preschool Teacher Asst.
BHE	Lindsey	Catherine	Preschool Teacher Asst.
BHE	Petrillo	Sharon	Preschool Teacher Asst.
BHE	Treiber	Sharon	Campus Aide
COL	Brown	Lauri	Instructional Aide
COL	DeFuria	Cindy	Instructional Aide
COL	Fern	Laurie	Instructional Aide
COL	Kahl	Lisa	Instructional Aide
COL	Pasquarosa	Marlena	Instructional Aide
COL	Platek	Bonnie	Instructional Aide
COL	Sanders	Wendy	Instructional Aide

HAR	Cullen	Lauren	Instructional Aide
HAR	Flood	Caroline	Instructional Aide
HAR	Goldman	Bonnie	Instructional Aide
HAR	Iftikhar	Ainne	instructional Aide
HAR	Kiernan	Susan	Instructional Aide
HAR	Lin	Joanna	Instructional Aide
HAR	Quagliato (Dasti)	Caitlin	Instructional Aide
HAR	Russo	Kelly-Ann	Instructional Aide
HAR	Smith	Noreen	Instructional Aide
HAR	Terrana	Diana	Instructional Aide
HAR	Volpe	Pamela	Instructional Aide
HAR	Aguilera	Lourdes	Campus Aide
HIL	Davner	Maxine	Instructional Aide
HIL	Gregory-Egypt	Sharron	Instructional Aide
HIL	Hanna	Megan	instructional Aide
HIL	Kane	Shari	Instructional Aide
HIL	Marrero	Axel	Instructional Aide
HIL	Patterson	Donna	Instructional Aide
HIL	Salvadore	Deanamarie	Instructional Aide
HIL	Schoenbach	Michelle	Instructional Aide
HIL	Stefanelli	Lisa	Instructional Aide
HIL	Wolf	Sophie	Instructional Aide
HIL	Garrido	Shirley Osco	Kindergarten Aide
HIL	Valese	Jill	Playground Aide
HIL	Spirou	Helen	Playground Aide
MPE	Almgren	Laura	Instructional Aide
MPE	Atkins	Margaret	Instructional Aide
MPE	Basarab	Susan	Instructional Aide
MPE	Cavaliere	Monica	Instructional Aide
MPE	Dagistino	Amy	Instructional Aide
MPE	Fabrizio	MaryEllen	Instructional Aide
MPE	Mauti	Darlene	Instructional Aide
MPE	Mehta	Sejal	Instructional Aide
MPE	Verniero	Emily	Instructional Aide
MPE	Zolna	Nancy	Instructional Aide
RHE	Bach	Eileen	Instructional Aide
RHE	Choi	Kayla	Instructional Aide

\$18/class

\$18/class

RHE	Giambattista	Monica	Instructional Aide
RHE	Hans	Emily	Instructional Aide
RHE	Levy	Julie	Instructional Aide
RHE	Massoni	Camille	Instructional Aide
RHE	Oqueli	Sophia	ABA Discrete Trial TA
HMS	Bonvini	Luca	Instructional Aide
HMS	Dascoli	Lisa	Instructional Aide
HMS	Goldstein	Alyson	Instructional Aide
HMS	Goldstein	Eryn	Instructional Aide
HMS	Haley	Karen	Instructional Aide
HMS	Miles	Elisabeth	Instructional Aide
HMS	Ratner	Cheri	ABA Discrete Trial TA
HMS	Wescott	Margaret	ABA Discrete Trial TA
LHS	Anand	Swarandeep	Instructional Aide
LHS	Blount	Joanne	Instructional Aide
LHS	Bonvini	Lisa	Instructional Aide
LHS	Girone	Deborah	Instructional Aide
LHS	Hubert	Jennifer	Instructional Aide
LHS	Leone	Benjamin	Instructional Aide
LHS	Marucci	Karen	Instructional Aide
LHS	Rigas	Patricia	Instructional Aide
LHS	Sheehan	Francis	Instructional Aide
LHS	Strumeyer	Stacey	Instructional Aide
LHS	Szalay	Ann	Instructional Aide
LHS	Ziegler	Andrew	Instructional Aide
LHS	Hughes	Kimberly	Job Coach
LHS	Kulik	Vincent	Job Coach
LHS	Rosenstark	Marci	Job Coach

NAME	DATE	POSITION	#HOURS WORKED	RATE	TOTAL AMOUNT
Ackerman, Martha	9/30/2022	Game Worker/Football	3	\$22.50	\$67.50
Alessio, Karen	9/23/2022	Game Worker/Football	2.5	\$22.50	\$56.25
Barbella, Ron	9/1/2022	Game Worker/Football	5.5	\$22.50	\$123.75
Casale, Kim	9/22/2022	Game Worker/Football	4.5	\$22.50	\$101.25
Cuneo, Ernie	9/22/2022	Game Worker/Football	5.5	\$22.50	\$123.75
	9/30/2022	Game Worker/Football	5.5	\$22.50	\$123.75
Ennis, Mickey	9/22/2022	Game Worker/Football	5	\$22.50	\$112.50
	9/30/2022	Game Worker/Football	5	\$22.50	\$112.50
Goldberg, Joann	9/22/2022	Game Worker/Football	2.5	\$22.50	\$56.25
	9/30/2022	Game Worker/Football	3	\$22.50	\$67.50
Held, Nancy	9/22/2022	Game Worker/Football	2.5	\$22.50	\$56.25
	9/30/2022	Game Worker/Football	3	\$22.50	\$67.50
Homberg, Cathy	9/22/2022	Game Worker/Football	2.5	\$22.50	\$56.25
Rulka, Katey	9/30/2022	Game Worker/Football	3	\$22.50	\$67.50
Schwindel, Kate	8/26/2022	Game Worker/Football	4.5	\$22.50	\$101.25
	9/1/2022	Game Worker/Football	4.5	\$22.50	\$101.25
	9/22/2022	Game Worker/Football	4	\$22.50	\$90.00
Sullivan, Joe	9/15/2022	Security MPM Back to School	3.75	\$25.00	\$93.75
	9/21/2022	Security Harrison Fall Picnic	2	\$25.00	\$50.00
	10/6/2022	Truancy/Security	1.5	\$25.00	\$37.50
Sullivan, Margaret	9/30/2022	Game Worker/Football	3	\$22.50	\$67.50
Szalay, Ann	9/30/2022	Game Worker/Football	3	\$22.50	\$67.50
Weber, Doug	8/26/2022	Game Worker/Football	5.5	\$25.00	\$137.50
	9/1/2022	Game Worker/Football	4	\$25.00	\$100.00
					<b>\$2,038.75</b>

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b># classes</b>	<b>Effective Date</b>
Bianco, Gina*	Teacher of Art	HMS	0.16	8/30/2022-6/30/2023
Fiore, Alexandra*	Teacher of Art	MPMS	0.08	8/30/2022-6/30/2023
Rupert, Jennifer*	Teacher of Music	MPMS	0.08	8/30/2022-6/30/2023
Megaro, Brian	Teacher of Tech Ed	LHS	0.1	8/30/2022-6/30/2023
Catalano, Patrick*	Teacher of Math	LHS	0.2	9/1/2022-10/18/2022
Dominguez, Bert*	Teacher of Math	LHS	0.2	9/1/2022-10/18/2022
Peklo, Will*	Teacher of Math	LHS	0.2	9/1/2022-10/18/2022
Morano, Mary	Teacher of Social Studies	HMS	0.1	8/30/2022-6/30/2023
LeBlanc, Lisa	Tech Coach	HMS	0.1	8/30/2022-6/30/2023
Gengaro, Marissa	TOSD	Hillside	0.2	10/14/2022-6/30/2023

*\*amended from previous agenda*



**2022 SUMMER HOURS FOR  
PROCESSING ATHLETIC PAPERWORK**

**Nursing Staff:** Not to exceed 30 Hours Total

Lisa Garamella  
Kathleen Giordano

Hillside School Nurse  
RHE School Nurse

<b>Position</b>		<b>Amount</b>	<b>Assigned staff member(s)</b>
OSE Science Materials Manager	1	\$50.36/hour not to exceed 30 hours	Kimberly Nicolette
Team Coord. For Cycles	1	\$927.00	Kristy DeMiceli
Team Coord. For Cycles	1	\$927.00	Suzanne Steckert
Literary Magazine*	1	\$967.50	Melissa Robol
Literary Magazine*	1	\$483.75	Shawna Byer
Literary Magazine*	1	\$483.75	Dina Ferraro
Intramural Coaches		\$39.08 per hour	Stephanie Fox
			Rachel Montesion
			Joseph Sullivan

*\*amended from previous agenda*

<b>2022-2023</b> <b>LHS</b> <b>Co-Curricular Stipends</b>			
<b>Position</b>	<b># of Positions</b>	<b>Amount</b>	<b>Approved 2022-2023</b>
Forensics & Debate Team	2	\$3,869	Kathryn Picardo
Chess Team Coach	1	\$3,869	William Peklo
Detention Saturday		\$42.52	Swarandeep Anand

<b>Stipend</b>	<b>Positions</b>	<b># of Stipend s</b>	<b>Stipend Amount</b>	<b>Last Name</b>	<b>First Name</b>
Girls Lacrosse	Assistants	2	\$8,320	Rossi	Victoria
Strength Training Fall*	Head	2	\$3,250	Jones	Dave
Intramural Coaches			\$39.39/hr	Cuneo	Ernie
Game Worker				Gromek	Melissa
Game Worker				Nedza	Stacy

*\*amended from previous agenda*

**DISTRICT STIPENDS**

<b>Stipend</b>	<b>Amount</b>	<b>Recommendation</b>
ESL Coordinator	\$5,159	Kristina Dugan
Home Economics Coordinator	\$644.80	Melissa DeAngelus
	\$644.80	Laura Richards
	\$644.80	Danielle Morales
	\$644.80	Susan Stevenson
	\$644.80	Jennifer Larsen

Last Name	First Name	School	Position	Mentor	Fee	Notes
Eagle*	Linda	Harrison	Teacher of ESL	Celine Falchetta	\$367	Last 20 weeks
Mascera*	Lisa	LHS	Teacher of Social St	Kimberly Costanzo	\$220	Last 11 weeks

*\*amended from previous agenda*

Employee#	Last Name	First Name	Location	Hire Date	Contingency	Balance	Sick	Balance	Accumulated Sick	Balance	Accumulated Contingency	Balance	Total Days as of 6/30/2020	Total Payout @ \$50/day
4227	ESPINOSA	GABRIEL	91	8/19/1991	Contingency	4	Sick	14	Sick-Accumulated	367	Contingency-Accumulated	47.5	432.5	\$ 21,625
4236	FARMER	ALAN	25	2/1/1989	Contingency	3	Sick	9.5	Sick-Accumulated	350.5	Contingency-Accumulated	111	474	\$ 23,700

LIVINGSTON SCHOOL DISTRICT  
Livingston, New Jersey 07039

Registrar

QUALIFICATIONS:

1. Bachelor's Degree preferred.
2. Ability to effectively provide service to stakeholders.
3. Ability to effectively prioritize work, organize and evaluate data, and provide reports.
4. Proficient on all Microsoft Office Applications and google platforms.
5. Working knowledge of Student Information Systems.
6. Ability to work a flexible schedule to accommodate duties and responsibilities of position.
7. Ability to develop and maintain cordial and supportive relationships with members of administration, staff, students, parents, and community members.
8. Willingness and ability to improve skills necessary for efficient and effective operation of the office to which assigned.
9. Such alternatives to the above qualifications as the Board may find appropriate.

REPORTS TO: School Business Administrator

JOB GOALS: Facilitate smooth operation of the district's registration processes and assists inputting new student data into the district's student information system.

JOB RESPONSIBILITIES:

1. Perform all aspects of new student registration, collection, verification and follow-up of all paperwork and entry into the computer system (Preschool through Grade 12).
2. Communicate the registration process and appropriate district policies and procedures to all new students/families and continue to adapt this process to meet the needs of an ever changing and diverse community.
3. Create and provide support to all families regarding the Student Information Parent Portal.
4. Ensure accurate and complete input of student and family data into the student information system.
5. Responsible for obtaining updated rental information to ensure residency compliance.
6. Work closely with appropriate district staff if needed to verify residency compliance.
7. Address incoming inquiries and concerns regarding registration. When necessary, direct to appropriate individuals within the district for resolution. Responsible for following all items through to closure.
8. Work with administration on school assignment and communicate information to the appropriate school and district staff.
9. Prepare and maintain an ongoing census of all incoming students, as well as current student enrollment listings by grade and school, and perform analysis as requested.
10. Assist administrative staff in the preparation of reports and other materials as requested.
11. Provide enrollment data as requested.
12. Coordinate the registration process with each school location.



13. Establish start dates for new students.
14. Process student summer elementary withdrawals from the district.
15. Prepare registration information for placement on the district's website.
16. Ensure that prospective students provide the proper residency documentation.
17. Recommend process improvements and find efficiency to further enhance the registration process.
18. Support front desk personnel by answering calls, door bells and ensuring coverage for lunch and/or absences.
19. Recommend new or revised forms and procedures as necessary.
20. Serve as back-up for the district facilities person and provide additional support as directed.
21. Perform other duties and responsibilities incidental to the office or as assigned.

#### TERMS OF EMPLOYMENT:

This is a non-affiliated, twelve month, position with compensation to be negotiated with the Superintendent and approved by the Board.

#### EVALUATION:

The performance of this position will be evaluated annually by the Business Administrator in accordance with the provisions of the Board's policy on evaluation of professional personnel.

Approved:

**LIVINGSTON SCHOOL DISTRICT**  
**Livingston, New Jersey 07039**

**SUPPORT STAFF - B&G**

**QUALIFICATIONS:**

1. BA Degree preferred.
2. Ability to effectively provide service to stakeholders.
3. Ability to effectively prioritize work, organize and evaluate data, and provide reports.
4. Proficient on all Microsoft Office Applications and google platforms.
5. Working knowledge of relevant school district software systems.
6. Ability to work a flexible schedule to accommodate duties and responsibilities of position.
7. Ability to develop and maintain cordial and supportive relationships with members of administration, staff, students, parents, and community members.
8. Willingness and ability to improve skills necessary for efficient and effective operation of the office to which assigned.
9. Such alternatives and additions to the above qualifications as the Board may find acceptable.

**REPORTS TO:** Buildings and Grounds Manager

**JOB GOALS:** The individual in this position is responsible for supporting the efficient and effective operation of the district's facilities department. This includes facilitating communications within the office and fielding interactions with staff, vendors and the public.

**JOB RESPONSIBILITIES:**

**B&G Department**

1. Perform all assignments in an efficient manner.
2. Maintain efficient records.
3. Order and maintain supplies as needed.
4. Enter purchase requisitions.
5. Assist administrative staff in the preparation of reports and other materials as requested by the immediate supervisor.
6. Maintain a cordial and supportive relationship with various stakeholders.
7. Maintain and improve skills necessary for efficient and effective operations of the office to which assigned.
8. Greet visitors and contractors and direct them to the appropriate departments, individuals, or schools.
9. Schedule meeting rooms and conference calls as needed.
10. Maintain confidential department files/records
11. Proficient use of computer platforms in use within the district.

### **Facility Use Coordination**

1. Schedule, arrange, coordinate District Facility rentals.
2. Maintain District's facility usage calendar.
3. Work cooperatively with schools and administrative personnel for the successful scheduling of facilities and events outside of regular school hours.
4. Coordinate with schools and administration on facility space utilization.
5. Serve as a resource to school personnel in matters of facility planning.
6. Coordinate custodial, technical and other district resources required for successful events within the District.
7. Communicate and keep all parties informed of potential problems or unusual events.
8. Respond to inquiries and concerns in a timely manner.
9. Demonstrate initiative in identifying potential problems or opportunities for improvement.
10. Serve as District liaison for all internal and external organizations.
11. Oversee safe and proper utilization and maintenance of all District resources.
12. Process invoices and bills for use of facilities.
13. Review and verify payments.
14. Maintain knowledge of regular school events.
15. Coordinate with the Athletic Director on use of LHS gyms and athletic fields for outside groups.

This position will also be responsible for all other duties as assigned.

### **TERMS OF EMPLOYMENT:**

This is a non-affiliated, twelve month, full time position with compensation to be negotiated with the Superintendent and approved by the Board.

### **EVALUATION:**

The performance of this position will be evaluated annually in accordance with the provisions of the Board's policy on evaluation.

Board approval date: February 10, 1986

**LIVINGSTON SCHOOL DISTRICT**  
**Livingston, New Jersey 07039**

**Part-Time Audio/Visual Technician**

**QUALIFICATIONS:**

1. Experience with the operation, maintenance and repair of audiovisual equipment, PC's and MAC's.
2. Experience with setting up and managing virtual meetings and/or webinars through Zoom or Google Meet.
3. Ability to effectively communicate with students, staff, parents and administration.
4. Valid NJDOE Teaching or Substitute certification ~~required~~ **strongly preferred.**

**REPORTS TO:** Director of Technology & Innovation

**JOB GOALS:** Provide audiovisual support for various after-school, evening and weekend events throughout the school year.

**RESPONSIBILITIES:**

1. Setup and utilize auditorium and presentation sound systems, microphones, wiring, wired and wireless intercom systems, as well as computerized and analog theatrical lighting systems and instruments.
2. Produce recordings of meetings and events including but not limited to shooting, direction, switching, technical direction, audio, graphics, and editing of presentation and public meeting video for public viewing and archival storage.
3. Troubleshoot A/V systems in auditorium spaces (light boards, sound boards, dimmer systems, high lumens projectors).

**TERMS OF EMPLOYMENT:**

This is a part-time position supporting events after school, evenings and weekends.

**EVALUATION:**

The performance of this position will be evaluated annually in accordance with the provisions of the Board's policy on evaluation of professional personnel.

Board approval date: September 6, 2022

# REGULATION

## LIVINGSTON BOARD OF EDUCATION

BYLAWS  
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Board Committees

### 0155 BOARD COMMITTEES

The Livingston Board of Education has established three standing committees: Curriculum, Finance/Facilities and Policy. The following establishes general and specific guidelines related to the newly created committee structure.

#### General Guidelines

1. Committee meetings shall have specific agendas built cooperatively between the committee chairpersons and the Superintendent or his/her designee. Committee chairpersons will be responsible for ensuring agendas are available to all committee members at least 24 hours before committee meetings. A calendar of meeting dates will be shared with committee members, the Board, and the Superintendent.
2. Preferably, committee meetings should last no longer than necessary to complete the established agenda, respecting committee members' time.
3. Minutes of the meeting will be compiled and distributed to all Board members, a minimum of 24 hours prior to the next Board of Education meeting.

School Board Standing Committees exist to facilitate the work of the school board. Each standing committee has a board member that serves as chair, a second board member as a member of the committee. Each committee will have District administration representation, as well as representation of faculty and staff members, when appropriate. If an assigned committee member cannot attend a meeting, he or she should inform the chair so that the Board President or his/her- designee may attend.

Standing committees are not decision-making bodies. They:

1. make recommendations to the full Board.
2. study issues more deeply than time would allow at the board meeting.
3. allow for community or staff input on relevant issues, as needed.

#### Curriculum Committee

Purpose: review and recommend textbook selection, new programs, curriculum and assessment modifications, test results, various data elements and academic progress to the full Board.

Some of the functions of the Committee are to:



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1. Review current instructional materials and ~~future~~-options for future updating those materials at all levels. Textbooks and other materials are discussed and examined for course relevance and appropriateness before being presented to the Board of Education for approval.
2. Review recommendations of new text-books, courseware and other materialstechnology and report findings to the ~~full~~-Board of Education.
3. Review curriculum adoption and implementation cycle in collaboration with the Directors of Curriculum and Instruction, Assistant Superintendent and Superintendent and report to the ~~full~~-Board of Education as appropriate.
4. Receive updates regarding curriculum mandates and ensure that action is taken to implement necessary programs.
5. Ensure that resources are planned for in the area of curriculum review and staff development to support curriculum programs within the community's financial resources.
6. Review standardized test and evaluation results of the District prior to ~~the full~~ Board-presentation to the Board of Education.
7. Inform and direct the Board of Education's annual approval of learning goals in support of the District's educational mission.
8. Guide the Board of Education in periodic assessment of progress toward achievement of these goals in compliance with the LPS District's Strategic Plan.
9. Attend information meetings with ~~appropriate~~-professional staff members as assigned by the Superintendent or his or her designee, to dealing with curriculum items including current and innovative curricular matters as representatives of the Board of Education, as appropriate.

### Finance & Facilities

Purpose: ~~w~~Work with the Business Administrator and the Superintendent on the District finances and issues relating to the funding of the District. In addition, the committee ~~will~~ould be apprised of the District's physical operating systems and structures, including District buildings and fields, capital projects, maintenance and repairs and construction.

Some functions of the Committee are to:

1. Review and monitor issues related to the ~~school~~-District budget.
2. Recommend cost effective and efficient projects and initiatives for consideration by the full-Board of Education~~consideration~~.
3. Review the needs and uses of District buildings and grounds.
4. Study the budgetary impact of suggested improvements.



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5. ~~With input from administration, Recommend, with input from administration,~~ long- and short-term uses and facility improvement plans ~~that are~~ in the best interest of the community and the District.
6. Explore alternative revenue sources to supplement the District's budget and financial goals.

### Policy:

Purpose: Work with the Manager of Human Resources and the Superintendent to review, revise, and draft District's Bylaws, Policies, and mandated Regulations. The committee brings recommendations to add or change policies to the ~~full~~ Board of Education for discussion and adoption.

Some functions of the Committee are to:

1. Review Bylaw, Policy, and Regulation recommendations and mandated updates as submitted by policy consultant.
2. Prepare Bylaws, Policies, and mandated Regulations and appropriate revisions for ~~full~~ Board of Education review ~~of the BOE~~.
3. Suggest policies that may require review or modification as topics arise within the community that would require the same.
4. Provide an explanation to the Board of any new Bylaws, Policies, or mandated Regulations proposed for adoption and any subsequent changes to the same.

### Diversity Equity, and Inclusion:

Purpose: The Diversity, Equity and Inclusion Committee will meet throughout the academic year and work with the Superintendent and Assistant Superintendent and provide support, guidance and information about issues related to diversity, equity and inclusion in our schools, activities, and programs, as appropriate.

Some functions of the Diversity, Equity and Inclusion Committee are to:

- Promote inclusion and equity for all within our schools by examining issues of institutional equity.
- Review and analyze student performance, program participation and appropriate data to inform Board of Education policy developments and updates.
- Review and analyze the District's Comprehensive Equity Plan
- Support District efforts and District initiatives that enable the District to hire a more diverse workforce



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- Review and recommendation of new and/or revised language to board policies to guide and support focus that is anti-racist and is supportive of diversity, equity, and inclusion throughout the District.
- Ensure District is progressing in the area of Diversity, Equity and Inclusion, including achievement and support of any stated district-wide goals and action plans.

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Issued 10/16/17  
Revised: April 5, 2022





# POLICY

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### ~~NO CHILD LEFT BEHIND PROGRAM~~Every Student Succeeds Act (M)

#### 2415 ~~NO CHILD LEFT BEHIND PROGRAM~~EVERY STUDENT SUCCEEDS ACT (M)

The Every Student Succeeds Act (ESSA) is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 that provides Federal funds to help all New Jersey's school children achieve. The purpose of the ESSA is to ensure all students have equitable access to high-quality educational resources and opportunities and to close educational achievement gaps. The Board of Education elects to augment the instructional program of students by projects supported by Federal funds allocated under the ESSA and the District will comply with the requirements of all the programs authorized by the ~~ESSA~~No Child Left Behind Act (NCLB) of 2001 is a reauthorization of the Elementary and Secondary Education Act (ESEA)/Improving America's Schools Act (IASA) 1994, providing funds to help all of New Jersey's school children achieve, at a minimum, proficiency in the State standards. ~~NCLB embodies four key principles or pillars of education reform: accountability, flexibility, choice, and methodology. The Board of Education elects to augment the instructional program of pupils by projects supported by federal funds allocated under NCLB and the district will comply with the requirements of all the programs authorized by NCLB.~~

The ~~d~~District may be eligible for several grant programs funded through ~~the ESSA~~NCLB, including, but not limited to, Title I through Title VII. Many of the Titles of ~~NCLB~~ESSA have several parts and subparts that provide a funding source for specific purposes.

#### Application Procedure

The district will submit an annual ~~No Child Left Behind~~ESSA Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE ~~and and the~~ ESSANCLB for the district to be considered for funding under the ESSANCLB.

#### Covered Programs

Formula grants under the ESSA are non-competitive grants that school districts are eligible for based on the make-up of their student bodies. These formula grants for each Title are committed to different purposes and may be used to support different activities and programs.~~The intent of NCLB is that all children will meet State academic achievement standards to reach their potential through improved programs. The NCLB Consolidated Formula Subgrant includes the following programs:~~

- ~~1. Title I, Part A provides the programs and resources for disadvantaged students to meet this intent. It requires the State and the district to close the achievement gap by placing a highly qualified teacher in every classroom;~~

NO CHILD LEFT BEHIND PROGRAM Every Student Succeeds Act (M)

- ~~improving the qualifications of paraprofessionals who work with disadvantaged students, and using instructional practices that have proven to be effective;~~
- ~~2. Title I, Part D serves neglected and delinquent youth in institutions, community day programs, and correctional facilities to assure they also attain high academic levels of performance;~~
- ~~3. Title II, Part A provides the resources for improving teacher and Principal quality and increasing the number of highly qualified teachers and Principals in classrooms and schools, thereby raising student achievement in the academic subjects. It focuses on preparing, training, and recruiting high-quality teachers and Principals and requires the State to develop plans with annual measurable objectives that will ensure all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year;~~
- ~~4. Title II, Part D facilitates comprehensive and integrated educational technology strategies that target the specific needs of individual schools. It improves student academic achievement through the use of technology in elementary and secondary schools, while addressing the digital divide such that every student is technologically literate by the end of eighth grade. Effective integration of technology resources and systems with teacher training and curriculum development are encouraged in order to identify and showcase best practices in educational technology;~~
- ~~5. Title III, Part A focuses on the teaching of English to limited English proficient (LEP) children, including immigrant children and youth;~~
- ~~6. Title IV, Part A provides resources for fostering a safe and drug-free learning environment that supports academic achievement;~~
- ~~7. Title V, Part A provides a flexible source of funding to help districts in the development and implementation of various innovative reform initiatives;~~
- ~~8. Title VI, Part B addresses the unique needs of rural school districts;~~
- ~~9. Title IX covers the general provisions applicable to some/all of the programs;~~

~~Throughout NCLB, the use of solid research to improve teaching and learning as well as student behavior is required and promoted, and parent(s)/legal guardian(s) are provided with~~



~~NO CHILD LEFT BEHIND PROGRAM~~ Every Student Succeeds Act (M)

~~information and options to improve the educational opportunities provided for their children. The emphasis on scientifically-based methodology encourages the use of teaching techniques and practices that are founded on research and proven to produce positive results.~~

## Title I

The largest federal program supporting elementary and secondary education is Title I. ~~The ESSA NCLB~~ strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also establishes minimum qualifications for teachers and paraprofessionals in Title I programs.

The school district must use the best available measure for identifying children from low-income families to identify eligible school attendance areas, determine the ranking of each area and to determine allocations as identified in the Title I guidelines and regulations.

The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children.

The school district will provide the New Jersey Department of Education assurances it will provide the maximum coordination between the Title I program, the regular school program, and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, children with disabilities and limited English ~~Language Learner proficient (ELL/LEP)~~ children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

## Type of Title I Program

The school district will offer a Target Assistance Title I program and will provide targeted services to low-achieving students. A Target Assistance program will be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.

## New Jersey Department of Education Accountability System

~~The District will comply with the accountability system established by the New Jersey Department of Education and outlined in the New Jersey State Plan and approved by the United States Department of Education.~~  
~~Academic Standards, Academic Assessments and Accountability~~

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### ~~NO CHILD LEFT BEHIND PROGRAM~~Every Student Succeeds Act (M)

~~The district will comply with the requirements as outlined in Policy 2415.01 – Academic Standards, Academic Assessments and Accountability in accordance with the NJDOE and NCLB.~~

#### Fiscal Responsibility

The district will comply with the requirements as outlined in Policy 2415.02 Title I – Fiscal Responsibilities in accordance with the NJDOE and the ESSA~~NCLB~~.

#### Staff

~~The district will comply with the staff certification requirements of the ESSA and the NJDOE. In addition, the district will ensure all paraprofessionals meet the requirements as established by the ESSA and as outlined in Policy 4125 – Employment of Support Staff Members. The district will comply with the requirements as outlined in Policy 2415.03 – Highly Qualified Teachers in accordance with the NJDOE and NCLB. In addition, the district will ensure all paraprofessionals meet the requirements as required by NCLB and as outlined in Policy 4125 – Employment of Support Staff Members.~~

#### Parent and Family Engagement

~~The District will comply with the requirements as outlined in Policy 2415.04 – Title I – District-Wide Parent and Family Engagement and Policy 2415.50 – Title I – School Parent and Family Engagement as applicable in accordance with the NJDOE and the ESSA.~~

#### Parental Involvement

~~The district will comply with the requirements as outlined in Policy 2415.04 – Parental Involvement in accordance with the NJDOE and NCLB.~~

#### Pupil~~Student~~ Surveys, Analysis and/or Evaluations

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive federal funding from the United States Department of Education. The district will comply with the requirements as outlined in Policy 2415.05 - Pupil Surveys, Analysis and/or Evaluations in accordance with PPRA.

#### Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous or in accordance with the Victims of Violent Criminal Offenses as outlined in the ESSA~~NCLB~~,

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### ~~NO CHILD LEFT BEHIND PROGRAM~~Every Student Succeeds Act (M)

the ~~d~~District will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and the ESSA~~NCLB~~.

#### Property

Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with State and ~~f~~Federal guidelines.

#### Capital Expenses

The Superintendent will assure the district abides by New Jersey's Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school pupils; ensure accounts for any capital funding is separately maintained; and assure lease purchase agreements are consistent with applicable statute and administrative code.

#### Post-Award Requirements

The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

#### Supplement, Not Supplant

Grant funds provided under Federal programs, including the ESEA of 1965 as amended by the ESSA, shall supplement, not supplant the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under the ESEA of 1965 as amended by the ESSA.~~Grant funds provide under federal programs, including No Child Left Behind funding, shall supplement, not supplant other non-federal funds that are available to provide programs and services to eligible students, unless otherwise provided in the grant program.~~

#### ~~State Waiver from Certain Provisions of No Child Left Behind (NCLB)~~

~~The State of New Jersey may receive a waiver(s) from certain provisions of NCLB from the United States Department of Education. A waiver(s) may affect the applicability of the school district's NCLB policies and/or regulations. In the event a waiver(s) affects the applicability of Board of Education NCLB policies and/or regulations, the waiver provisions~~



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### ~~NO CHILD LEFT BEHIND PROGRAM~~Every Student Succeeds Act (M)

~~shall supersede current Board policies and/or regulations and the school district shall comply with the requirements as outlined by the New Jersey Department of Education in accordance with the waiver(s) application and approval(s) from the United States Department of Education.~~

#### Evaluation

The Superintendent will evaluate the ESSANCLB programs as required by the United States and the New Jersey Departments of Education in accordance with the Act.

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.

~~No Child Left Behind Act of 2001~~

Adopted: 16 August 2010

Revised: 20 October 2014

2417 STUDENT INTERVENTION AND REFERRAL SERVICES (M)

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

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team. The intervention and referral services shall be provided to at-risk students in the general education program and; may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A-8.1(a). ~~-~~ The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individualized Education Program ~~T~~eam, as appropriate. Child Study Team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6.

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

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

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

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

## STUDENT INTERVENTION AND REFERRAL SERVICES (M)

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

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

Adopted: 12 September 2011

Revised: 29 September 2014



# REGULATION

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STUDENT INTERVENTION AND REFERRAL SERVICES

### R 2417 STUDENT INTERVENTION AND REFERRAL SERVICES REGULATION 2417 - STUDENT INTERVENTION AND REFERRAL SERVICES

#### A. Establishment of Intervention and Referral Services

1. The Superintendent of Schools will establish and implement in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2.

#### B. Functions of Intervention and Referral Services

1. The Principal in each school building in which general education students are served will establish an Intervention and Referral Services (I&RS) Team. The I&RS Team will be comprised of the following:
  - a. The Principal or a member of the teaching staff other than a special education teaching staff member, who is appointed by the Principal to act on his/her behalf and with his/her authority, shall act as chairperson;
  - b. A member of the Child Study Team (CST) or an educational services staff member;
  - c. The staff member who referred the student in need of assistance or identified a school issue for discussion; and
  - d. Such other school staff members as may effectively aid in the development and implementation of the assistance plan for a particular student.
2. The district will provide support, guidance, and professional development to school staff members who participate in each school's system for planning and providing intervention and referral services.

#### C. Student Referral



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### PROGRAM R 2417/Page 2 of 4 STUDENT INTERVENTION AND REFERRAL SERVICES

1. A student not known to have a disability who is experiencing learning, behavior, or health difficulties shall be referred to the I&RS Team. This referral may be made by any school staff member or by the student's parent. The student's parent shall be informed of any such referral.
  - a. The district will provide support, guidance, and professional development to school staff members on identifying student learning, behavior, and health difficulties.
2. When it appears that a referred student may have a disability, the I&RS Team shall refer the student to the CST for evaluation pursuant to Policy 2460 for a determination of the student's eligibility for special education and/or related services.
3. The I&RS Team shall consult with the student's teacher(s), parent, and any school staff member as appropriate to identify and collect information on the learning, behavior, and health difficulties of the student.
4. The school nurse may be requested to review the student's health records and inform the Principal of any health condition relevant to the student's difficulties. Any information regarding any infection with HIV virus or AIDS may be released only with the written permission of the adult student or the student's parent.
5. As appropriate, the I&RS Team may consult with community-based social and health agencies that provide services to the student or the student's family.
6. The I&RS Team shall determine if the student's learning, behavior, and/or health difficulties may be helped with a written action plan.

#### D. Intervention and Referral Services Action Plans

1. The I&RS Team shall develop and implement a written action plan for referred students that provide for appropriate school or community interventions or referrals to school and community resources, based on collected data and desired outcomes for the identified learning, behavior, or health difficulties.
2. The intervention and referral services action plan shall:



- a. Detail any modifications in the student's educational program which will include, but not be limited to, support and guidance to the student's teacher(s);
  - b. List the persons who will implement the action plan;
  - c. Include any recommendations for assessment and referral to specified school or community-based social and/or health provider agencies;
  - d. Document parental notification of the student's referral and any change in educational placement or the withholding of parental notification because child abuse was suspected or Federal rules mandated confidentiality in an alcohol or drug related matter;
  - e. Involve the student's parent in the development and implementation of any intervention and referral services action plan by being offered an opportunity to provide input in the development and implementation of the action plan;
  - f. Identify the I&RS Team member(s) who will coordinate the access to and delivery of school resources and services for achieving outcomes identified in the intervention and referral services action plan; and
  - g. Identify the I&RS Team member(s) who will coordinate the services of community-based social and health provider agencies and other community resources for achieving outcomes identified in the intervention and referral services action plan.
3. The implementation and effectiveness of each intervention and referral services action plan shall be reviewed by the I&RS Team at a determined date no later than ~~within~~ eight calendar weeks from the beginning of its implementation. The I&RS Team shall consult the referring school staff member and any other school staff members to assess the effectiveness of the plan.
- a. If the action plan is not achieving the identified outcomes, the plan shall be modified to achieve the outcomes, as appropriate. If the



review indicates the student may have a disability, the student shall be referred to the CST.

4. The I&RS Team may review any intervention and referral services action plan throughout the school year. However, at a minimum, the I&RS Team shall annually review all intervention and referral services action plans and the actions taken as a result of the school building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.

E. Annual Report

1. At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. The report shall also include:
  - a. A description of the needs and issues identified through referrals to the I&RS Team;
  - b. An identification and analysis of significant needs and issues that could facilitate school planning for the subsequent year;
  - c. A description of activities planned in response to the needs and issues significant in school planning; and
  - d. Any other information the Principal or the I&RS Team determine would be beneficial to improving the school's system for planning and delivering intervention and referral services designed to assist students.
2. The Principal's report shall be provided to the Superintendent of Schools and the Assistant Superintendent of Student Services.

Adopted: Feb. 13, 2017



## INDEPENDENT EDUCATIONAL EVALUATIONS

### 2468 INDEPENDENT EDUCATIONAL EVALUATIONS

Special education law permits a parent to request an independent educational evaluation (IEE) for their child if there is disagreement with any evaluation provided by the Board of Education. An “independent educational evaluation” is an evaluation conducted by a qualified examiner who is not an employee of the public school district responsible for the education of the child in question. Such IEEs shall be provided at no cost to the parent unless the school district initiates a due process hearing in accordance with the provisions of N.J.A.C. 6A:14-2.7 et seq. to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. If it is determined the school district’s evaluation is appropriate, the parent still has the right to an IEE, but not at the school district’s expense.

Upon receipt of a parental request for an IEE, the school district shall provide the parent with information about where an IEE may be obtained and the criteria for IEEs according to N.J.A.C. 6A:14-2.5(c)3 and (c)4 and the additional criteria outlined below in this Policy:

1. Any IEE paid for with public funds shall:
  - a. Be conducted according to the provisions of N.J.A.C. 6A:14-3.4; and
  - b. Be obtained from another public school district, educational services commission, jointure commission, a clinic or agency approved under N.J.A.C. 6A:14-5, or private practitioner, who is appropriately certified and/or licensed, where a license is required.
2. An independent medical evaluation may be obtained according to N.J.A.C. 6A:14-5.1(e).

Additional criteria for an IEE shall be as follows:

1. The Board will not pay for an IEE unless it complies with the following criteria unless the parent can show that unique circumstances warrant deviation from same:
  - a. The independent evaluator must be appropriately certified and/or licensed in the State of New Jersey. In instances where no applicable certification/license exists, the evaluator must provide the Board with documentation of extensive and recent training and



## INDEPENDENT EDUCATIONAL EVALUATIONS

experience related to the assessment of the known or suspected disability;

- b. The independent evaluator may only charge fees for educational evaluation services that, in the judgment of the Board, are reasonable in accordance with 2. below;
  - c. The independent evaluator must be free from any conflict of interest;
  - d. The independent evaluator and members of the Child Study Team must be permitted to directly communicate and share information with each other. The independent evaluator must also agree to release the assessment information, results, and report(s) to the school district prior to receipt of payment for services;
  - e. For any independent evaluation, whether paid for with public or private funds, the school district shall permit the evaluator to observe the pupil in the classroom for up to one class period of classroom instruction and one unstructured activity, or other educational setting, as applicable; and
  - f. The independent evaluator shall make at least one contact with the pupil's case manager for the purpose of determining how the pupil is progressing in his/her current programming.
2. The maximum allowable cost for an independent evaluation will be limited to the reasonable and customary rate, as determined and approved by the Board annually. This rate shall be in the range of what it would cost the Board to provide the same type of assessment through either another public school district, educational services commission, jointure commission, a clinic or agency approved under N.J.A.C. 6A:14-5, or private practitioner, who is appropriately certified and/or licensed, where a license is required. This Board-approved rate shall be provided to the parent upon their request for an IEE. The Board shall not be responsible for any costs beyond the IEE, such as transportation, lodging, food, etc.
- a. The parent may provide documentation to the Board demonstrating unique circumstances to justify an IEE that exceeds the maximum allowable cost established by the Board. If, in the Board's judgment, there is no justification for the excess cost, the Board



## INDEPENDENT EDUCATIONAL EVALUATIONS

may agree to fund the IEE up to the school district's maximum allowable cost with the parent responsible for any remaining costs. In the alternative, the Board may request a due process hearing to enforce its established maximum allowable cost.

Upon receipt of a parental request for an IEE, the school district shall take steps to ensure the IEE is provided without undue delay or not later than twenty calendar days after receipt of the parental request, the school district shall request a due process hearing in accordance with the provisions of N.J.A.C. 6A:14-2.7 et seq. to show that its evaluation is appropriate.

If a parent requests an IEE, the school district may ask the parent to explain why he or she objects to the school district's evaluation. However, the school district shall not require such an explanation and shall not delay either providing the IEE or initiating a due process hearing to defend the school district's evaluation.

Any IEE submitted to the district, including an IEE obtained by the parent at private expense, shall be considered in making decisions regarding special education and related services.

All evaluator protocols and any other associated materials utilized for the evaluation by the independent evaluator shall be made available to the District.

If an Administrative Law Judge orders that an IEE be conducted, the IEE shall be obtained by the district in accordance with the decision or Order of the Administrative Law Judge, and the Board of Education shall pay the cost of the IEE in accordance with the provisions of this Policy.

A parent is entitled to only one IEE paid for by the Board each time the school district conducts an evaluation with which the parent disagrees.

An outside professional hired by the parent/guardian may be granted access by the Principal to conduct a classroom observation provided a written request from the parents/guardians is submitted, in advance, stating the purpose of the visit and a copy of the professional's resume is attached. If approved, the Principal will notify the parents/guardians in writing. If a student being observed has an IEP, the request to observe must be sent to both the Principal and the Assistant Superintendent. Once both parties have approved the observation, in writing, it may be conducted. Classroom observations shall be limited in duration to one class period of classroom instruction and one unstructured activity, or other educational setting, as applicable. The Principal



## INDEPENDENT EDUCATIONAL EVALUATIONS

and Assistant Superintendent may jointly approve lengthier observations when it is determined, in consultation with the District's legal counsel, that unique circumstances legally require such approval in order for the observation to be conducted in a way that meets District criteria. Any individual conducting a classroom observation shall be accompanied by an administrator or his/her designee. If a request for a classroom observation is denied by the Principal or the Assistant Superintendent, parents/guardians may appeal the decision to the Superintendent, whose decision will be final.-

N.J.A.C. 6A:14-2.5; 6A:14-2.7  
CFR Section 300.502

Adopted: ~~06 May 2013~~





POLICY #5512 - HARRASMENT, INTIMIDATION & BULLYING (M)

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## HARRASMENT, INTIMIDATION & BULLYING (M)

### A. Policy Statement

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

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

### B. Harassment, Intimidation, and Bullying Definition

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
  - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in

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reasonable fear of physical or emotional harm to ~~their~~ ~~his~~ ~~her~~ person or damage to ~~their~~ ~~his~~ ~~her~~ property; or

- b. Has the effect of insulting or demeaning any student or group of students; or
- c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

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

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

### C. Student Expectations

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

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

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

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students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

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

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

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

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

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

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

## D. Consequences and Appropriate Remedial Actions

### ~~Consequences and Appropriate Remedial Actions – Students~~

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

### Consequences – Students

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

### Factors for Determining Consequences – Student Considerations

1. Age, developmental and maturity levels of the



parties involved and their relationship to the school district;

2. Degrees of harm;

3. Surrounding circumstances;

4. Nature and severity of the behavior(s);

5. Incidences of past or continuing patterns of behavior;

6. Relationships between the parties involved; and

7. Context in which the alleged incidents occurred.

#### Factors for Determining Consequences – School Considerations

1. School culture, climate, and general staff management of the learning environment;

2. Social, emotional, and behavioral supports;

3. Student-staff relationships and staff behavior toward the student;

4. Family, community, and neighborhood situation; and

5. Alignment with Board policy and regulations/ procedures.

#### Examples of Consequences

1. Admonishment;

2. Temporary removal from the classroom;

3. Deprivation of privileges;

4. Administrative detention;

5. Referral to Assistant Principal;

6. In-school suspension;

7. Out-of-school suspension (short-term or long-term);

8. Reports to law enforcement or other legal action; or

9. Expulsion.

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

accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.

#### Appropriate Remedial Actions – Students

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

#### Factors for Determining Consequences—Student Considerations

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

#### Factors for Determining Consequences—School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student-staff relationships and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

#### Factors for Determining Remedial Measures

##### Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;

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4. Talents;
5. Interests;
6. Hobbies;
7. Extra-curricular activities;
8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

### Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

~~Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.~~

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

### ~~Examples of Consequences~~



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1. ~~Admonishment;~~
2. ~~Temporary removal from the classroom;~~
3. ~~Deprivation of privileges;~~
4. ~~Classroom or administrative detention;~~
5. ~~Referral to disciplinarian;~~
6. ~~In-school suspension;~~
7. ~~Out-of-school suspension (short-term or long-term);~~
8. ~~Reports to law enforcement or other legal action; or~~
9. ~~Expulsion.~~

### Examples of Remedial Measures

#### Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways ~~they he or she~~ can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of ~~their his or her~~ actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;

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13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student (and parent, when appropriate).

### Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure ~~he or she~~they does not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student (and parent, when appropriate).

## Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

## Examples of Remedial Measures – Environmental (Classroom, School Building, or School District)

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school’s response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;

18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

## Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

## Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victims' physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

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

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

## E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. The written report shall be on a numbered form developed by the New Jersey Department of Education in accordance with N.J.S.A.

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18A:37-15.b.(5). A copy of the form shall be submitted promptly by the Principal to the Superintendent.

The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report. The district shall provide a means for a parent to complete an online numbered form developed by the New Jersey Department of Education to confidentially report an incident of harassment, intimidation, or bullying.

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

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
  - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
  - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
  - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
  - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

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The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
  - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
  - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;



- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

## G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

### [Option – Principal's Preliminary Determination

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

The Principal shall report to the Superintendent if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying. The Superintendent may require

the Principal to conduct an investigation of the incident if the Superintendent determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, and bullying. The Superintendent shall notify the Principal of this determination in writing. An investigation required by the Superintendent must be completed as soon as possible, but not later than ten school days, from the date of the written notification from the Superintendent to the Principal.

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

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

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

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

The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as

the individual who is the subject of the investigation. An investigation concerning a staff member shall not be conducted by a staff member who is supervised by the staff member being investigated or who is an administrator in the district. The Principal or designee, in consultation with the Superintendent or designee, will appoint a staff member to complete these investigations. The Superintendent or designee will appoint a staff member to complete investigations involving allegations against a staff member serving in a supervisory or administrative position.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling as a result of the finding of the investigation, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action, including seeking additional information, as necessary.

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

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



## HARRASMENT, INTIMIDATION & BULLYING (M)

provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

A redacted copy of the completed written report form developed by the New Jersey Department of Education that removes all student identification information shall be confidentially shared with the Board of Education after the conclusion of the investigation if a hearing with the Board of Education is requested by the parents pursuant to N.J.S.A. 18A:37-15.b.(6)(d).

At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

### H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment,

## HARRASMENT, INTIMIDATION & BULLYING (M)

intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services,

## HARRASMENT, INTIMIDATION & BULLYING (M)

health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

### I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

### J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.23, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.54, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

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

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

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

L. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the



professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17~~-et seq.~~

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with students.

## HARRASMENT, INTIMIDATION & BULLYING (M)

The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools' Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

### N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

### O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

### P. Reports to Law Enforcement

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

Some acts of harassment, intimidation, and bullying may be bias-related acts and school officials must report to law enforcement officials any bias related acts, in accordance with N.J.A.C. 6A:16-6.3.(e), and pursuant to the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

~~Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.~~

Q. Collective Bargaining Agreements and Individual Contracts

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

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Students with Disabilities

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

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

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

# POLICY

## LIVINGSTON BOARD OF EDUCATION

STUDENTS

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### HARRASMENT, INTIMIDATION & BULLYING (M)

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education

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

Adopted: 03 March 2003

Revised: 04 February 2008

Revised: 20 June 2011

Revised: 20 October 2014

Revised: 08 December 2014

Revised: 28 September 2016

Revised: August 15, 2018

## 7230 GIFTS, GRANTS, AND DONATIONS

The Board of Education accepts its responsibility to provide from public funds sufficient supplies and equipment for an effective instructional program. The Board recognizes, however, that from time to time individuals or organizations in the community may wish to contribute funds or additional supplies or equipment to enhance or extend the instructional program, contribute to innovative projects, feasibility studies, long-range planning, and research and development.

The Board may accept by resolution duly passed at a public meeting any gift or grant of land, with or without improvement, and of money or other personal property. Grants of land are subject to the appropriate legal limitations and approvals.

The Board reserves the right to refuse to accept any gift that does not contribute toward the achievement of the goals of ~~the~~ ~~is d~~District or any gift the ownership ~~that of which~~ would tend to deplete the resources of the ~~d~~District.

Any gift accepted by the Board shall become the property of the Board, may not be returned without the approval of the Board, and shall be subject to the same controls and regulations as are other properties of the Board. The Board shall be responsible for the maintenance of any gift it accepts, subject to any joint agreement with another governmental body.

The Board will respect the intent of the donor in its use of a gift, but reserves the right to utilize any gift it accepts in the best interests of the ~~pupils~~students and the educational program of the district. In no case shall acceptance of a gift be considered to be an endorsement by the Board of a commercial product or business enterprise or institution of learning.

The Superintendent shall:

1. Counsel potential donors on the appropriateness of contemplated gifts and encourage such donors to choose as gifts supplies or equipment not likely to be purchased with public funds;
2. Encourage individuals and organizations considering a contribution to the schools to consult with the Principal or Superintendent before appropriating funds to that end;
3. Acknowledge the receipt of any gift accepted by the Board; and



# POLICY

## LIVINGSTON BOARD OF EDUCATION

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GIFTS, GRANTS, AND DONATIONS

4. Prepare fitting means for recognizing or memorializing gifts to the ~~school~~  
~~d~~District.

Staff ~~M~~m members are encouraged to seek out sources of grants and gifts, and bring them to the attention of the Superintendent or designee, who shall investigate the conditions of such grants and make recommendations to the Board regarding the advisability of seeking them.

### Gifts to School Personnel

The Board discourages the presentation of gifts to teachers and staff members by individual pupils and their parents/guardians.

The Board shall consider as always welcome, and in most cases more appropriate than gifts, the writing of letters to staff members expressing gratitude or appreciation. Also appreciated are class or individual donations to non-profit organizations ~~such as the Livingston Education Foundation and its revenue enhancing partners~~ or charities of their choice., ~~who can assist the district in meeting the needs of all children.~~

At no time should any gift be given and/or received for goods or services rendered or to garner influence or favor from another individual.

N.J.S.A. 18A:20-4; 18A:20-11 et seq.

Adopted: 21 November 2005

Revised: 03 August 2009





## HOME SCHOOLING AND EQUIVALENT EDUCATION OUTSIDE THE SCHOOLS (M)

### 9270 HOME SCHOOLING AND EQUIVALENT EDUCATION OUTSIDE THE SCHOOLS (M)

The Board of Education encourages the enrollment of all children of school age residents in the district in public schools or in approved private schools so that they may enjoy the benefits of a well-planned educational program and the socialization possible in a group environment.

Every parent, legal guardian or other person having custody and control of a child between the ages of six and sixteen years shall cause such child ~~to regularly to attend the a~~ public school or a day school in which there is given instruction equivalent to that provided in the public schools for children of similar grades and attainments or to receive equivalent instruction elsewhere than at school. The Board recognizes its responsibility for assuring that every child of school age resident in the district is enrolled in a public or private school or is offered an equivalent thorough and efficient education elsewhere than at school. The Board acknowledges that a parent, guardian or other person having custody and control of a child has a constitutional right to choose the type and character of education they feel is best suited for their children, be it secular or sectarian. Home schooling is an option and when chosen this option will be carried out in the ~~pupilstudent~~'s home rather than the school.

In the event the Superintendent determines there is credible evidence the parent, legal guardian, or other person having custody and control of a school-aged child is not causing the child to receive equivalent instruction elsewhere than at school, the Superintendent may request a letter of intent from the parent, legal guardian, or other person confirming the child is receiving equivalent instruction elsewhere than at school. The Superintendent may report to the appropriate municipal authorities children whom he/she has reason to believe are not receiving an education in accordance with N.J.S.A. 18A:38-25. New Jersey Department of Education encourages the parent, legal guardian, or other person having custody and control of a school-aged child to notify the Superintendent of the intent to educate the child elsewhere than at school to avoid questions with respect to compliance with the compulsory education laws.

The parent or legal guardian or other person having custody and control of a child between the ages of six and sixteen, who fails to comply with any of the compulsory education provisions of N.J.S.A. 18A:38 et seq. relating to his/her duties, shall be deemed to be a disorderly person and shall be subject to a fine.

If a child seeks admission to this school district from a program of home schooling, the school district will evaluate the work of the child to determine ~~his/herthe~~ appropriate grade placement ~~for the child~~. The Superintendent or designee will objectively evaluate the child's

## HOME SCHOOLING AND EQUIVALENT EDUCATION OUTSIDE THE SCHOOLS (M)

skill and achievement levels, as it would with any transfer student, before making a determination as to the acceptability of credits and/or the appropriate grade level placement.

When children are home schooled and are not enrolled in a school, the school district ~~will is~~ not ~~required to~~ provide any of the entitlements or privileges of ~~pupil~~students enrolled in the school district unless an entitlement or privilege is specifically provided in Board Policy or required by Federal law, or State statute or administrative code. The school district's curriculum and other public record information will be provided to the parent, legal guardian, or other person having custody and control of a child upon request in accordance with the Open Public Records Act and Policy and Regulation 8310.

A child educated at home shall not receive a state endorsed high school diploma from the Livingston Board of Education.

N.J.S.A. 18A:38-25

18A:38-25 through 18A:38-31

U.S.C.A. 1401 et seq.

Adopted: 08 January 2007

Revised: 20 October 2014