



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

Tuesday, November 22, 2022

Executive Session - Hybrid Meeting - 6:15 p.m.

Public Session - Hybrid Meeting at Administration Building - 7:30 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:

- contract negotiations and legal/student matters

Action may be taken upon return to public session. The full length of the meeting is anticipated to be approximately 75 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. Superintendent's Report**

1. Assessment Update

### **F. Board Reports**

1. Board Budget Goals

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

### **H. Approval of Minutes**

The Superintendent recommends the following:

1. Workshop/Voting Meeting Minutes of October 11, 2022
2. Voting Meeting Minutes of October 18, 2022
3. Workshop/Voting Meeting Minutes of November 1, 2022

## **ROLL CALL VOTE**

### **I. 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 TextBooks and DVDs

**Resolved**, that the Livingston Board of Education approves the textbooks 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**.

## 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 two (2) Livingston students 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 C**.

#### 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:

##### OCCUPATIONAL THERAPY

ProCare Therapy d/b/a New Direction Solutions, LLC                      \$100.00/hour

#### 2.3 Teen Mental Health First Aid Training\*

**Be It Resolved**, the National Council for Behavioral Health DBA National Council for Mental Wellbeing have the experience and expertise to provide professional development for mental health services. National Council for Behavioral Health DBA National Council for Mental Wellbeing have provided a proposed Agreement regarding the nature of their services to the satisfaction of the Board.

**Be It Further Resolved**, that the National Council for Behavioral Health DBA National Council for Mental Wellbeing be approved by the Board of Education for the 2022-2023 school year for the Teen Mental Health First Aid training at the professional fees provided in the proposed Agreement in the amount not to exceed \$55,800.

**Be It Further Resolved**, that this appointment is made without advertising for bids because the services rendered are professional services as defined by the statute and not subject to competitive bidding.

*\*Originally approved on September 20, 2022. Revised to update the amount of the contract.*

## 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	\$ 2,536,630.71
12	Regular	\$366,073.32
20	Regular	\$192,582.07
60	Cafeteria	\$183,831.89
	<b>TOTAL</b>	<b>\$3,279,117.99</b>

Regular Checks	99113 - 99561	\$3,095,286.10
Cafeteria	1430-1433	\$183,831.89
	<b>TOTAL</b>	<b>\$3,279,117.99</b>

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

**Whereas**, the Livingston Board of Education has received the Preliminary Report of the Board Secretary for September 30, 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 September 30, 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	\$14,348,170.56		
(11) Current Expense		\$ 12,237,612.99	\$14,473,208.67
(12) Capital Outlay		\$ 4,283,665.14	\$ 4,826,849.00
(20) Special Revenue Fund	\$ 568,337.29	\$ 2,410,473.18	
(30) Capital Projects Fund	\$ 4,552,048.32		
(40) Debt Service Fund	\$0.00		
Total:	\$19,468,556.17	\$18,931,751.31	\$19,300,057.67

**Whereas**, pursuant to N.J.A.C. 6:20-212(d), the Board Secretary has certified that as of September 30, 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 September 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		\$ 17,334
241	Other Retirement Contributions		120
290	Employee Benefits	\$ 120	
320	Purchased Professional Svcs - Ed	14,759	
330	Purchased Professional Svcs	4,000	
331	Legal Services	50	
339	Other Professional Services		50
420	Cleaning / Repair & Maintenance		5,177
512	Contracted Services (Other)		25,160
513	Contracted Services (Joint)	25,160	
600	Supplies & Materials		659
610	General Supplies	220	
640	Textbooks	2,096	
730	Equipment	8,191	
800	Miscellaneous		6,096
	<b>TOTALS</b>	<b>\$54,596</b>	<b>\$54,596</b>

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

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

### **3.5 Joint Transportation Agreement with Morris-Union Jointure Commission**

**Resolved**, that the Livingston Board of Education enters into an agreement with the Morris-Union Jointure Commission to provide student transportation services for the 2022-2023 school year.

### **3.6 Acceptance of Additional Funds for NonPublic Auxiliary and Handicapped Aid (Chapter 192/193)**

**Resolved**, that the Livingston Board of Education approves the acceptance of additional funds from the New Jersey Department of Education for the Nonpublic Auxiliary and Handicapped Services Aid (Chapter 192/193) for the 2022/2023 school year as follows:

Chapter 193 - Initial Examination & Classification	\$ 10,609.00
Chapter 193 - Supplementary Instruction	\$7,434.00

### **3.7 On-Tech Consulting**

**Resolved**, that the Livingston Board of Education authorizes the Business Administrator to enter in to a Letter of Intent with On-Tech Consulting, Inc. to complete the Universal Service Fund (E-Rate) application process for the 2023-2024 school year. The district will pay On-Tech an amount equal to 10% of any funding received.

### **3.8 Acceptance: Donation - Livingston Municipal Alliance Committee (LMAC)**

**Resolved**, as approved by the Director of School Counseling, the Board of Education approves the Livingston Municipal Alliance Committee donation in the amount of \$5,542.80 to be used for the Youth Mental Health First Aid Class.

### **3.9 Settlement Agreements**

**Resolved**, that the Livingston Board of Education approves the Settlement Agreement for Case #09-2022 which is on file at the Board of Education office.

**Resolved**, that the Livingston Board of Education approves the Settlement Agreement for Case #10-2022 which is on file at the Board of Education office.

### **3.10 Policies & Regulations**

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

Section	Policy or Regulation #	Title	Comments
Bylaws	Reg #0155	Board Committees	with revisions
Programs	Policy #2415	Every Student Succeeds Act (M)	with revisions
	Policy #2417	Student Intervention & Referral Services (M)	with revisions
	Regulation #2417	Student Intervention &	with revisions

		Referral Services	
	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
<i>Susan Cunfer</i>	Media Specialist	Retirement	LHS	December 31, 2022
<i>Douglas Weber</i>	Security Liaison	Retirement	LHS	December 31, 2022
<i>Erin Vaccaro</i>	TOSD	Resignation	BHE	January 8, 2023
<i>Mohammad Munir</i>	Network Administrator	Resignation	CO	NA
<i>Isabella Chiaravalloti</i>	Instructional Aide	Resignation	MPMS	January 2, 2023

*\*as amended from a previous agenda*

**Resolved**, that the Livingston Board of Education accepts the rescission of Burnet Hill Administrative Secretary *Filona Leechow's* resignation, which was previously approved on the November 1, 2022 agenda, with an effective date of December 16, 2022. Ms. Leechow's employment will continue without interruption at her previously approved salary and step.

#### 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
<i>Sarah O'Brien*</i>	BHE	Teacher of ESL	11/28/2022-2/8/2023	2/9/2023-5/18/2023**	5/19/2023-6/30/2023	8/30/2023

Breanne Mannes	HMS	TOSD	12/19/2022-2/2/2023	2/3/2023-5/11/2023	NA	5/12/2023
Tatiana Gilbert	CO	Assistant BA	2/13/2023-3/17/2023	NA	3/20/2023-9/15/2023	9/18/2023

\*as amended from a previous agenda

\*\*Designates time counted toward NJFLA/FMLA

#### 4.3 Transfers

**Resolved**, that the Livingston Board of Education approves the transfers as listed on **Attachment E**.

#### 4.4 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
Allison Pringle*	RHE	School Psychologist	First Year Tenure Track	S. Stefanakis	MA	9	\$72,737 (prorated)	10/13/2022
Stacie Miller	BHE	School Psychologist	First Year Tenure Track	A. DaSilva	MA+32	14	\$101,800 (prorated)	1/23/2023
Carmella Amerise	BHE	TOSD	First Year Tenure Track	L. Fabrizio	BA	4	\$56,300 (prorated)	1/23/2023 or earlier if released by current district
Joseph Clark**	LHS	Security	NA	D. Weber	Security >7/1/12	8	\$60,778 (prorated)	1/3/2023
Frankwill Francisco	B&G	Night/Weekend Custodian	NA	I. Sahatqiu (transfer)	C	1	\$42,152 (prorated) plus \$975 for nights and \$975 for weekends (60 day probation)	11/1/2022
James Salvadore	Hillside	Playground Aide	NA	NA	NA	NA	\$18.00/hr	11/14/2022
Gloria Goode-Brown	Harrison	Playground Aide	NA	NA	NA	NA	\$18.00/hr	11/28/2022

\*as amended from a previous agenda

\*\*moving from PT to FT

**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**.

#### 4.5 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**

*Kathleen LaParle  
Siu-Chou Catherine Li  
Matthew Popola  
Joanna Primamore*

### **Custodial**

*Julian Barbour (\$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:

<b>Name</b>	<b>Location</b>	<b>Title</b>	<b>Leave Replacement or Long Term Sub</b>	<b>Replacing</b>	<b>Salary</b>	<b>Effective Date</b>
<i>Julie Levy*</i>	RHE	Elementary School Teacher	Long Term Sub	J. Frohman	\$275/day	11/4/2022-12/23/2022
<i>Axel Marrero*</i>	HAR/HIL	Teacher of Spanish	Long Term Sub	R. Gonzalez	\$275/day	11/16/2022-6/30/2023

*\*paid the difference between the amount listed above and her daily per diem as an aide.*

### **4.6 Extra Work Pay**

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

### **4.7 Stipends**

**Resolved**, that the Livingston Board of Education approves the individuals on **Attachment I** 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 approves the individuals on **Attachment J** for co-curricular stipends at the elementary schools 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 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 Heritage 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 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 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 *Ilze Kancans* as a Volunteer Advisor for the WiStem club at Livingston High School for the 2022-2023 school year.

#### **4.8 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.

#### **4.9 Contract Adjustments**

**Resolved**, that the Livingston Board of Education approves the contract adjustments as listed on **Attachment P**.

#### **4.10 Extra Period Assignments**

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

#### **4.11 Curriculum Writing**

**Resolved**, that the Livingston Board of Education approves *Melissa Gromek* to be paid the approved rate for Cricket curriculum writing.

### **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.

##### **5.2 Suspension Report**

**Resolved**, that the Livingston Board of Education approves the Suspension Report for the months of September and October.

### **ROLL CALL VOTE**

#### **J. 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.

**K. Old Business**

**L. New Business**

1. Regulation #0155 - Board Committees

**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 November 22, 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)**

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>
Rouxbe.com	Rouxbe Online Provider		9-12	Foods & Nutrition	Rouxbe.com is an online culinary curriculum that will complement LHS's food and nutrition program. It consists of a modularized curriculum with the ability to select the content that best fits our program.
The Real World: An Introduction to Sociology	Kerry Ferris/Jill Stein W.W. Norton	2022	11-12	SS/Sociology	Instructors adopt and stick with The Real World because students love it. And students love it because it was written for them. In every chapter, Ferris and Stein use examples from everyday life, the media, and pop culture to get student thinking sociologically and to show the relevance of sociology to their relationships, jobs and the future of society.
Love, Hate, and Other Filters	Samira Ahmed Soho Press	2018	8	English	The novel is about a 17 year old American girl of Indian-Muslim origins. She lives in Illinois and is trying to navigate the typical life of an American Teenager while dealing with the sometimes suffocating requirements of her immigrant Parents. She has struggles

**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>
Love, Hate, and Other Filters (Continued)					around where to go to college, love, and, unfortunately, bigotry. Because of a terrorist attack, people begin to unfairly target Maya and her family. It is a beautiful story of coming of age, but with a backdrop of being brown in America.

Name	School	Type of Placement	In-District Location	Assigned Staff	Date
Michael Horn	St. Thomas Aquinas College	Student Teaching	Mt. Pleasant Elementary	Amanda Cognetti	November 1 - June 24, 2023
Lauren Wells	Montclair State University	Administrative Internship	Livingston High School	Danielle Rosenzweig	October 1- June 24, 2023

<u>School</u>	<u>Program Type</u>	<u>Type</u>	<u>School Year 2022-2023</u>			<u>Extraordinary Services</u>			<u>Extended School Year</u>			<u>Total School</u>
			<u># of Stud</u> <u>:</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>	
Cornerstone Day School	Multiple Disabilities	T	1	\$ 75,605.50	\$ 75,605.50							\$ 75,605.50
P.G. Chambers School	Preschool Disabilities	N	1	\$ 69,424.81	\$ 69,424.81							\$ 69,424.81
Total			2		\$ 145,030.31							\$ 145,030.31

**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
Social Thinking	Amanda Clayton	November 30 - December 3, 2022	San Francisco, California	\$2,000.00
Social Thinking	Marlena Baird	November 30 - December 3, 2022	San Francisco, California	\$2,000.00
Social Thinking	Donna Anello	November 30 - December 3, 2022	San Francisco, California	\$2,000.00
Social Thinking	Michelle Cebula	November 30 - December 3, 2022	San Francisco, California	\$2,000.00
Maximizing Your Effectiveness as an Instructional Coach (Grades K-12)	Amy Mercado	December 12-13, 2022	West Orange, NJ	\$650.00
NJASL Fall Conference	Susan Tannler	December 4-5, 2022	Atlantic City, NJ	\$400.00
NJASL 2022 Annual Conference: Unleash Your School Librarian SuperPowers!	Jessica Sental	December 4-6, 2022	Atlantic City, NJ	\$900.00
CPR Instructors Course	Danielle Felcher	December 8, 2022	Fairfield, NJ	\$325.00
Techspo 2023	Teresa Rehman	January 25-27, 2023	Atlantic City, NJ	\$1,000.00



**2022-23 TRANSFERS**

<b>Name</b>	<b>Transferring From</b>	<b>Location</b>	<b>Transferring To</b>	<b>Location</b>	<b>Replacing</b>	<b>Effective Date</b>
Jodi Shalom	TOSD	Hillside	TOSD	MPE	M. Polo	1/3/2023

<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>							
Ballentine	Romell	BHE	ABA Discrete Trial TA	TA	1	\$33,454 (prorated)	11/4/2022
Chavis	Jamal	BHE	ABA Discrete Trial TA	TA	6	\$38,270 (prorated)	11/14/2022
Leyesa	Christa	MPMS	Instructional Aide	I&KA	1	\$26,033 (prorated)	11/28/2022
Mogavero	Vincent	BHE	ABA Discrete Trial TA	TA	1	\$33,454 (prorated)	11/28/2022
Schechner	MayaBea	BHE	Instructional Aide	I&KA	1	\$26,033 (prorated)	11/28/2022
Wolf	Alec	Collins	Instructional Aide	I&KA	2	\$26,633 (prorated)	10/17/2022

*\*amended from previous agenda*

<b>LOC</b>	<b>Last Name</b>	<b>First Name</b>	<b>Position</b>
MPMS	Brown	Aneka	Instructional Aide
MPMS	Carolan	Allison	Instructional Aide
MPMS	Khandelwal	Pankhuri	Instructional Aide
MPMS	Lewis	Iris	Instructional Aide
MPMS	Montesion	Rachel	Instructional Aide
MPMS	Powers	Joan	Instructional Aide
MPMS	Schwindel	Susan	Instructional Aide
MPMS	Sikora	Diane	Instructional Aide
MPMS	Siniscal	Susan	Instructional Aide

NAME	DATE	POSITION	#HOURS WORKED	RATE	TOTAL AMOUNT
Ambio, Lester	9/22/2022	Game Worker/Security	5	\$25.00	\$125.00
	10/21/2022	Game Worker/Security	4.5	\$25.00	\$112.50
Dlugo, Cara	8/29/2022	Game Worker/Boys Soccer	2.5	\$22.50	\$56.25
	8/29/2022	Game Worker/Filed Hockey	2	\$22.50	\$45.00
	9/1/2022	Game Worker/Football	5.5	\$22.50	\$123.75
	9/2/2022	Game Worker/Girls Soccer	2	\$22.50	\$45.00
	9/6/2022	Game Worker/Filed Hockey	2	\$22.50	\$45.00
	9/8/2022	Game Worker/Girls Soccer	2.5	\$22.50	\$56.25
	9/12/2022	Game Worker/Boys Soccer	2	\$22.50	\$45.00
	9/13/2022	Game Worker/Filed Hockey	2.5	\$22.50	\$56.25
	9/16/2022	Game Worker/Girls Soccer	2.5	\$22.50	\$56.25
	9/17/2022	Game Worker/Boys Soccer	2.5	\$22.50	\$56.25
	9/22/2022	Game Worker/Football	5.25	\$22.50	\$118.13
	9/23/2022	Game Worker/Girls Soccer	2.5	\$22.50	\$56.25
	9/23/2022	Game Worker/Boys Soccer	2.5	\$22.50	\$56.25
	9/29/2022	Game Worker/Girls Soccer	2.5	\$22.50	\$56.25
	9/29/2022	Game Worker/Filed Hockey	2	\$22.50	\$45.00
	9/30/2022	Game Worker/Football	5.25	\$22.50	\$118.13
	10/1/2022	Game Worker/Girls Soccer	2.5	\$22.50	\$56.25
	10/3/2022	Game Worker/Filed Hockey	2	\$22.50	\$45.00
	10/6/2022	Game Worker/Filed Hockey	2.5	\$22.50	\$56.25
	10/12/2022	Game Worker/Girls Soccer	2.5	\$22.50	\$56.25
	10/13/2022	Game Worker/Boys Soccer	2.5	\$22.50	\$56.25
	10/20/2022	Game Worker/Filed Hockey	2.5	\$22.50	\$56.25
	10/21/2022	Game Worker/Football	5	\$22.50	\$112.50
	10/25/2022	Game Worker/Boys Soccer	3	\$22.50	\$67.50
Duffy, Marjorie	10/21/2022	Game Worker/Football	2.75	\$22.50	\$61.88
Gillock, Joanne	10/21/2022	Game Worker/Football	2.75	\$22.50	\$61.88
Goldberg, Joann	10/21/2022	Game Worker/Football	2.75	\$22.50	\$61.88
Homberg, Cathy	10/21/2022	Game Worker/Football	2.75	\$22.50	\$61.88
Munley, Michael	9/1/2022	Game Worker/Football	5.5	\$22.50	\$123.75
	9/30/2022	Game Worker/Football	5.25	\$22.50	\$118.13
	10/21/2022	Game Worker/Football	5	\$22.50	\$112.50
Rulka, MaryKate	10/21/2022	Game Worker/Football	2.75	\$22.50	\$61.88
Schroeder, Scott	8/26/2022	Game Worker/Football	5.75	\$22.50	\$129.38
	9/1/2022	Game Worker/Football	5.5	\$22.50	\$123.75
	9/22/2022	Game Worker/Football	5.25	\$22.50	\$118.13
	9/30/2022	Game Worker/Football	5.25	\$22.50	\$118.13
	10/21/2022	Game Worker/Football	5.25	\$22.50	\$118.13

Schwindel, Kate	9/30/2022	Game Worker/Football	4	\$22.50	\$90.00
Sullivan, Joe	10/27/2022	Security/Collins Event	3.5	\$25.00	\$87.50
	10/28/2022	Security/Riker Hill Event	1.5	\$25.00	\$37.50
	10/30/2022	Security/Burnet Hill Event	2	\$25.00	\$50.00
Szalay, Ann	10/21/2022	Game Worker/Football	2.75	\$22.50	\$61.88
				<b>\$3,376.88</b>	

**DISTRICT STIPENDS**

<b>Stipend</b>	<b>Amount</b>	<b>Recommendation</b>
Nurse Coordinator	\$5,159	Carolyn Ross

<b>2022-2023 Elementary School Stipends</b>			
<b>School</b>	<b>Position</b>	<b># of Positions</b>	<b>2022/2023 Amount</b>
	<b>Asst to the Principal</b>	1	\$5,159.00
Riker Hill	Aubrey Amorim*		\$1,031.80
Riker Hill	Dina Kandel*		\$2,063.60
Riker Hill	Heather Cohen*		\$2,063.60
	<b>Safety Patrol Leader</b>	1	\$1,290.00
Riker Hill	Allison Winka*		\$1,290.00
<i>*amended from previous agenda</i>			

<b>Position</b>	<b>Amount</b>	<b>Assigned staff member(s)</b>
PM Detention		Melissa Robol
PM Detention		Erica DeRosa
PM Detention		Laura Gordon
PM Detention		Melissa Serrani
PM Detention		Denise Urbanski
<b>Fall Drama</b>		
Costumes	\$645	Laura Richards
<b>Spring Musical</b>		
Costumes	\$1,290	Laura Richards

*\*amended from previous agenda*



**HERITAGE MIDDLE SCHOOL STIPENDS**

<b>Position</b>	<b># of Positions</b>	<b>2022/2023 Amount</b>	<b>STAFF</b>
Academic Support			Lenore Gallo Brooke Newman

<b>Stipend</b>	<b>Positions</b>	<b># of Stipend s</b>	<b>Stipend Amount</b>	<b>Last Name</b>	<b>First Name</b>
Wrestling	Assistants	2	\$8,320	Rigas	Thomas
Girls Track Winter	Head	1	\$11,050	Blau*	Raz
Girls Winter Track	Assistant	1	\$8,320	Czeizinger (OD)*	Dave
Girls Basketball	VOLUNTEER			Dlugo	Cara
Boys Basketball	VOLUNTEER			Silvestri	Mark
Site Manager			\$44.21/hr	Ambio	Les
Site Manager			\$44.21/hr	Asimou	Eugene
Site Manager			\$44.21/hr	Hamilton	Lloyd
Game Worker				Duffy	Mike
Game Worker - Security				Barbella	Ron

*\*amended from previous agenda*

<b>2022-2023 LHS Co-Curricular Stipends</b>			
<b>Position</b>	<b># of Positions</b>	<b>Amount</b>	<b>Approved 2022-2023</b>
National <b>Art</b> Honor Society	1	\$645 \$645 \$645	Katherine Collins Robert Liquori Jalyza Dragunov

<b>Last Name</b>	<b>First Name</b>	<b>School</b>	<b>Position</b>	<b>Mentor</b>	<b>Fee</b>	<b>Notes</b>
Mahoney	Kristin	Hillside	Reading Interventionist	Janene DePalo	\$183	Last 10 weeks

**Contract Adjustments**

<b>Last Name</b>	<b>First Name</b>	<b>Loc</b>	<b>Title</b>	<b>Salary</b>	<b>Degree</b>	<b>Stipends</b>	<b>Total Salary</b>	<b>Effective Date</b>
Allard*	Jesse	CO	IT Support Specialist	\$56,500	\$1,200	\$250	\$57,950	7/1/2022
Bahnemann*	Lawrence	CO	IT Support Specialist	\$55,000	\$800	\$0	\$55,800	7/1/2022
McPherson*	Shawn	CO	IT Support Specialist	\$60,000	\$1,200	\$250	\$61,450	7/1/2022-10/28/2022
Mongioj*	Michael	CO	IT Support Specialist	\$57,500	\$1,200	\$0	\$58,700	7/1/2022
Sahatqiu*	Irfan	B&G	Night Custodian	\$42,152		\$975	\$43,127	11/1/2022

\*as amended from previous agenda

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b># classes</b>	<b>Effective Date</b>
Tejeda, Jill	Teacher of Social Studies	LHS	0.2	10/18/2022-6/30/2023
Vorobiev, Ekaterina	TOSD	HMS	0.2	11/8/2022 - 1/16/2023
Merlo, Jayne	TOSD	HMS	0.2	11/8/2022 - 1/16/2023
Altomare, Robin	TOSD	HMS	0.2	11/8/2022 - 1/16/2023
Duda, Kristina	TOSD	HMS	0.2	11/8/2022 - 1/16/2023
Cohen, Danielle	TOSD	HMS	0.2	11/8/2022 - 1/16/2023

*\*amended from previous agenda*

# REGULATION

## LIVINGSTON BOARD OF EDUCATION

BYLAWS  
R 0155/Page 1 of 4  
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:



# REGULATION

## LIVINGSTON BOARD OF EDUCATION

BYLAWS  
R 0155/Page 2 of 4  
Board Committees

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.





# REGULATION

## LIVINGSTON BOARD OF EDUCATION

BYLAWS  
R 0155/Page 3 of 4  
Board Committees

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



# REGULATION

## LIVINGSTON BOARD OF EDUCATION

BYLAWS  
R 0155/Page 4 of 4  
Board Committees

- 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.

**Formatted:** Space Before: Auto, After: Auto, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5"

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



~~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 VI~~I~~. 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 ESSA~~NCLB~~ for the district to be considered for funding under the ESSA~~NCLB~~.

## 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~~

# POLICY

## LIVINGSTON BOARD OF EDUCATION

PROGRAM  
2415/Page 3 of 6

### ~~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 ~~f~~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 (ELLLEP)~~ 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~~



# POLICY

## LIVINGSTON BOARD OF EDUCATION

PROGRAM  
2415/Page 4 of 6

### ~~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~~,

# POLICY

## LIVINGSTON BOARD OF EDUCATION

PROGRAM  
2415/Page 5 of 6

### NO CHILD LEFT BEHIND PROGRAMEvery 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~~

# POLICY

## LIVINGSTON BOARD OF EDUCATION

PROGRAM  
2415/Page 6 of 6

### ~~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



## STUDENT INTERVENTION AND REFERRAL SERVICES (M)

### 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 aidsupport 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 Team, as appropriate. Child Study Team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6.

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

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

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

## LIVINGSTON BOARD OF EDUCATION

PROGRAM

R 2417/Page 1 of 4

### 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



# REGULATION

## LIVINGSTON BOARD OF EDUCATION

### 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



# POLICY

## LIVINGSTON BOARD OF EDUCATION

Program  
2468/Page 1 of 1

### 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)

Table of Contents

Section	Section Title
A.	Policy Statement
B.	Harassment, Intimidation, and Bullying Definition
C.	Student Expectations
D.	Consequences and Appropriate Remedial Actions
E.	Harassment, Intimidation, and Bullying Reporting Procedure
F.	Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)
G.	Harassment, Intimidation, and Bullying Investigation
H.	Range of Responses to an Incident of Harassment, Intimidation, or Bullying
I.	Reprisal or Retaliation Prohibited
J.	Consequences and Appropriate Remedial Action for False Accusation
K.	Harassment, Intimidation, and Bullying Policy Publication and Dissemination
L.	Harassment, Intimidation, and Bullying Training and Prevention Programs
M.	Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review
N.	Reports to Board of Education and New Jersey Department of Education
O.	School and District Grading Requirements
P.	Reports to Law Enforcement
Q.	Collective Bargaining Agreements and Individual Contracts
R.	Students with Disabilities
S.	Approved Private Schools for Students with Disabilities (APSSD)

## 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. When ~~the~~ 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

## HARRASMENT, INTIMIDATION & BULLYING (M)

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

## HARRASMENT, INTIMIDATION & BULLYING (M)

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;

## HARRASMENT, INTIMIDATION & BULLYING (M)

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

### Environmental

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

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

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

### ~~Examples of Consequences~~

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

## HARRASMENT, INTIMIDATION & BULLYING (M)

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).

## HARRASMENT, INTIMIDATION & BULLYING (M)

### 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;

## HARRASMENT, INTIMIDATION & BULLYING (M)

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.



## HARRASMENT, INTIMIDATION & BULLYING (M)

### 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.

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.



## HARRASMENT, INTIMIDATION & BULLYING (M)

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.

## HARRASMENT, INTIMIDATION & BULLYING (M)

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



## HARRASMENT, INTIMIDATION & BULLYING (M)

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.



## HARRASMENT, INTIMIDATION & BULLYING (M)

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

## HARRASMENT, INTIMIDATION & BULLYING (M)

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.



## HARRASMENT, INTIMIDATION & BULLYING (M)

~~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.

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

Property  
7230/Page 1 of 2  
GIFTS, GRANTS, AND DONATIONS

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

Staff ~~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 ~~pupil~~ student'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/her~~ the appropriate grade placement for the child. The Superintendent or designee will objectively evaluate the child's

# POLICY

## LIVINGSTON BOARD OF EDUCATION

COMMUNITY  
9270/Page 2 of 2

### 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

**LIVINGSTON PUBLIC SCHOOLS**

*November 22, 2022 LBOE Meeting*

**OUT-OF-SCHOOL SUSPENSIONS  
September and October 2022**

The District **17** had out-of-school suspensions for the months of September and October 2022.

**ELEMENTARY SCHOOLS** – Total of **1** out-of-school suspensions

Drug Paraphernalia - 1

**MIDDLE SCHOOLS** – Total of **1** out-of-school suspensions

Inappropriate Use of Physical Force - 1

**HIGH SCHOOL** – Total of **15** out-of-school suspension

Inappropriate Use of Physical Force - 1

Substance - 13

Threatening Behavior - 1