# TABLE OF CONTENTS

Board of Education Members Page 1  
Mission Statement/CP District Objectives Page 2  
Telephone Directory Page 3

## CALENDARS

- Curriculum Appraisal Activities/Calendar Page 4  
- District Calendar Page 5  
- Event Calendar Page 6  
- Marking Period Calendar Page 7  
- Religious Calendar Page 8  
- Testing Calendar Page 13

## PROCEDURES

- Child Study Team Referrals Page 14  
- Field Trips Page 30  
- Grading Policy/Procedures Page 38  
- Homework Procedures Page 39  
- Meetings Page 40  
- Parent Conferences Page 41  
- Parent Visitation Evening Page 41  
- Plan Books/Substitute Plans Page 42  
- Reporting Staff Absence Page 43  
- Signing In/Out Procedures Page 44  
- Textbooks Page 45  
- Time Allotment Chart for K – 6 Page 46  
- Visitors/Solicitors Page 47  
- Visits to the Clinic Page 48

## EMERGENCIES/ACCIDENTS

- Crisis Management Plan Page 49  
- Emergency Closings Page 50  
- Fire Drill Regulations Page 52  
- In Case of an Accident Page 53

## BOARD OF EDUCATION POLICIES/REGULATIONS

- Accident (Reporting/ In Case of Injured or Ill) Page 54  
- Affirmative Action Page 56  
- Bullying and Harassment/Gang Activity Page 60  
- CP Staff Development/In-service Page 76  
- Discipline Page 78  
- Dress Code Page 81  
- Family Leave Page 82  
- Field Trips Page 96  
- Highly Qualified Teacher Policies Page 106  
- Homework Page 111  
- Internet/Email/Acceptable Use Policy Page 112  
- Intervention and Referral Services/INRS Page 116  
- Medication Policy 5330 - Allergies Page 119  
- NCLB/Title I Page 126  
- Non-Tenured Policies Page 152  
- Parental Responsibilities Page 158
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement on Salary Guide</td>
<td>159</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>161</td>
</tr>
<tr>
<td>Professional Development Hours</td>
<td>162</td>
</tr>
<tr>
<td>Professional Standards of Decorum</td>
<td>163</td>
</tr>
<tr>
<td>Reporting Potentially Missing or Abused Children</td>
<td>164</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>166</td>
</tr>
<tr>
<td>Sick Leave</td>
<td>167</td>
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<tr>
<td>Staff Dress Policy</td>
<td>168</td>
</tr>
<tr>
<td>Student Attendance Policy</td>
<td>170</td>
</tr>
<tr>
<td>Student Promotion/Retention</td>
<td>171</td>
</tr>
<tr>
<td>Teacher Job Description</td>
<td>173</td>
</tr>
<tr>
<td>Tips for New Teachers</td>
<td>179</td>
</tr>
<tr>
<td>Workman's Compensation</td>
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**FORMS**

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<td>190</td>
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<td>191</td>
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<tr>
<td>In-service Proposal Form</td>
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<td>Travel Expense Report</td>
<td>215</td>
</tr>
<tr>
<td>Use of School Facilities</td>
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<tr>
<td>Work Order/Technology Request (Elem/MS)</td>
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<td>Work Order/Technology Request (HS)</td>
<td>218</td>
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BOARD OF EDUCATION

President
Joseph J. Cota

Vice President
Gina M. Vaccaro

Members
Joseph Capano                      Lisa Frato
Stephen D. Dobish, Ed. D.          Samuel Martone
Donald R. Rocker                   Annette C. Scala
Teddy Tarabokija

Fairview Representative
Angelo D’Arminio

Administration
Michael J. Romagnino
Superintendent of Schools

Business Administration/Secretary to the Board
Toni Ann Nebbia
Mission Statement

The mission of the Cliffside Park School District is to provide a safe, academically focused environment within our culturally diverse community where all students have the opportunity to achieve the New Jersey Core Curriculum Content Standards at all grade levels. We will challenge each student to confidently achieve his or her educational and personal goals as well as acquire the work and social skills essential to become a productive member of society.

We Believe that:

1. Teachers, administrators, parents, and the community should share the commitment to quality education.
2. Students need not only to demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
3. Students become confident, self-directed, lifelong learners through quality education.
4. Students need to apply their learning in meaningful contexts.
5. A successful school needs to function as a learning organization that promotes and encourages positive thinking, mutual respect, and cooperation among all members.
6. Our culturally diverse community enriches the learning process.
7. Parental involvement is a key ingredient to students’ academic and social success.
8. Each student is a valued individual with unique physical, social, emotional and intellectual needs.
9. Education is a process that must promote the ability to think critically.
10. Self-esteem is nurtured by positive relationships within the educational community.
11. Discipline must be fair, consistent, and continually enforced by the faculty and administration.
13. Community service promotes social awareness and leads to productive citizenship.
**BOARD OF EDUCATION OFFICE**

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**EARLY CHILDHOOD LEARNING CENTER**

| MAIN: | 313-8940 |
|       | 313-8941 |
| NURSE: | 8941 |

**HIGH SCHOOL**

| 313-2370       | MAIN OFFICE: |
| 313-2371       | ATHLETIC DEPARTMENT: |
| 2377           | ATTENDANCE OFFICE: |
| 2372           | BOILER ROOM: |
| 2339           | CAFETERIA: |
| 2349           | GUIDANCE DEPARTMENT: |
| 2376           | NURSE: |
| 2366           | PSYCHOLOGIST: |
| 2367           | TEACHERS' ROOM: (pay phone 1st Floor) |
|                | (pay phone 2nd Floor) |
| 943-9732       | 943-9749 |

**FAX NUMBERS**

| 943-7050       | BOARD OFFICE: |
| 313-2111       | CHILD STUDY TEAM: |
| 313-4617       | EARLY LEARNING CENTER |
| 313-8478       | SCHOOL #3: |
| 313-8397       | SCHOOL #4: |
| 313-5642       | SCHOOL #5: |
| 313-5814       | SCHOOL #6 ELEMENTARY: |
| 313-8487       | SCHOOL #6 MEDIA CENTER: |
| 313-7957       | MIDDLE SCHOOL: |
| 313-7961       | HIGH SCHOOL: |
| 313-5015       | ATHLETIC DEPT: |

**SCHOOL PERSONNEL (Alphabetical Listing)**

| Aria, Anthony - Supervisor Buildings/Grounds | 941-1316 |
| Allen, Inez - Secretary - Child Study Team | 2324 |
| Aquino, Ann - Secretary School #5 | 2350 |
| Bargna, Robert - Student Dir/Dept Head - Soc. Studies | 2379 |
| Bedula, Janet - Department Head - World Language | 2338 |
| Bellobuono, Mary - LDT | 2386 |
| Bock, Suzanne - Nurse - School #6 | 2362 |
| Bovino, Scott - Department Head - Physical Ed | 2329 |
| Brunelli, Carmela - Nurse - School #4 | 2346 |
| Brunelli, John - Principal - School #3 | 2332 |
| Bucco, Michael - Principal - School #5 | 2353 |
| Calabrese, Donna - Curriculum | 313-4914 |
| Casamento, Donald - Guidance - MS | 4908 |
| Del Risco, Joseph - Substance Abuse Counselor-HS | 2318 |
| Dikta, Elena - Nurse School #3 & 5 | 2334 & 2352 |
| DiRoma, Angela - Department Head -Indust/Fine Arts | 4906 |
| Dominguez, Johnny - Director of Technology - HS | 2311 |
| Enrico, Dennis - LDT/C CST | 2326 |
| Fabiano, George - Principal - HS | 2373 |
| Finnegan, Nancy - Secretary-CST | 2322 |
| Forbes, Bernadette - Secretary-#6 | 2360 |
| Foster, Mary - Guidance - High School | 2359 |
| Frankovic, Anita - Secretary HS Guidance | 2376 |
| Gaffney, James - Department Head -Special Ed | 2367 |
| Giancola, Christine - Principal - School #4 | 2343 |
| Gomez, Alexi - Technology Coordinator MS & HS | 2301 |
| Kelemen, Mary - Guidance - High School | 2358 |
| Keyser, Margaret - Nurse - ELC | 3941 |
| Ludwig, William - Guidance - High School | 2348 |
| Ludwikowski, Linda - Afterschool/MS Library | 8158 |
| Matulewicz, Kathleen - Nurse - High School | 2366 |
| Martinotti, Dana - Curriculum | 945-9340 |
| Meier, Edward - Guidance - High School | 2356 |
| Merrill, Janet - Principal - ELC | 8942 |
| Morrow, Loraine - Principal - School #6 | 2363 |
| Murtagh, Donna - Secretary - ELC | 8940 |
| Padovan, Brenda - Secretary - High School | 2370 |
| Pinto, Larry - HS Attendance Officer | 2375 |
| Resto, Medely - Secretary - Guidance | 2368 |
| Retig, Marie - Secretary - School #3 | 2330 |
| Rodriguez, Ruthann - Secretary - #4 | 2340 |
| Romano, Andrea - HS Librarian | 4920 |
| Romano, Maria - Secretary - HS VP | 2372 |
| Romeo, Maria - Cafeteria | 2349 |
| Royer, Corless - Department Head - Language Arts | 2347 |
| Rudolph, Martha - Chairperson LDT/C - CST | 2328 |
| Russo, Jenna - Psychologist | 4917 |
| Savastano, Frank - Technology Coordinator -Elem | 2354 |
| Schmeltz, Kenneth - Vice-Principal - HS | 2379 |
| Selicchia, Joseph - Resource Officer (Police) | 2317 |
| Shelley, James - HS Vice Prin/Guidance Director | 2355 |
| Shelley, Kevin - HS Audio Visual | 4920 |
| Smieszko, Kathy - Secretary - Athletic Office | 2377 |
| Sounis, Joan - Department Head - Business | 3338 |
| Spoto, Christine - Social Worker | 2385 |
| Stanziani, Joseph - Psychologist - CST | 2325 |
| Taibi, Joseph - Athletic Director | 2378 |
| Tortora, Kathleen - Secretary School #6 | 2360 |
| Wangner, Anne Social Worker - CST | 2327 |
| Waller, Robert - Vice Principal - MS | 4907 |
| Wotman, Louis - Department Head - Science | 4902 |

**Updated: July 2010**
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P/N= Planning & Organization/Needs Assessment  
PR= Program Revision  
I/E= Implementation & Evaluation
# Cliffside Park Public Schools School Calendar 2010-2011

## July '10

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**Total Days**
- Staff = 20
- Students = 21

## September '10

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**Total Days**
- Staff = 20
- Students = 21

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**Total Days**
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- Students = 17

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**Total Days**
- Staff = 20
- Students = 20

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**Total Days**
- Staff = 16
- Students = 15

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**Total Days**
- Staff = 20
- Students = 20

## February '11

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**Total Days**
- Staff = 15
- Students = 15

## March '11

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**Total Days**
- Staff = 23
- Students = 23

## April '11

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**Total Days**
- Staff = 21
- Students = 21

## May '11

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**Total Days**
- Staff = 24
- Students = 24

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### Legend

- **SCHOOL CLOSED FOR STAFF AND STUDENTS**
- **STAFF IN-SERVICE**
- **HALF-DAY SESSION FOR STAFF AND STUDENTS**
- **STAFF IN-SERVICE**
- **DAYS OF INTEREST**

The Calendar allows for three (3) emergency closing days. Should circumstances require, the calendar may be extended beyond the scheduled closing date. The Winter and Spring recess periods are tentative based on the number of emergency closings. This calendar is subject to change.

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**Note:** The calendar includes dates for various events and holidays. It is divided into months with specific days marked for different purposes, such as staff in-service, half-day sessions for staff and students, school events, and other significant dates. The calendar is designed to provide an overview of the academic year's schedule at Cliffside Park Public Schools.
### 2010-11 High School Marking Period Dates

<table>
<thead>
<tr>
<th>Period</th>
<th>Grade Entry</th>
<th>Progress Report ends</th>
<th>Window Opens</th>
<th>Progress Report opens</th>
<th>Report Card Deadline</th>
<th>Marking Period Begins</th>
<th>Marking Period Ends</th>
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</tbody>
</table>

### Marking Period, Progress Report, and Report Card Calendar 2010 - 2011

Civiside Park Elementary
Broadcast #1

March 30, 2010

TO: District Superintendents
    Charter School Leaders

SUBJECT: List of Religious Holidays Permitting Pupil Absence from School for the 2010-2011 School Year - REVISED

Distribute to: Board of Education President
               Principals
               Other staff as appropriate

TOTAL PAGES: 6

CONTACT: Division of Field Services
          609-984-6755

The 2010-2011 List of Religious Holidays Permitting Pupil Absence from School, distributed on March 29, 2010, has been slightly revised to correct a mistake.

The dates for observing Passover in 2011 are April 19-20 and April 25-26. The dates of April 5-6, 2011 are incorrect.

The list has been updated and is attached for your convenience and distribution. The list can also be found on the Department’s website at: http://www.state.nj.us/education/genfo/holidays.htm

Please remind your building principals and staff that the list is not meant to be an exhaustive one but rather to provide districts with a minimum list of holidays on which it shall be mandatory to excuse a pupil. The Department encourages school districts to grant pupils an excused absence when any parent or guardian requests an excused absence in writing due to religious observances that may not be included on the State Board approved list.
RESOLUTION

The List of Religious Holidays Permitting Pupil Absence from School

WHEREAS, according to N.J.S.A. 18A:36-14 through 16 and N.J.A.C. 6A:32-8.3(j), regarding student absence from school because of religious holidays, the Commissioner of Education, with the approval of the State Board of Education, is charged with the responsibility of prescribing such rules and regulations as may be necessary to carry out the purpose of the law; and

WHEREAS, the law provides that:

1. Any student absent from school because of a religious holiday may not be deprived of any award or of eligibility or opportunity to compete for any award because of such absence;

2. Students who miss a test or examination because of absence on a religious holiday must be given the right to take an alternate test or examination;

3. To be entitled to the privileges set forth above, the student must present a written excuse signed by a parent or person standing in place of a parent;

4. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as an excused absence;

5. Such absence must not be recorded on any transcript or application or employment form or on any similar form; and

6. The Commissioner, with the approval of the State Board of Education, is required to:

   (a) prescribe such rules and regulations as may be necessary to carry out the purposes of this act; and

   (b) prepare a list of religious holidays on which it shall be mandatory to excuse a pupil. The list, however, is to be a minimum list. Boards of education, at their discretion, may add other days to the list for the schools of their districts; and

WHEREAS, the district board of education has the right to add any bona fide religious holiday to the list for its own schools; now therefore be it,

RESOLVED that the State Board of Education adopts the following list of religious holidays for the 2010-2011 school year:
<table>
<thead>
<tr>
<th>Date</th>
<th>Observance</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 8</td>
<td>Lailat al Miraj (Islam)</td>
</tr>
<tr>
<td>July 9</td>
<td>Martyrdom of the Bab (Baha'i)</td>
</tr>
<tr>
<td>July 13-15</td>
<td>Ullambana/Olan (Buddhist)</td>
</tr>
<tr>
<td>July 20</td>
<td>Tisha B'Av (Jewish)</td>
</tr>
<tr>
<td>July 26</td>
<td>Lailat al Bara'ah (Islam)</td>
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<tr>
<td></td>
<td>Asalja Puja Day (Buddhist)</td>
</tr>
<tr>
<td>August 1</td>
<td>Fast in Honor of the Holy Mother of Lord Jesus (Eastern Orthodox Christian)</td>
</tr>
<tr>
<td></td>
<td>Lammas (Wicca)</td>
</tr>
<tr>
<td>August 6</td>
<td>The Transfiguration (Eastern Orthodox Christian)</td>
</tr>
<tr>
<td>August 11</td>
<td>Ramadan begins (Islam)</td>
</tr>
<tr>
<td>August 15</td>
<td>Dormition of the Theotokos (Eastern Orthodox Christian)</td>
</tr>
<tr>
<td></td>
<td>Feast of the Assumption of the Blessed Virgin Mary (Christian)</td>
</tr>
<tr>
<td>August 24</td>
<td>Raksha Bandhan (Hindu)</td>
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<tr>
<td>September 1</td>
<td>Ecclesiastical Year begins (Orthodox Christian)</td>
</tr>
<tr>
<td>September 2</td>
<td>Krishna Janmashtami (Hindu)</td>
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<tr>
<td>September 6</td>
<td>Laylat as-Qadr (Islam)</td>
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<tr>
<td>September 7</td>
<td>His Holiness Sakya Trizin's Birthday (Buddhist)</td>
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<tr>
<td>September 8</td>
<td>Nativity of Mary (Christian)</td>
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<td>Nativity of the Theotokos (Eastern Orthodox Christian)</td>
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<tr>
<td>September 9</td>
<td>Feast of Trumpets (Church of God, Philadelphia Church of God)</td>
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<tr>
<td>September 9-10</td>
<td>Rosh Hashanah (Jewish)</td>
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<td>September 10</td>
<td>Eid al Fitr (Islam)</td>
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<td>September 11</td>
<td>Ganesha Chaturthi (Hindu)</td>
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<td>September 14</td>
<td>The Elevation of the Holy Cross (Eastern Orthodox Christian)</td>
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<td>September 18</td>
<td>Yom Kippur (Jewish)</td>
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<td>Day of Atonement (Christian, Church of God, Philadelphia Church of God)</td>
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<td>September 23</td>
<td>Mabon (Wicca)</td>
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<td>September 23-24</td>
<td>Sukkot (Jewish)</td>
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<td>September 23-29</td>
<td>Feast of Tabernacles (Church of God, Philadelphia Church of God)</td>
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<td>Last Great Day (Church of God)</td>
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<td>Shemini Atzeret (Jewish)</td>
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<td>Last Great Day (Philadelphia Church of God)</td>
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<td>October 1</td>
<td>Simhat Torah (Jewish)</td>
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<td>October 8-16</td>
<td>Navaratri (Hindu)</td>
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<td>Duserra (Hindu)</td>
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<td>Birth of B'ab (Baha'i)</td>
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<td>Installation of the Scriptures as Guru Granth (Sikh)</td>
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<td>November 1</td>
<td>All Saints' Day (Christian)</td>
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<td>Samhain-Beltane (Wicca)</td>
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<td>November 2</td>
<td>All Souls' Day (Christian)</td>
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<td>Diwali [Deepavali] (Hindu, Jain)</td>
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<td>Birth of Baha'u'llah (Baha'i)</td>
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<td>Nativity Fast begins (Eastern Orthodox Christian)</td>
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<td>Hajj Day (Islam)</td>
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<td>Guru Tegh Bahadur Martyrdom (Sikh)</td>
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<td>Day of Covenant (Baha’i)</td>
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<td>Hanukkah (Jewish)</td>
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<td>Immaculate Conception (Christian)</td>
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<td>Gantan-sai (Shinto)</td>
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<td>Intercalary Days (Baha’i)</td>
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<td>Khordad Sal (Zoroastrian)</td>
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<td>Lazarus Saturday (Eastern Orthodox Christian)</td>
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<td>Palm Sunday (Christian/Eastern Orthodox Christian)</td>
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<td>Hanuman Jayanti (Hindu)</td>
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<td>Theravadin New Year (Buddhist)</td>
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<td>Days of Unleavened Bread (Philadelphia Church of God)</td>
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<td>Pessach (Jewish)</td>
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<td>Good Friday (Christian)</td>
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<td>Holy Thursday (Christian, Eastern Orthodox Christian)</td>
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<td>First Day of Ridvan (Baha'i)</td>
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<td>April 24</td>
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<td>April 25</td>
<td>Easter (Christian)</td>
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<td>April 25</td>
<td>Pascha (Eastern Orthodox Christian)</td>
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<td>April 25-26</td>
<td>Easter Monday (Christian)</td>
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<td>Concluding Days of Pesach (Jewish)</td>
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<tr>
<td>April 21</td>
<td>First Day of Ridvan (Baha'i)</td>
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<tr>
<td>April 25</td>
<td>The 11th Panchen Lama's Birthday (Buddhist)</td>
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<td>April 29</td>
<td>Ninth Day of Ridvan (Baha'i)</td>
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<tr>
<td>May 1</td>
<td>Beltane (Wicca)</td>
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<td>May 2</td>
<td>Twelfth Day of Ridvan (Baha'i)</td>
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<tr>
<td>May 9</td>
<td>Buddha’s Birthday (Buddhist)</td>
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<tr>
<td>May 9</td>
<td>Yom Ha’Azmaut (Jewish)</td>
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<tr>
<td>May 17</td>
<td>Buddha Day - Visakha Puja (Buddhist)</td>
</tr>
<tr>
<td>May 19-20</td>
<td>Shavuot (Jewish)</td>
</tr>
<tr>
<td>May 22</td>
<td>Lag B’Omer (Jewish)</td>
</tr>
<tr>
<td>May 23</td>
<td>Declaration of the Bab (Baha’i)</td>
</tr>
<tr>
<td>May 29</td>
<td>Ascension of Baha’u’llah (Baha’i)</td>
</tr>
<tr>
<td>June 2</td>
<td>Ascension of Our Lord (Eastern Orthodox Christian)</td>
</tr>
<tr>
<td>June 8-9</td>
<td>Shavuot (Jewish)</td>
</tr>
<tr>
<td>June 12</td>
<td>Pentecost (Christian, Eastern Orthodox Christian, Philadelphia Church of God)</td>
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<tr>
<td>June 16</td>
<td>Martyrdom of Guru Arjan Dev Sahib (Sikh)</td>
</tr>
<tr>
<td>June 21</td>
<td>Litha (Wicca)</td>
</tr>
<tr>
<td>June 26</td>
<td>His Holiness the 17th Gyalawa Karmapa’s birthday (Buddhist)</td>
</tr>
</tbody>
</table>
**Disclaimer:** New Jersey Department of Education has made every attempt to ensure the accuracy of the dates. The information has been verified through the use of various sources and some dates may vary due to the lunar, Gregorian and Julian calendars.

Bret Schundler, Commissioner
Secretary, NJ State Board of Education

Josephine Hernandez
President, NJ State Board of Education
## 2010 – 2011 School Year
### Testing Dates for Elementary / Middle School

<table>
<thead>
<tr>
<th>Dates</th>
<th>Test/Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2010</strong></td>
<td></td>
</tr>
<tr>
<td>September 13, School # 3</td>
<td>Otis Lennon School of Ability Test (OLSAT)</td>
</tr>
<tr>
<td>September 14, School # 4</td>
<td>Otis Lennon School of Ability Test (OLSAT)</td>
</tr>
<tr>
<td>September 15, School # 5</td>
<td>Otis Lennon School of Ability Test (OLSAT)</td>
</tr>
<tr>
<td>September 16, School # 6</td>
<td>Otis Lennon School of Ability Test (OLSAT)</td>
</tr>
<tr>
<td><strong>GRADE 3</strong></td>
<td></td>
</tr>
<tr>
<td>September 20, School # 3</td>
<td>Otis Lennon School of Ability Test (OLSAT)</td>
</tr>
<tr>
<td>September 21, School # 4</td>
<td>Otis Lennon School of Ability Test (OLSAT)</td>
</tr>
<tr>
<td>September 22, School # 5</td>
<td>Otis Lennon School of Ability Test (OLSAT)</td>
</tr>
<tr>
<td>September 23, School # 6</td>
<td>Otis Lennon School of Ability Test (OLSAT)</td>
</tr>
<tr>
<td><strong>GRADE 5</strong></td>
<td></td>
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<tr>
<td><strong>NJ ASK - 2011</strong></td>
<td></td>
</tr>
<tr>
<td>May 3, 4, 5, &amp; 6</td>
<td>NJ ASK – Grades 6, 7 &amp; 8</td>
</tr>
<tr>
<td>May 9, 10, 11, 12, &amp; 13</td>
<td>NJ ASK – Grades 6, 7 &amp; 8 Makeup Testing</td>
</tr>
<tr>
<td>May 9, 10, 11, 12, &amp; 13</td>
<td>NJ ASK – Grades 3, 4, &amp; 5</td>
</tr>
<tr>
<td>May 16, 17, 18, 19 &amp; 20</td>
<td>NJ ASK – Grades 3, 4, &amp; 5 Makeup Testing</td>
</tr>
</tbody>
</table>
## 2010 – 2011 School Year
### Testing Dates for High School

<table>
<thead>
<tr>
<th>Date</th>
<th>Test/Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 5, 6, &amp; 7 (T, W, Th)</td>
<td>HSPA 12th grade - LAL and Math</td>
</tr>
<tr>
<td>October 12, 13, &amp; 14 (T, W, Th)</td>
<td>HSPA make-up-LAL and Math</td>
</tr>
<tr>
<td>October 16 (Saturday)</td>
<td>PSAT administration (Juniors)</td>
</tr>
<tr>
<td>October 23 (Saturday)</td>
<td>ACT administration</td>
</tr>
<tr>
<td>November 6 (Saturday)</td>
<td>SAT administration</td>
</tr>
<tr>
<td>December 4 (Saturday)</td>
<td>SAT administration</td>
</tr>
<tr>
<td>March 1, 2, &amp; 3 (T, W, Th)</td>
<td>• HSPA all grade 11 &amp; assigned 12</td>
</tr>
<tr>
<td></td>
<td>• NJPASS grades 9 &amp; 10</td>
</tr>
<tr>
<td>March 8, 9, &amp; 10 (T, W, Th)</td>
<td>HSPA makeup</td>
</tr>
</tbody>
</table>

### AP testing
- Wednesday May 4 (AM), Calculus
- Thursday May 5 (AM), English Literature
- Friday May 6 (AM), US History
- Monday May 9 (AM), Biology
- Friday May 13 (AM), Spanish Literature

<table>
<thead>
<tr>
<th>Date</th>
<th>Test/Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 7 (Saturday)</td>
<td>SAT administration</td>
</tr>
<tr>
<td>May 17,18 (Tuesday &amp; Wednesday)</td>
<td>Biology EOC</td>
</tr>
<tr>
<td>May 19, 20 (Thursday &amp; Friday)</td>
<td>Biology EOC makeup</td>
</tr>
<tr>
<td>May 23-27 (Monday through Friday)</td>
<td>Algebra 1 EOC</td>
</tr>
</tbody>
</table>

### Advanced Placement Testing
SAMPLE OVERVIEW OF PROCESS
FOR INTERVENTION AND REFERRAL SERVICES

Participants in the Process

- Core I&RS Team (i.e., principal or designee, regular education teacher & student support services staff member)
- Individual Requesting Assistance
- Parent(s) or Guardian(s)
- Additional Ad Hoc School Staff, as needed (expertise matched to problem or issue)
- Community Representatives, as appropriate

Request for Assistance (with appropriate documentation)

I&RS Team Leader
Schedules Initial & Follow-up I&RS Team Meetings

I&RS Collaborative Problem-Solving Process

- Problem Identification
- Goal Statement
- Intervention Recommendations
- I&RS Action Plan Development
- I&RS Action Plan Implementation & Monitoring
- Follow-up & Evaluation

Intervention Successful

Yes

- Continue, Expand or Conclude the Current Intervention(s)
- Monitor Periodically

No

- Conduct Observation
- Collect Additional Information, as needed
- Assign Additional Expertise to I&RS, as needed

Where Appropriate

Referral to School and/or Community Resources or Referral for Evaluation by Child Study Team
Cliffside Park Public Schools

Intervention and Referral Services
Initial Request for Assistance Form

Confidential

To:                                          Intervention and Referral Services Team
Staff Requesting Assistance:                
Date:                                        

Reasons for Request for Assistance (Must be for school-based issues, i.e. academic, behavior, school health):

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Specific Observed Behaviors (Hearsay or subjective comments are not acceptable):

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Please list all teachers and/or specialists who have contact with this student:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

The Prior Interventions checklist must also be completed for your request to be considered. Please place the completed forms along with sufficient amount of student work, if applicable in a sealed envelope and deliver to the building administrator's mailbox.

By submitting this form, I understand that I will be a full partner with the I&RS team for the resolution of the identified concerns.

Initial Request Forms 2008
Cliffside Park Public Schools

Intervention and Referral Services
Initial Request for Assistance Prior Interventions Checklist
Confidential

Staff Requesting Assistance: ________________________________
Date: ________________________________
Student: ________________________________
Grade: ________________________________

Please indicate the types of interventions you have tried prior to this request for assistance:

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Met with student to explain class rules, expectations, and concerns</td>
</tr>
<tr>
<td></td>
<td>2. Consulted PRIM Manual for Interventions</td>
</tr>
<tr>
<td></td>
<td>3. Gave student help before/after school</td>
</tr>
<tr>
<td></td>
<td>4. Changed student’s seat</td>
</tr>
<tr>
<td></td>
<td>5. Spoke with parent on the telephone. Phone #</td>
</tr>
<tr>
<td></td>
<td>6. Sent home notices regarding behavior/schoolwork</td>
</tr>
<tr>
<td></td>
<td>7. Gave student work at his/her level</td>
</tr>
<tr>
<td></td>
<td>8. Checked cumulative folder</td>
</tr>
<tr>
<td></td>
<td>9. Held conference with parent (Attach log or details)</td>
</tr>
<tr>
<td></td>
<td>10. Used behavior modification (Attach plan)</td>
</tr>
<tr>
<td></td>
<td>11. Referred student to guidance</td>
</tr>
<tr>
<td></td>
<td>12. Referred student to ESL for evaluation</td>
</tr>
<tr>
<td></td>
<td>13. Consulted and referred student to the administration</td>
</tr>
<tr>
<td></td>
<td>14. Test Scores/Assessments:</td>
</tr>
<tr>
<td></td>
<td>NJ ASK</td>
</tr>
<tr>
<td></td>
<td>NJ PASS</td>
</tr>
<tr>
<td></td>
<td>DRA</td>
</tr>
<tr>
<td></td>
<td>15. Other</td>
</tr>
</tbody>
</table>

Staff Member’s Signature: ________________________________
Date: ________________________________

Initial Request Forms 2008
Learning Behavior Checklist

In the area of **ORGANIZATION**, student has difficulty:

- keeping track of materials and/or assignments
- staying on task
- completing tasks on time
- working in groups
- managing time
- preparing for tests
- completing homework
- handing assignments in on time

In the area of **LISTENING/SPEAKING**, student has difficulty:

- maintaining sustained attention
- maintaining attention (without looking to classmates for clues)
- following simple directions
- following multi-step directions
- demonstrating auditory recall
- using age appropriate vocabulary
- recalling/naming specific words
- using appropriate facial expressions, body language and/or tone of voice
- controlling vocal quality (e.g. pitch, volume, excessive hoarseness)

In the area of **READING/Writing**, student has difficulty:

- reading for meaning
- reading fluently
- expressing thoughts in writing
- responding to text
- using grade appropriate mechanics (capitalization, punctuation, spelling)
- grasping pen/pencil appropriately for age
- writing legibly

In the area of **BEHAVIOR**, student has difficulty:

- interrupts or talks in class
- is verbally disrespectful
- uses inappropriate language
- abuses property
- becomes easily victimized
- appears to daydream often
- appears tired or lethargic
- demands a great deal of personal help and attention

*Initial Request Forms 2008*
__ cries easily
__ is unusually active
__ gives up easily

In the area of SOCIAL INTERACTION/SOCIAL, student has difficulty:

__ withdraws from peers
__ is argumentative with peers
__ is bossy or authoritative with peers
__ teases peers
__ is physically aggressive
__ does not follow rules when playing
__ has difficulty making friends
__ threatens other students
__ seeks to be the center of attention
__ has difficulty initiating social conversations
__ has difficulty sustaining a conversation
__ has difficulty staying on topic
__ does not respect personal space of others

Student Currently Receives:

__ ESL
__ Title 1 Math
__ Title 1 Reading

__ Resource Center
__ OT/PT
__ Self-Contained Class

__ Guidance
__ Speech

__ Student has previously been referred to I & RS – Date(s)

Additional Comments:
Date:

Mr. & Mrs.

Re:

Dear

Your child (student’s name), was identified to the I&RS Team (Intervention and Referral Services) for assistance for the following reason(s):

Briefly state the reason

The I&RS Team is comprised of school based personnel who meet to assist teachers with additional interventions and strategies in order to more effectively meet the needs of individual students.

After meeting with the I&RS Team on (date of meeting), the following action plan will be implemented to help your child continue to meet success in school.

Indicate Action Plan

You can help the I&RS Team by completing the attached Parent Questionnaire and returning it to the school as soon as possible. The information you provide will help us to provide appropriate help for your child.

Together, we can be more effective in helping your child. A follow-up meeting will be conducted on (6-8 weeks later). You are invited to be a participant in the I & RS Team meeting on this date. Please contact the school office at (school number) and confirm that you will attend the meeting.

If you have any questions, please do not hesitate to contact my office.

Yours truly,

Principal
Cliffside Park Public Schools
Intervention and Referral Services
Parent Questionnaire

Dear Parent,

The I & RS Committee seeks to assist teachers to develop strategies and/or interventions to accommodate the individual needs of students. In order to develop appropriate strategies for your child, your input is needed. Please complete this form and return it to your child’s teacher.

Student’s Name: ____________________________

Parent’s Name: ____________________________

Date: ______________________________

Please use the following rating scale to answer the questions below:

Always (4)   Most of the Time (3)   Hardly Ever (2)   Never (1)

—______ Finishes what he/she begins
—______ Does the things I ask him/her to do
—______ Appears content
—______ Gets along with siblings
—______ Gets along with friends
—______ Takes good care of his/her things
—______ Helps at home
—______ Makes me proud
—______ Obey
—______ Shares
—______ Cries easily
—______ Talks back
—______ Hits

Parent Questionnaire 2008
______ Lies
______ Appears afraid
______ Must be reprimanded to do things
______ Gets hurt often
______ Feels sick often
______ Fights
______ Ruins things
______ Teases others frequently
______ Threatens others
______ Has trouble remembering things
______ Accepts criticism
______ I trust my child
______ I know what to expect from my child

1. What do you see as your child’s strengths?

2. What does your child do that causes you the most concern?

3. What has been the most successful way to deal with your child’s behavior?

4. How can the school assist you with the concerns you have for your child or the concerns that have been identified by the school?

5. Has your child been seen by a doctor or health professional for any physical or emotional problem that might interfere with your child’s success in school?

6. What other information about your child or your family situation would be helpful for the school to know?

Parent Questionnaire 2008
Cliffside Park Public Schools  
Intervention and Referral Services Team

**SPEECH REFERRAL FORM**

**TEACHER:** ___________________________  **GRADE:** __________

**STUDENT:** ___________________________  **DATE:** __________

1. PLEASE CHECK AREA(S) OF CONCERN:

   _____ ARTICULATION (MAY OMIT, SUBSTITUTE, OR DISTORT CERTAIN SPEECH SOUNDS)

   _____ VOICE (MAY BE HOARSE, BREATHY, NASAL. MAY TALK TOO FAST OR TOO SOFT.)

   _____ FLUENCY (MAY STUTTER, REPEAT WORDS, HESITATE OR PROLONG WORDS.)

2. PLEASE INDICATE THE AREAS OF EDUCATIONAL IMPACT:

   _____ STUDENT’S SPEECH IS DIFFICULT TO UNDERSTAND.

   _____ STUDENT IS RELUCTANT TO SPEAK IN FRONT OF OTHERS

   _____ STUDENT’S SPELLING IS ADVERSELY AFFECTED BY ARTICULATION ERRORS.

   _____ ORAL COMMUNICATION IS ADVERSELY AFFECTED BY SPEECH PROBLEM.

   _____ STUDENT’S READING IS ADVERSELY AFFECTED BY SPEECH PROBLEM.

   _____ ARTICULATION ERRORS ARE NOTICEABLE WHEN SPEAKING IN THE CLASSROOM,
       INTERACTING WITH PEERS AND RESPONDING TO TEACHER’S QUESTIONS.

   _____ STUDENT IS BEING TEASED ABOUT HIS/HER SPEECH DIFFICULTY.

   _____ STUDENT DEMONSTRATES FRUSTRATION OR CONCERN REGARDING HIS SPEECH
       DIFFICULTY

   _____ STUDENT’S SPEECH PROBLEM INTERFERES WITH HIS/HER SOCIAL INTERACTIONS.

**ADDITIONAL COMMENTS:**
Cliffside Park Public Schools
DRA BENCHMARK LEVELS*
For
Intervention and Referral Services

<table>
<thead>
<tr>
<th>GRADE</th>
<th>TIME OF YEAR</th>
<th>ON GRADE LEVEL</th>
<th>BELOW GRADE LEVEL</th>
<th>ONE YEAR BELOW GRADE LEVEL (Recommended for referral services)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDERGARTEN</td>
<td>FALL</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>SPRING</td>
<td>L3</td>
<td>LA-L2</td>
<td>LA</td>
</tr>
<tr>
<td>FIRST</td>
<td>FALL</td>
<td>L3-L6</td>
<td>LA-L2</td>
<td>LA</td>
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<tr>
<td></td>
<td>SPRING</td>
<td>L16-L18</td>
<td>L4-L14</td>
<td>&lt;L4</td>
</tr>
<tr>
<td>SECOND</td>
<td>FALL</td>
<td>L16-L20</td>
<td>L12-L14</td>
<td>&lt;L12</td>
</tr>
<tr>
<td></td>
<td>SPRING</td>
<td>L28</td>
<td>L18-L24</td>
<td>&lt;L18</td>
</tr>
<tr>
<td>THIRD</td>
<td>FALL</td>
<td>L28-L34</td>
<td>L18-L24</td>
<td>&lt;L18</td>
</tr>
<tr>
<td></td>
<td>SPRING</td>
<td>L38</td>
<td>L30-L34</td>
<td>&lt;L28</td>
</tr>
</tbody>
</table>

*Levels indicate student’s INDEPENDENT reading level, not “instructional.”

OTHER BENCHMARKS TO CONSIDER:

- Scholastic test comprehension scores consistently below 75%.
- Running Records
  - Fluency rate
  - Accuracy rate
  - Self-Correction rate (should be 1:4 or better)
- Grade 1: Performance on Observation Survey
- Age (young/old for grade)
- Other academic issues/concerns such as language, speech, writing, etc…
Cliffside Park School District
Intervention and Referral Services

Interventions Summary

Name: ____________________________  Date of Report: _______
Grade: ____________________________
School: ____________________________
Date of Birth: ____________________

Summary – I&RS Intervention Plan

<table>
<thead>
<tr>
<th>Intervention Type</th>
<th>Frequency</th>
<th>Duration</th>
<th>Effectiveness</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Attach Data to Support Interventions

Interventions Summary 2008
Intervention Journal for
Strategies taken with offered extra help
- held back in third grade
- Title One Services
- seated in close proximity to teacher and black board
- allotted extra time for test and assignments
- shortened and modified assignments
- sessions with Guidance Counselor

Mathematics:

4/8/08- Adding and subtracting unlike denominators. Find LCD first by listing LCM of all denominators. Next find the equivalent fractions. Lastly add or subtract. I Model examples through guided practice. Aishia uses a multiplication chart to assist her. She grasps the concept of finding LCD but not the concept of finding equivalent fractions.
20 minute intervention

4/9/08- Finding equivalent fractions. Multiply the numerator and denominator by the same number to find an equivalent fraction. She grasps the concept of finding an equivalent fraction.
10 minute intervention

4/10/08- Adding and subtracting unlike denominators. Find LCD first by listing LCM of all denominators. Next find the equivalent fractions. Lastly add or subtract. I Model examples through guided practice. Aishia uses a multiplication chart to assist her. She grasps the concept when working with familiar numbers. However she is not reducing her answers.
10 minute intervention

4/16/08- Reducing fractions. Divide the numerator and denominator by a common factor. Repeat until the fraction is in simplest form. Model through guided practice. Aishia is reducing but not to the simplest form.
10 minute intervention

4/28/08- No instruction but reviewed problems from the 16th.
5 minutes

5/12/08- Multiplying fractions by whole numbers. First try dividing the whole number by the denominator of the fraction. Next, multiple the quotient by the numerator. If the whole number isn’t divisible by the denominator; multiply the whole number by the numerator then divide the product by the denominator. 15 minute intervention
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>Parent Signature</td>
<td></td>
</tr>
</tbody>
</table>
Cliffside Park Public Schools

Intervention and Referral Services

Special Teacher Feedback Form

Student:                    Date:  
Grade:                    Homeroom teacher:

Special Area Teacher Report:

Academic level and progress (include effort, work habits, etc.)

Behavior (be specific and give concrete examples)

General Traits (vitality, enthusiasm, apathy, etc.)

Peer-Group Relationships

Attitude Toward Teacher

Return to: ___________________ Teacher’s Signature: ___________________

By: ________________________ Subject: _____________________________
Cliffside Park Public Schools

Intervention and Referral Services

Health Form

Student: ________________________________

Date: ________________________________

Complete and return by: ________________________________

Health History

Is the student currently taking any medication? If yes, identify each medication and condition being treated.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Are you aware of any medical or other condition that could interfere with the student’s ability to perform in school? If yes, describe the condition and its implications.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Health Assessment

Date of birth: ________ Weight: ________

Height: ________ Hearing: ________

Posture: ________ Vision: ________

Physical appearance (hygiene, fatigue, attire):

________________________________________________________________________

Comments:

________________________________________________________________________
Socialization

Observable behaviors:


Behavioral changes:


Visits to Nurse

Frequency/Number/Reasons:


Signature: ___________________________
Cliffside Park Board of Education

2340. FIELD TRIPS

A. Definition

A "field trip" is any journey by a group of pupils away from the school premises that has been duly approved in accordance with Policy No. 2340. A school sponsored trip taken by pupils as part of a co-curricular activity or a class trip is not a field trip and is governed instead by Regulation No. 5850.

B. Approval of Trips

1. A list of field trips considered appropriate for each grade level or subject area will be prepared cooperatively by teaching staff members and approved by the Superintendent. The approved list will be reviewed annually for additions, deletions, and revisions and will be distributed to teachers as a suggested guideline. In addition, the curriculum guide for a specific course of study may include suggested field trips.

2. To ensure the equitable allocation of budgeted field trip funds, each teacher shall submit a list of proposed field trips to the building principal at the beginning of the school year. The acceptance of the list does not constitute approval of any specific field trip on the list or of the number of field trips proposed by a teacher.

3. A teacher shall request approval of a specific field trip by submitting a written application to the Superintendent of Schools no less than 10 days prior to the trip.

4. The field trip application will include:

a. Proposed date of the trip (which should be checked in advance against the school calendar) and any alternate date(s);

b. The proposed destination and, if the destination is not generally known, its description and the reason it is selected by the teacher;

c. The relationship of the trip to curriculum goals and objectives;

d. The location of the destination and the route that will be taken to it;

e. Transportation arrangements, the estimated cost of transportation, and the provision of safe and adequate loading and unloading areas for bus-born pupils;
f. The time of departure and the estimated time of return to the school;
g. Provisions for emergency and sanitation facilities;
h. Admission fees and tolls, if any; and
i. Provisions for meals, if any are required.

5. The building principal or superintendent may deny a field trip request when:
   a. The application is incomplete;
   b. The anticipated cost is excessive;
   c. The proposed trip bears insufficient relationship to the curriculum;
   d. The pupils involved will have been taken from the class for the trip and other activities for an excessive amount of time;
   e. The trip conflicts with other scheduled events or with other demands on school buses;
   f. The class has exceeded its equitable allocation of field trips;
   g. The trip will occur during an exam period or immediately before the end of a marking period; or
   h. The destination and trip activity are inappropriate choices for pupils of the age and maturity typical of the class.

6. A request for an overnight field trip must receive the preliminary approval of the building principal and superintendent before it is submitted to the Board of Education for final approval.

7. The teacher will be given written approval or denial of the teacher’s request for a field trip. A denial of approval will include the reason(s) for the denial.

C. Planning and Preparation

1. Each teacher who plans a field trip should take the following preliminary steps:
   a. Determine that the proposed trip is the best method available for achieving the desired learning outcomes. Consult the list of approved field trip destinations for alternatives;
b. Consult the school calendar for any conflicts with the projected date of the field trip and for any clusters of field trips on or about that date;

c. Determine whether classes can be combined in a joint field trip for maximum economy;

d. Gather the information necessary to fill out the field trip application form; and

e. Complete and submit the form.

2. If the field trip is approved, the teacher should take the following preparatory steps:

a. Discuss the proposed trip with pupils, giving particular attention to;

(1) The purpose of the trip and its relationship to the course of study,

(2) What in the trip the pupils should give particular attention to and ask questions about,

(3) Any reports, note taking, sketching, or the like pupils should accomplish on the trip,

(4) The assignment of background materials and research to enhance the value of the trip, and

(5) Rules of conduct and expected behaviors, both at the trip destination and in transit to and from the destination.

b. Distribute and collect a permission slip for each pupil who will participate in the trip. The slip must be signed by the pupil's parent(s) or legal guardian(s). The slip will include notice of:

(1) The date, departure time, and return time;

(2) The destination and its location;

(3) The name of the teacher in charge;

(4) The means of transportation; and

(5) The purpose of the trip.

Signed permission slips will be filed with the building principal who will file them until the end of the school year.

c. Make arrangements for travel and inform the building principal of those
arrangements in writing no later than 10 before the trip.

(1) District-owned buses may be reserved by telephone call to the board office.

(2) The transportation contractor's buses may be reserved by telephone call various vendors.

d. Arrange with officials at the point of destination for:

(1) The pupils' admission;

(2) The provision of any materials that will enhance the trip;

(3) The services of guides, if necessary; and

(4) The provision of meals, if necessary.

e. Arrange for chaperones, who may be other teaching staff members or volunteer parent(s) or legal guardian(s), and apprise them of their responsibilities (see paragraph D below). The number of chaperones appointed will be as indicated in the following chart:

<table>
<thead>
<tr>
<th>Grade levels</th>
<th>Number of chaperones per pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prek-2</td>
<td>1-5</td>
</tr>
<tr>
<td>3-6</td>
<td>1-10</td>
</tr>
<tr>
<td>7-12</td>
<td>10-</td>
</tr>
</tbody>
</table>

f. If unfamiliar with trip destination, make a reasonable effort to visit the premises to become acquainted with points of interest, special features, potential problem areas, and the food and restroom accommodations.

g. Notify other teachers or departments, as appropriate, of the nature of the field trip and the pupils involved in the trips:

(1) To permit other teachers to plan for the absences; and

(2) To encourage other teachers to incorporate the field trip experience in their lesson plans.
Prepare a roster of pupils who will participate in the field trip.

j. Make alternate educational arrangements for any pupils who will not participate in the field trip.

k. Ascertain whether any pupil participating in the field trip will or may require medication in the course of the trip and arrange for the presence of the school nurse, a registered nurse, or the pupil's parent(s) or legal guardian(s) to administer the medication, except where pupils are allowed to self-administer medication under statutory authority. If none can be present, report the matter to the Principal who may deny the pupil's participation.

3. On the day of the field trip, the teacher will:

a. If the weather is inclement and the trip is to take place out of doors or involves transportation that might be made hazardous by the weather.
   
   (1) Check with the building principal who may determine to cancel or postpone the trip.
   
   (2) If the trip is canceled or postponed, promptly inform chaperones.

b. Take attendance and deliver to the principal a roster of the pupils who are actually leaving on the field trip.

c. Ascertain that the full complement of assigned chaperones is present and prepared.

d. Ascertain that all pupils participating in the field trip have left the school by the arranged method of transportation. Only in exceptional circumstances, approved in advance by the principal may pupils be delivered directly to the destination by means other than those arranged by the teacher.

e. Take all reasonable steps to assure that pupils profit educationally from the trip.

f. Make no change or substitutions in the trip itinerary unless an emergency has occurred (see paragraph E following).

g. Ascertain that all pupils participating in the field trip have left the destination by the arranged method of transportation. Only in exceptional circumstances, approved in advance by the principal or in an emergency may pupils be taken from the destination by means other than those arranged by the teacher.

h. If the trip will bring pupils back to school after the end of the school day, ascertain that the Principal will remain on the premises until the pupils' return.
or has appointed an emergency coordinator to remain on school premises. Plan to stay at the school or assign a chaperone to stay at the school until the last pupil has been picked up or has departed for home by his/her regular transportation.

D. Chaperones

1. The teacher in charge of the trip is responsible for appointing and training chaperones. Chaperones should be persons known to the teacher to be responsible, dependable, and comfortable with children of the pupil’s age and maturity.

2. The Board will pay the expenses of chaperones to the extent that the expenses of pupils and teachers are paid.

3. Chaperones will be assigned a specific group of pupils and are accountable for the welfare of those pupils. Pupils must not be left unattended; if the chaperone must briefly leave his/her assigned pupils, the chaperone should ask the teacher or another chaperone to take his/her place for the absence.

4. Smoking and the use of alcohol or drugs or the possession of weapons is prohibited for both pupils and chaperones.

5. Prior to their arrival at the destination, chaperones should inform the pupils in their charge of:
   a. The conduct expected of them,
   b. The time and place of departure, and
   c. Any other information necessary to the conduct of the trip, such as meal arrangements and the location of restrooms.

6. Chaperones should attempt to regulate pupil conduct. Any significant or persistent disciplinary problem should be reported to the teacher for appropriate action.

E. Emergencies

The following guidelines will be followed in the event of an emergency during a field trip.

1. An emergency on a school bus will be governed by the procedures set forth in Regulation No. 8630.

2. In the event a pupil is lost or missing, and all reasonable efforts to find him/her have failed, the teacher shall, no later than 10 minutes after the pupil is first found missing, call the Principal. If the Principal is not immediately available, the teacher shall call the Superintendent.
3. In the event of a medical emergency, the teacher shall summon first aid and/or ambulance services. Any medical emergency shall be immediately reported to the Principal. Within twenty-four hours of the trip, the teacher shall file with the Principal a full written report of the emergency and the steps taken to protect the victim's health and safety.

4. In the event of a delay that will bring pupils back to school later than anticipated and after the end of the school day, the teacher will, as soon as he/she can estimate the actual time of arrival, call the Principal or a person designated by the Principal to remain at the school as emergency coordinator. The Principal or emergency coordinator will:

   a. Inform parent(s) or legal guardian(s) of the delay by telephone;
   
   b. Make the school facilities available to waiting parents or legal guardians;
   
   c. Remain at the telephone to answer incoming calls; and
   
   d. Confer with the teacher to be certain all pupils have been safely dispatched.

F. Overnight Trips

1. A field trip that will remove pupils from the district overnight must be specifically approved by the Board. The request and approval procedures outlined in paragraph B6 above must be followed.

2. All of the provisions of this regulation are applicable to overnight field trips.

3. Pupils and their parent(s) or legal guardian(s) may be required, as a condition of their participation in the trip, to attend a meeting at which they will be informed of the:

   a. Purpose of the trip;
   
   b. The particulars of the trip such as itinerary, departure and return times, duration, overnight accommodations, and points of interest;
   
   c. Rules of conduct and behavior expectations, both on the trip and at the destination;
   
   d. Need, if any, for special clothing, supplies, apparatus, or equipment; and
   
   e. Costs, if any, of the trip.

G. Follow-up and Evaluation
1. The teacher in charge of the field trip should express his/her appreciation to:
   a. The chaperones, both lay and professional;
   b. The officials and guides at the destination; and
   c. Any other persons or representatives who assisted in the conduct of the trip.

2. The teacher in charge should incorporate the field trip experience into pupil’s learning by:
   a. Conducting a discussion and a critical evaluation of the experience;
   b. Encouraging creative projects on themes experienced on the field trip;
   c. Testing pupils on information gained and attitudes formed; and/or
   d. Assigning pupils written reports or presentations on the experience.

3. The teacher will assist the Principal in a critical evaluation of the trip by filing a written report of the trip that includes its benefits and drawbacks. The report should address these questions, as appropriate to the trip:
   a. Was the destination the best choice for the teaching purpose served?
   b. Were there sufficient materials available to pupils as background for the trip?
   c. Did the trip experiences encourage new understandings, impart new knowledge, or stimulate pupils to new activity?
   d. Did the trip experience relate to other school learning experiences?
   e. Did the trip impart accurate information and a truthful picture?
   f. Were the pupils exposed to any hazard to their physical or emotional well-being?
   g. Was the trip worth the time and expense?
   h. Were there any serious problems with pupil conduct and management?
   i. To what extent, if any, did the trip generate cooperation and a positive relationship between the school and the community?
[See POLICY ALERT Nos. 111, 120 and 153]

The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual pupils is important to the continuing process of learning. The Board, therefore, directs the instructional program of this school district include a system of grading that measures progress toward the New Jersey Core Curriculum Content Standards and the educational goals of the district.

Pupils shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward pupils for positive efforts and minimize failure, and pupils should be encouraged to evaluate their own achievements.

The Superintendent shall develop and continually review in consultation with teaching staff members, parent(s) or legal guardian(s), and pupils, a grading program appropriate to the course of study and maturity of pupils. The final decision on any contested grade will be the responsibility of the Superintendent. A pupil classified as disabled will be graded in accordance with his/her Individualized Educational Program (IEP) or the Section 504 Plan.

Revised: August 27, 2008

Cross reference: Policy Guide No. 5420
The Board of Education acknowledges the educational validity of work assigned to pupils for completion outside the classroom as an adjunct to and extension of the instructional program of the schools.

The Superintendent shall develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school;

2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems;

3. Homework should help develop the pupil's responsibility and provide an opportunity for the exercise of independent work and judgment;

4. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the pupil and take into account other activities that make a legitimate claim on the pupil's time;

5. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated and that evaluation should be reported to the pupil;

6. The schools should recognize the role of parent(s) or legal guardian(s) by suggesting ways in which parent(s) or legal guardian(s) may assist the school in helping a child carry out assigned responsibilities;

7. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

Revised: August 27, 2008
Cross reference: Policy Guide No. 9230
Dear JOHN DOE,

We have the pleasure of notifying you that Cliffside Park School District has implemented a new automated service that will greatly simplify and streamline the process of recording Absences and finding Substitutes.

The service will be available to you 24 hours a day, seven days a week. You may interact with the system either on the Internet at http://www.aesopeducation.com, or by way of a Toll Free automated Phone line.

**How do I register with the system?**

1. Simply dial 1-800-942-3767 (1-800-94-AESOP).
2. Enter your Identification (ID) and Pin numbers. The information is as follows.
   (Please notify the central office if your identification number listed below is not correct.)
   
   - ID number - 2015551212
   - Pin number - 0009

3. Once you are logged in the system, you will be given prompts for the various menu choices.

   *When you access the system over the phone for the first time, it is very important that you record your name and assignment for substitutes to hear. Please keep in mind that only your name and assignment should be recorded, (e.g. John Doe, 3rd Grade) as the system will play this recording to potential substitutes for all future absences you register. You will not be asked to record this information each time you register an absence.*

* When entering an absence, please wait until you receive a confirmation number before you terminate the phone call. Your transaction is not complete until you receive a confirmation number.

You may also access the system on the Internet at http://www.aesopeducation.com. Here you will be able to enter absences, check your Absence schedule, update personal information, and exercise other features. If you have any questions, concerns, or comments; please feel free to contact the central office at (201) 313-2305 or at support@aesoponline.com.

Thank you,

Peggy DiNucci
Aesop Administrator
(201) 313-2305
Meetings

All meetings will be held on Tuesday afternoons. Every effort should be made by staff members to arrange course schedules and personal obligations accordingly to avoid conflict.

Faculty Meetings:
There will be two (2) faculty meetings per month held after school. Such meetings will be presided over by the principal and/or vice principal. Meetings are not to exceed 3:55 p.m.

Department Meetings:
One (1) monthly department meeting will be held per month and headed by the department chairpersons.

District In-Service and Grade Level Meetings:
Four (4) In-Service/Grade Level meetings are to be held throughout the school year. Such meetings are to take place on Tuesday afternoons with an early dismissal for students.

Curriculum Meetings:
Curriculum committee meetings will be held throughout the school year during the course of the school day. Participants will be notified through meeting notices and class coverage will be provided, if necessary. Meetings will not exceed sign-out time.
Parent Conferences

Whenever a teacher has a conference with a parent, the main office or guidance office should be informed of the reason for the conference. Requests to teachers from parents for a conference are to be followed up promptly. If after three or four attempts to phone a parent is unsuccessful, a note to that effect should be sent and a copy sent to the office for the pupil’s file. Always use the assistance of the child’s guidance counselor whenever possible.

Whenever a teacher sends or receives a letter or a note regarding a pupil’s health, program, behavior, or grades, the original or a copy of such a correspondence should be placed in the pupil’s file folder located in the main office or the guidance office.

Grades Pre- K thru 6 will formally meet with parents during three scheduled Parent Conference Days in the fall.

Parent Visitation Evenings

All staff members should explain the general classroom procedures and state explicitly what is expected of their child. You may give parents an opportunity to ask questions about the manner in which the class is conducted. However, do not at this time allow parents to ask specific questions about their child. Specific questions are more appropriately discussed at a private conference with you and the parents.
Plan Books

Planning is an essential component of effective teaching. Using all resources available (curriculum guides, textbook, teacher manuals, supplementary material, assessment instruments, etc.) the teacher must map out a content coverage timetable for the year, the month, the week and finally each day. The plan book records a weekly segment of that overall planning which affords the teacher flexibility in revising the monthly/yearly plan in accordance with student advancement and achievement. Plan books are collected and reviewed weekly by an administrator to insure adequate curriculum pacing and continuity on instruction. The district’s concern for the importance of planning is reflected in teacher observation and evaluation process; therefore, plan books are part of a teacher’s professional obligation.

All plan books should contain the following information:

1. Teacher’s name
2. Schedule of classes, rooms and duties.
3. Time schedule for special activities, etc.
4. Textbooks and supplementary books used for each subject and class.
5. Seating charts
6. Any other information deemed important to an administrator or substitute teacher using this book.
Signing In/Signing Out

All teaching staff MUST scan in/out each day using their issued ID badge. Please be reminded that this procedure provides written documentation that a staff member was in attendance on a particular day. Failure to sign in/out could result in a staff member being marked absent on a day that he or she was in attendance. If there are questions pertaining to a staff member’s annual attendance calendar the central office will rely on the sign in/out sheets provided by the computer scan.
TEXTBOOKS

CRITERIA FOR DETERMINING CONDITION OF TEXTBOOKS:

A record of the condition of all textbooks must be kept upon issuance and return. Please use the following descriptors:

- NEW: a book worth its cost price
- EXCELLENT: a book used with reasonable care for one year; ¾ cost
- GOOD: a book used with reasonable care for two years; ½ cost
- FAIR: a book used with reasonable care for three years; ¼ cost
- POOR: a book that should be discarded

INITIAL ISSUANCE OF TEXTBOOKS:
Record textbook numbers assigned to students in grade book.

RETURN OF TEXTBOOKS:
Collect and inspect books. BE SURE THE NUMBER OF THE BOOK BEING RETURNED MATCHES THE STUDENT'S NAME TO WHOM IT WAS ISSUED.

Determine condition of textbook and amount of fine, if necessary.

Store books in classroom closet or book room.

According to the New Jersey Statute (Chapter 34 of Title 18A) approved in 2002, the district of Cliffside Park MUST:

- Place all surplus textbooks on the New Jersey Department of Education’s Textbook Sharing website. The only exceptions are for worn out textbooks or useless textbooks, such as textbooks that are damaged, mutilated or over 10 years old.
- Retain the textbooks to be discarded for a period of 120 days after placing them on the Department of Education’s Textbook Sharing website, unless they are claimed by another New Jersey school.
- Donate the surplus textbooks to any New Jersey (both public and nonpublic) who claims the books.
- Any school or district who acquires textbooks using the textbook database is responsible for all costs associated with receiving them from the donating school or district.
- Any books that have gone unclaimed for 120 days from the time they have been placed on the textbook bank database may be discarded.
- Web address for the New Jersey Department of Education’s Textbook Sharing website: (www.education.state.nj.us/textbook/)
SUGGESTED
WEEKLY
SUBJECT
TIME
ALLOTMENTS

(Forthcoming)
VISITORS/SOLICITORS

- NO visitors, agents or solicitors are to enter any classroom or make any contact with any teacher or student during school hours without the permission of an administrator.

- Parents may not come to classrooms to speak to either the teacher or student without permission from the school administrator. Parents should schedule a time during to conference with the teacher.

- A "Visitor's Pass" must be obtained from the office. Any person who is not wearing a school ID or a Visitor's Pass should be reported to the office.
CLINIC RULES

1. All students need a pass for the clinic.
2. Avoid the clinic between 9 A.M. and 9:50 A.M. During this time vision, hearing and scoliosis screening are being done. In an emergency go to the office.
3. See the nurse when you get sick in school. It is not necessary to see the nurse if you come to school not feeling well.
4. See the nurse when you are injured in school. It is not necessary to see the nurse if your injury occurred at home or other place not at school. If you have an old cut, a Band-Aid needs to be applied before coming to school.
5. See the nurse immediately if you are injured in gym. Do not wait to return to class.
6. Report to the office immediately if you are hurt at lunchtime. Do not wait to return to class. When you do return to class, ask the teacher for a pass and return to the clinic if necessary.
7. If you are absent you need a note from your parent or doctor when you return to school. (A note from a doctor is necessary if you had anything contagious.)
8. You must have a note from your doctor to return to school with a cast, splint, or crutches.
CRISIS MANAGEMENT PLAN
SCHOOL CLOSING INFORMATION

The Cliffside Park School District notifies parents of school closings, delayed openings, early dismissals and any other unforeseen emergencies or important announcements using our in-house, phone notification system. It is important that all information for your child is accurate and up-to-date. Please notify your child's Principal whenever there are any changes in contact information.

NOTIFICATION OF CLOSING/DELAYED OPENING/EARLY DISMISSAL/OTHER EMERGENCIES

School Hotline

201-943-0001

TV & RADIO STATIONS

WCBS - 880AM, WOR - 710am, Channel 5 & Channel 12 News will announce between 5-8 a.m.

FIRE DEPT. SIREN

CP Fire Department will sound one long blast for NO SCHOOL about 7:30 a.m. In the event of a DELAYED OPENING, the Fire Dept. will sound 3-5 second blasts with 5 second intervals.

SWIFTREACH PHONE SYSTEM

Parents will be called by our phone system, SWIFTREACH, during the early morning hours(5-6a.m.) if there is a DELAYED OPENING or SCHOOL CLOSING. In the event of an EARLY DISMISSAL due to inclement weather or any other EMERGENCY, notifications will be made as early as possible during the school day in order to allow parents the opportunity to make arrangements to pick-up their child(ren).

WEBSITE

Closings, delayed opening, early dismissals, etc. will be posted to our website as soon as possible.

TYPES OF CLOSINGS

ALL DAY

When it is determined that we cannot open due to inclement weather or any other emergency parents will be notified using all of the above notification systems.

DELAYED OPENING

When it is determined that we cannot open at the usual time, but conditions can reasonably be expected to improve within a few hours, a DELAYED OPENING may be called. A DELAYED OPENING will be announced using all of the above notification systems.
The school day for students will begin at **10:00a.m.** when a DELAYED OPENING IS CALLED.

**EARLY DISMISSAL**

When it is determined that we can open at the usual time, but conditions can reasonably be expected to worsen within a few hours, an EARLY DISMISSAL may be called. AN EARLY DISMISSAL will be announced using all of the above notification systems.

The school day for students will end between 12:30pm-1:00pm depending upon your child's grade level and school location.

Check our website [www.cliffsidepark.edu](http://www.cliffsidepark.edu) for the latest school closing information.
FIRE DRILLS

In the event of a fire drill signaled by special fire bell:

✔ Know the exit of your room as well as an alternate in case the original exit is blocked.
✔ If you notice missing or incorrect signs, please report to the school administrator immediately.
✔ Close all windows and the doors to your room.
✔ Lead class away from the building to areas specified at the beginning of the year by the principal. REMAIN WITH YOUR CLASS.
✔ Work for SILENCE, SAFETY AND SPEED.
✔ TEACHERS MUST CARRY RECORD BOOK OUT OF THE BUILDING AND CHECK ATTENDANCE.
✔ Return to the building when signaled by the bell using the reverse route.
✔ Students in the office may exit through the closest exit with permission from office staff or administrator.
✔ Teachers with handicapped pupils must make sure said pupil(s) are assisted for a safe exit.
Cliffside Park Public Schools

ACCIDENTS

In the event of an accident in the classroom:

➤ Report the accident to the nurse AT ONCE.
➤ If the nurse is not available, notify the office. DO NOT ATTEMPT TO MOVE A CHILD IF IT APPEARS THAT S/HE IS SEVERELY INJURED OR LYING IN A PRONE POSITION.
➤ The teacher under whose supervision the pupil was at the time of the accident must make out an “Accident Report” (see “Forms”) IMMEDIATELY.
➤ If the pupil was not under the jurisdiction of a teacher, the school nurse will make out an “Accident Report.”
➤ TEACHERS MAY NOT ADMINISTER MEDICATION TO PUPILS. HOWEVER, THE SCHOOL NURSE MAY ADMINISTER MEDICATIONS UNDER SPECIFIC GUIDELINES.

Further instructions:

➤ KEEP CALM – Your example will allay student hysteria and assure control.
➤ Send a responsible, mature student for assistance; instruct him/her to bring nurse or administrator to your location.
➤ Protect the student from further injury:
  o Move furniture
  o Stretch student out on the floor or ground
  o Cover to protect from chilling
  o Keep other students away
➤ CONVULSIONS: Stretch victim out on a flat surface
➤ ACIDS/CORROSIVES/CHEMICALS: Flush skin with water ONLY. If EYE, flush profusely and continue until medical care can be given.
➤ BLEEDING: Use gauze pads, clean cloth, clean handkerchief or paper towel to form a pad. Apply pad to wound area and use pressure of hand to hold in place until bleeding stops.
➤ BURNS: Plunge area into basin of cold water.
➤ NOSE BLEED: Have student pinch nostrils together and send him/her to nurse. If severe, send someone with him/her.
➤ UNCONSCIOUSNESS: Stretch and flat.
➤ CHOKING: Heimlich maneuver.
CLIFFSIDE PARK BOARD OF EDUCATION
POLICY GUIDE

8442. REPORTING ACCIDENTS

The Board of Education directs that all reasonable efforts be made to ensure a safe learning and working environment for the pupils and employees of this district. To that end and to the end that legitimate employee claims for worker's compensation be expedited, the Board requires that accidents be reported and evaluated. Any accident that results in an injury, however slight, to a pupil, an employee of the Board, or a visitor to the schools must be reported promptly and in writing to the district business office. Injured persons shall be referred immediately to the school nurse for such medical attention as may be appropriate.

The injured employee or visitor or the staff member responsible for an injured pupil shall complete a form, available in the office of the Building Principal, that includes the date, time and place of the incident; the names of persons involved; the nature of the injury, to the extent that it is known; and a description of all relevant circumstances.

A copy shall be retained by the Building Principal and a copy shall be sent to the business office.

Any employee of the Board who suffers a job-related injury must report the injury and its circumstances to the Building Principal or job supervisor, as appropriate as, no later than 2 hours following the occurrence of the injury. The failure of an employee to comply with this mandate may result in disciplinary action.

Adopted: August 27, 2008
[See POLICY ALERT No. 93 and 172]

The Board of Education directs the Superintendent to provide for prompt and appropriate medical attention for pupils, staff members, or visitors who are injured or become ill on school premises or at school sponsored events.

Any injury or illness shall be reported immediately to the school nurse or, in the absence of the school nurse, the building principal, who will determine whether an emergency exists. Immediate steps may be taken as necessary to remove the injured or ill person from imminent danger and/or prevent exacerbation of the disability. Routine first aid will be administered by district personnel as necessary to ensure the safety and comfort of the injured or ill person.

The parent(s) or legal guardian(s) of an injured or ill pupil and, if necessary, the family of an injured or ill staff member or adult visitor will be notified promptly and tactfully of the injury or illness. If the school nurse or school medical inspector or, in the absence of both, the Principal, determines that the injured or ill person should be removed from school for rest and/or treatment at home or for consultation with a private physician, the parent(s) or legal guardian(s), or family member shall be requested to provide transportation.

In a serious emergency requiring immediate medical attention, an ambulance may be summoned for transportation to a hospital or the school nurse may drive the injured or ill person to the hospital.

The Superintendent shall, in consultation with the school medical inspector and school nurse, prepare standing orders for the emergency treatment of injuries and disabilities by the school nurse and regulations for the handling of injured and ill persons by all other school employees. All district personnel will be briefed annually on the regulations governing the handling of injured and ill persons.

Injuries and disabilities that occur in the course of the athletic program are subject to the provisions of Policy No. 2431 and implementing regulations. Pupil disabilities attributable to substance abuse will be handled in accordance with Policy No. 5530. Injuries that occur in the course of school bus transportation will be handled in accordance with regulations implementing Policy No. 8630.

N.J.A.C. 6A:16-1.4(a)1; 6A:16-1.4(a)2; 6A:16-1.4(a)3
Cross reference: Policy Guide Nos. 5230, 5330, 5350, 8442
Adopted/Revised: March 28, 2007
AFFIRMATIVE ACTION

It is the policy of the Board of Education to provide equal employment opportunity regardless of age, ancestry, color, creed, economic status, national origin, race, sex or social status, and to have equal access to all categories of employment in the public education system of the Cliffside Park School District. Further, the Board will endeavor to assure full participation in equal employment practices of all persons contracting or providing services to the Board of Education.

An Affirmative Action Program shall be an integral part of every aspect of employment, not limited to but including upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation including fringe benefits; employment selection, inservice training, promotion or tenure. To this end, the Board has appointed an Affirmative Action Officer to assist in developing, implementing and coordinating an Affirmative Action Plan to strengthen and assure full and equal employment opportunity.

The Board affirms its commitment to equal employment opportunity including but not limited to: basic policies and procedures necessary for effective, uniform and judicious compliance; goals and timetables to correct any inequities; and a periodic program review.

The Board shall inform the community it serves of this resolution through all channels of communication not limited to customary methods of information dissemination.

N.J.S.A. 10:5-1 et seq.
N.J.A.C. 6:4-1 et seq.; 6:8-4.3(a)9

Date Adopted: 11/14/89
SEXUAL HARASSMENT

The Board of education recognizes that an employee's right to freedom from employment discrimination includes the opportunity to work in an environment untainted by sexual harassment. Sexually offensive speech and conduct are wholly inappropriate to the harmonious employment relationships necessary to the operation of the school district and intolerable in a workplace to which the children of this district are exposed.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature that would not have happened but for the employee's gender. Whenever submission to such conduct is made a condition of employment or a basis for an employment decision, or when such conduct is severe and pervasive and has the purpose or effect of unreasonably altering or interfering with work performance or creating an intimidating, hostile, or offensive working environment, the employee shall have cause for complaint.

The sexual harassment of any employee of this district is strictly forbidden. Any employee or agent of this Board who is found to have sexually harassed an employee of this district will be subject to discipline which may include termination of employment. Any employee who has been exposed to sexual harassment by any employee or agent of this Board is encouraged to report the harassment to an appropriate supervisor. An employee may complain of any failure of the Board to take corrective action by recourse to the procedure by which a discrimination complaint is processed. The employee may appeal the Board's action or inaction to the United States Equal Employment Opportunity Commission or the New Jersey Division of Civil Rights.

The affirmative Action Officer shall instruct all employees and agents of this Board to recognize and correct speech and behavior patterns that may be sexually offensive with or without the intent to offend.

REVISED: March 16, 1994
AFFIRMATIVE ACTION
SEXUAL DISCRIMINATION/GRIEVANCE FORM

Name: ____________________________________________

Address: __________________________________________

Phone No.: _________________________________________

DATE OF INCIDENT:
LOCATION OF INCIDENT:

Describe in detail the nature of your complaint. Include names of persons involved, if any.

This complaint is filed by:
☐ an employee ☐ a student
☐ an applicant ☐ a parent
☐ other

This complaint refers to discrimination based on:
☐ Race ☐ Age
☐ Religion ☐ National Origin
☐ Sex

This complaint is in specific regard to:
☐ School or Classroom Practice
☐ An Employment Practice
☐ Sexual Discrimination/Harassment

(Your Signature) ______________________________________ (Today’s Date) ____________

send to Michael Bucco, Principal, School Number Five

DISPOSITION:

Signature: ___________________________ Title: ___________________________ Date: ____________

Levels: Principal _______ Affirmative Action Officer _______ Superintendent _______
Board of Education _______ County _______ State _______ Federal _______
SEXUAL DISCRIMINATION AND HARASSMENT
(Harassment)

Harassment of employees and students will not be tolerated in the school district. School district includes school district facilities, school district premises, and non-school property if the employee or student is at any school sponsored, school approved or school related activity or function, such as field trips or athletic events where students are under the control of the school district or where the employee is engaged in school business.

Harassment includes, but is not limited to, racial, religious, national origin, age, disability and sexual harassment. Harassment by board members, administrators, employees, parents, students, vendors, and others doing business with the school district is prohibited. Employees whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

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

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
- submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment.

Other types of harassment may include, but not be limited to, jokes, stories, pictures or objects that are offensive, tend to alarm, annoy, abuse or demean certain protected individuals and groups.

(Overleaf)
CLIFFSIDE PARK BOARD OF EDUCATION

5512.01. HARASSMENT, INTIMIDATION, AND BULLYING (M)

5512.01. HARASSMENT, INTIMIDATION, AND BULLYING (M)

[See POLICY ALERT Nos. 163, 179, 180 and 181]

Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment; and since pupils 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.

“Harassment, intimidation, or bullying” means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function or on a school bus and that:

1. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or

2. By any other distinguishing characteristic; and

3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil’s property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or

4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

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

Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

The Policy will impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass,
intimidate, or bully), to the extent this Policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district’s pupil code of student conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil’s physical or emotional safety and well-being or for reasons relating to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

Expected Behavior

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

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages pupils 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 pupils, staff and community members.

The Board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use disciplinary situations as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent discipline problems and encourage pupils’ abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the Superintendent in conjunction with school staff, and approved by the Board. These guidelines will be developed based on accepted core ethical values from a broad community involvement with input from parent(s) or legal guardian(s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the age level of the pupils and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to these rules and guidelines and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules and guidelines.

The district prohibits active or passive support for harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see them, constructively attempt to stop them, and report these acts to the Building Principal or designee.

Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the
person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each school Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

The Superintendent will provide annually to pupils and their parent(s) or legal guardian(s) the rules of the district regarding pupil conduct, pupil’s due process and other rights. This Policy will appear in all publications of the school district’s comprehensive rules, procedures and standards of conduct for school(s) within the district, including pupil handbooks. Provisions will be made for informing parent(s) or legal guardian(s) whose primary language is other than English.

Consequences and Appropriate Remedial Actions

The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying:

Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved;
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 Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation; and
10. Academic performance.

Environmental

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
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 and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as set forth in the Board adopted Pupil Discipline/Code of Conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, and protect the victim of the act. 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 during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension;
9. Legal action; and
10. Expulsion.

Examples of Remedial Measures – Personal

1. Restitution and restoration;
2. Mediation;
3. Peer support group;
4. Recommendations of a pupil behavior or ethics council;
5. Corrective instruction or other relevant learning or service experience;
6. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
7. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
8. Behavioral management plan, with benchmarks that are closely monitored;
9. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
10. Involvement of school disciplinarian;
11. Pupil counseling;
12. Parent conferences;
13. Pupil treatment; or
14. Pupil therapy.

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

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;

2. School culture change;

3. School climate improvement;

4. Adoption of research-based, systemic bullying prevention programs;

5. School policy and procedures revisions;

6. Modifications of schedules;

7. Adjustments in hallway traffic;

8. Modifications in pupil routes or patterns traveling to and from school;

9. Targeted use of monitors (e.g., hallway, cafeteria, bus);

10. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;

11. General professional development programs for certificated and non-certificated staff;

12. Professional development plans for involved staff;

13. Disciplinary action for school staff who contributed to the problem;

14. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;

15. Parent conferences;

16. Family counseling;

17. Involvement of parent-teacher organizations;

18. Involvement of community-based organizations;

19. Development of a general bullying response plan;

20. Recommendations of a pupil behavior or ethics council;
21. Peer support groups; and

22. Law enforcement (e.g., school resource office, juvenile officer) involvement.

N.J.A.C. 6A:16-7.9(a)2.vi requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation, or bullying.

Reporting Procedure

Complaints alleging violations of this Policy shall be reported to the Principal or designee. All school employees as well as all other members of the school community including pupils, parent(s) or legal guardian(s), volunteers, and visitors are required to report alleged violations of this Policy to the Principal or designee. While submission of an Incident Report Form to the Principal or designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Building Principal or available at the school district's administrative offices. Oral reports will also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

A school employee who promptly reports an incident of harassment, intimidation, or bullying in accordance with this Policy, 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, as set forth in N.J.S.A. 18A:37-16.c.

Investigation

The Principal or designee is responsible for determining whether an alleged act constitutes a violation of this Policy. The Principal or designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or designee will maintain a record of each investigation regarding allegations of harassment, intimidation, and bullying.

Response to an Incident of Harassment, Intimidation, or Bullying

An appropriate response will be provided to the individual who commits any incident of harassment, intimidation, or bullying. Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, or bullying that require a response either at the classroom, school building or school district level or by law enforcement officials.

In considering whether a response beyond the individual level is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. The school district’s responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff. The district’s responses may also include participation of parent(s) or legal guardian(s) and other community members and organizations, small or large group presentations for fully addressing the actions and the school district’s response to the actions, in the context of acceptable pupil behavior and the consequences of such actions, and the involvement of law enforcement officers, including school resource officers. The district will also make resources available to individual victims of harassment, intimidation, and bullying.

Reprisal or Retaliation Prohibited

The Board prohibits reprisal or retaliation against any person 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 Principal or designee 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. The consequences for pupils will range from positive behavior interventions up to and including suspension or expulsion. The consequences for employees will range from an admonishment to termination of employment. The consequences for a volunteer will range from an admonishment to dismissal from the volunteer position.

Consequences for False Accusation

The Board prohibits any person from falsely accusing another as a means of harassment, intimidation, or bullying. Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation, or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation, or bullying shall be disciplined with consequences and remedial action ranging from admonishment to termination of employment, in accordance with district policies, procedures, and agreements.

Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, intimidation, or bullying shall be determined by the Principal or designee, after consideration of the nature, severity and circumstances of the act, with consequences and remedial action ranging from admonishment to dismissal from the volunteer position, including reports to appropriate law enforcement officials.

Policy Publication

This Policy will be disseminated annually to all school staff, pupils, parent(s) or legal guardian(s),
along with a statement explaining the Policy applies to all applicable acts of harassment, intimidation, and bullying that occur on school property, at school-sponsored functions or on a school bus. A range of options may be implemented by the school district for publicizing this Policy to include, but not limited to, publishing in pupil handbooks that are provided to pupils and parent(s) or legal guardian(s).

Harassment, Intimidation, and Bullying Prevention Programs

Pursuant to N.J.S.A. 18A:37-17.c and N.J.A.C. 6A:16-7.9(d)1.i, information regarding the district’s Harassment, Intimidation, and Bullying Policy shall be incorporated into a school’s employee training program.

Pursuant to N.J.A.C. 6A:16-7.9(d)3, the district is required to annually review the extent and characteristics of harassment, intimidation, and bullying behavior in the schools of the district and implement locally determined programmatic or other responses, if determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)1, the school district is required to annually review the training needs of district staff for the effective implementation of the harassment, intimidation, and bullying policy, procedures, programs, and initiatives of the district Board of Education and implement locally determined staff training programs consistent with the annual review of training needs and the findings of the annual review and update of the code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1(a)3, as determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)2, the school district is required to develop a process for annually discussing the school district’s harassment, intimidation, and bullying policy with pupils.


N.J.A.C. 6A:16-7.9 et seq.

Revised: June 24, 2008

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68
Pupils that initiate, advocate, or promote activities, openly or otherwise, and/or threaten the
safety or well-being of others disrupt the school environment and are harmful to the educational
process in this school district. Any physical or verbal harassing, intimidating, or bullying conduct by
a pupil or group of pupils directed toward any school staff member or any other pupil or group of
pupils anywhere on school grounds, at any school related or sponsored activity, on school buses, at
school bus stops, and any other place where pupils are supervised by school district staff will not be
tolerated.

In the event the Principal or designee, believe any physical or verbal harassing, intimidating,
or bullying conduct was, or is being committed, for the benefit of, at the direction of, or in
association with a group of three or more persons, the school staff will investigate further to
determine if the conduct was committed by those pupils representing a criminal street gang
(hereinafter referred to as a “gang”) as defined in N.J.S.A. 2C:44-3.h. If it is determined
unacceptable conduct was committed by pupils representing a gang, the Principal or designee will
assign appropriate disciplinary action and will notify the parent(s) or legal guardian(s) of the victim
and the offender. The Principal or designee will also inform the Superintendent of Schools and local
law enforcement.

To further ensure the safety and well-being of all pupils in the district and to increase
awareness within the school community regarding potential gang activity, pupils are prohibited from
wearing on school grounds, at any school related or sponsored activity, on school buses, and any
other place where pupils are supervised by school district staff, any type of clothing or accessory that
would indicate a pupil has membership in, or affiliation with, any gang associated with criminal

The parent(s) or legal guardian(s) of any pupil identified as being potentially involved in
gang-related activities shall be notified by the Principal or designee. A pupil identified as being
potentially involved in gang-related activities shall be offered appropriate counseling by school
district staff.

School staff members shall be provided in-service training on gangs and gang related
conduct and activities including, but not limited to, recruitment procedures; threats/intimidation;
clothing; insignia; hand signs; symbols; graffiti; terminology; or other indicia of gang association.
Information regarding gangs shall be shared by school district staff to local law enforcement officials and the school district's administrative staff members will encourage local law enforcement to share gang related information with school officials.

Nothing in this Policy shall supersede or negate any existing New Jersey law or Board Policy regarding pupil discipline and/or the school district's pupil discipline code. This Policy shall be made available to school staff, pupils, and parent(s) or legal guardian(s).

N.J.S.A. 2C:44-3.h.
New Jersey State Police Street Gang Bureau – Know the Signs: A Guide to Gang Identification

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ph:(732)349-0777 fax:(732)349-9330
POLICY GUIDE
Cliffside Park School District
Pupils

5512.02. CYBER-BULLYING

Policy Statement

A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a pupil in the district directed toward another school district pupil or school staff member is conduct that disrupts both a pupil’s ability to learn and a school’s ability to educate its pupils in a safe environment.

The Board of Education prohibits acts of cyber-bullying by school district pupils through the use of any school district owned, operated, and supervised technologies. The Building Principal or designee may report allegations of cyber-bullying to law enforcement authorities.

Definitions

“Cyber-Bullying” is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual’s property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

“School district owned, operated, or supervised technologies” is any computer, networking system, electronic equipment, or any other equipment or device that may be used by a person to communicate to another which is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.

Reporting Procedure and Investigation

Any pupil or school staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

The Building Principal or designee shall investigate all reports of such conduct. If the
investigation results indicate cyber-bullying was not committed, the Building Principal or designee will inform the affected parties of the investigation results. In the event the investigation results indicate cyber-bullying was committed by a school district pupil on school grounds and/or using school district technologies, the pupil will be subjected to appropriate discipline.

In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil’s physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct, which is the subject of the proposed consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Any investigation regarding an allegation of cyber-bullying will provide all parties the appropriate due process rights, including the right to appeal the determination of the Building Principal or designee as outlined in Regulation 5512.

Discipline and Consequences

Some acts of cyber-bullying may be isolated incidents requiring the school district to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of cyber-bullying that require a response either at the classroom, school building, or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. In addition, cyber-bullying using district technology violates Policy 2361 – Acceptable Use of Computer Network/Computer and Resources and subjects the pupil to discipline and sanctions of Policy and Regulation 2361.

Prevention and intervention techniques to prevent cyber-bullying and to support and protect victims shall include appropriate strategies and activities as determined by the Building Principal or designee.

Reprisal or Retaliation Prohibited

The school district prohibits reprisal or retaliation against any person who reports an act of cyber-bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Building Principal or designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and
regulations, and district policies and procedures.

Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another of an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

Consequences and appropriate remedial action for a school employee found to have falsely accused another of an act of cyber-bullying shall be disciplined in accordance with district policies and procedures.

Policy Publication

This Policy will be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s).

Revised: March 26, 2008
POLICY GUIDE
CLIFFSIDE PARK PUBLIC SCHOOLS

5615. SUSPECTED GANG ACTIVITY

[See POLICY ALERT No 176]

Pupils that initiate, advocate, or promote activities, openly or otherwise, and/or threaten the safety or well-being of others disrupt the school environment and are harmful to the educational process in this school district. Any physical or verbal harassing, intimidating, or bullying conduct by a pupil or group of pupils directed toward any school staff member or any other pupil or group of pupils anywhere on school grounds, at any school related or sponsored activity, on school buses, at school bus stops, and any other place where pupils are supervised by school district staff will not be tolerated.

In the event the Principal or designee, believe any physical or verbal harassing, intimidating, or bullying conduct was, or is being committed, for the benefit of, at the direction of, or in association with a group of three or more persons, the school staff will investigate further to determine if the conduct was committed by those pupils representing a criminal street gang (hereinafter referred to as a "gang") as defined in N.J.S.A. 2C:44-3.1c. If it is determined unacceptable conduct was committed by pupils representing a gang, the Principal or designee will assign appropriate disciplinary action and will notify the parent(s) or legal guardian(s) of the victim and the offender. The Principal or designee will also inform the Superintendent of Schools and local law enforcement.

To further ensure the safety and well-being of all pupils in the district and to increase awareness within the school community regarding potential gang activity, pupils are prohibited from wearing on school grounds, at any school related or sponsored activity, on school buses, and any other place where pupils are supervised by school district staff, any type of clothing or accessory that would indicate a pupil has membership in, or affiliation with, any gang associated with criminal activities pursuant to N.J.S.A. 18A:11-9.

The parent(s) or legal guardian(s) of any pupil identified as being potentially involved in gang-related activities shall be notified by the Principal or designee. A pupil identified as being potentially involved in gang-related activities shall be offered appropriate counseling by school district staff and may be removed from the regular school program. If the student is removed from the regular school program an alternative program will be provided to him/her by the board of education.

School staff members shall be provided in-service training on gangs and gang-related conduct and activities including, but not limited to, recruitment procedures; threats/intimidation; clothing; insignia; hand signs; symbols; graffiti; terminology; or other indicia of gang association.
Information regarding gangs shall be shared by school district staff to local law enforcement officials and the school district's administrative staff members will encourage local law enforcement to share gang related information with school officials.

Nothing in this Policy shall supersede or negate any existing New Jersey law or Board Policy regarding pupil discipline and/or the school district's pupil discipline code. This Policy shall be made available to school staff, pupils, and parent(s) or legal guardian(s).

N.J.S.A. 2C:44-3.h.

New Jersey State Police Street Gang Bureau – Know the Signs: A Guide to Gang Identification
Adopted: March 28, 2007
CLIFFSIDE PARK PUBLIC SCHOOLS

CRITERIA FOR RECEIVING IN-SERVICE CREDIT

1. In-service courses are designed for specific staff groups who teach or service specific grade levels. Credit will only be awarded to staff members who fit these criteria.

2. Staff members will receive credit when all course requirements, set by the instructor, are successfully completed.

3. STAFF MEMBERS ARE REQUIRED TO ATTEND ALL CLASSES IN ORDER TO RECEIVE CREDIT.

4. Any course offered by the Cliffside Park Staff Development Program will satisfy the contract obligations of the Professional Improvement Program.

5. In-service credit is not given for courses that are repeated.

6. CLASS ENROLLMENT IS LIMITED FOR THE COMPUTER COURSES. IF YOU REGISTER FOR ONE OF THESE COURSES AND FIND THAT YOU ARE UNABLE TO ATTEND, PLEASE CONTACT THE CENTRAL OFFICE, SO THAT A ANOTHER STAFF MEMBER ON THE WAITING LIST MAY HAVE THE OPPORTUNITY OF ATTENDING ONE OF THESE COURSES.

7. IN-SERVICE CREDITS WILL BE GRANTED ACCORDING TO THE FOLLOWING:
   3 HOURS = ¼ CREDIT  
   6 HOURS = ½ CREDIT  
   9 HOURS = ¾ CREDIT  
   12 HOURS = 1 CREDIT

8. STAFF MEMBERS ARE PERMITTED TO RECEIVE AN UNLIMITED NUMBER OF IN-SERVICE CREDITS OFFERED BY THE CLIFFSIDE PARK STAFF DEVELOPMENT PROGRAM. THESE CREDITS MAY BE USED FOR ADVANCEMENT ON THE SALARY GUIDE.
3244. IN-SERVICE TRAINING (M)

[See POLICY ALERT No. 172]

The Board of Education believes that the continuing improvement of the professional skills of teaching staff members is essential to the provision of a thorough and efficient system of education. The Board accepts the responsibility for providing training for staff members in order to encourage and foster their professional growth and improve the instructional and support services of this district. Staff training shall include district-wide and school-wide programs as well as individual personal improvement programs.

The Superintendent shall plan and present to the Board a program of in-service training that is consistent with the assessed needs and goals of the district. The in-service training program will be developed in consultation with appropriate teaching staff members and shall include the demonstrable results by which the effectiveness of the program will be evaluated.

The Superintendent shall report annually to the Board on the conduct of the in-service training program and the results of its evaluation.

N.J.A.C. 6A:9-15.1 et seq.

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POLICY GUIDE
CLIFFSIDE PARK BOARD OF ED

5600. PUPIL DISCIPLINE/CODE OF CONDUCT (M)

[See POLICY ALERT Nos. 140, 142, 147, 164 and 176]

The Board of Education adopts this Pupil Discipline/Code of Conduct Policy to establish standards and procedures for positive pupil development and behavioral expectations on school grounds, including on a school bus or at school-sponsored functions, and as appropriate, for conduct away from school grounds.

Every pupil enrolled in this district shall observe promulgated rules and regulations and submit to the discipline imposed for infraction of those rules. Regulation 5600 shall include a description of school responses and consequences to violations of the behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, considering the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

The development, annual review, and update of this Policy shall involve parent, pupil, and community involvement which represents, where possible, the composition of the schools and community and shall be based on locally determined and accepted core ethical values.

The Board will review this Policy and Regulation after considering the findings of the annual reports of pupil conduct, including suspensions and expulsions, pursuant to N.J.A.C. 6A:16-7.1(a)5 and 6, and the incidences reported under the Electronic Violence and Vandalism Reporting System, in accordance with N.J.A.C. 6A:16-5.3.

The Superintendent shall report annually on the implementation of the Pupil Discipline/Code of Conduct Policy to the Board at a public meeting pursuant to N.J.A.C. 6A:16-7.1(a)5. The Superintendent shall submit a report annually to the New Jersey Department of Education on pupil conduct, including all pupil suspensions and expulsions, and the implementation of the Pupil Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education and the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(e).

For pupils with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Education Improvement Act, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), pupil discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans.

The Building Principal or designee shall have the authority to assign discipline to pupils. School authorities also have the right to impose a consequence on a pupil for conduct away from
school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 6A:16-7.3, or 6A:16-7.5.

Any pupil to be disciplined shall be provided the due process procedures for pupils and their families as set forth in N.J.A.C. 6A:16-7.2 through 7.6.

When a pupil transfers to a public school district from another public school district, all information in the pupil's record related to disciplinary actions taken against the pupil by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information, Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), N.J.A.C. 6A:32(e)10.iv., and N.J.A.C. 6A:16-7.10.

Regulation 5600 shall include a description of pupil responsibilities that include expectations for academic achievement and behavior, a description of behaviors that will result in suspension or expulsion pursuant to N.J.S.A. 37-2, and a description of pupil rights pursuant to N.J.A.C. 6A:16-7.1(c)3.i through vii.

Comprehensive behavioral supports that promote positive pupil development and the pupil’s abilities to fulfill the behavioral expectations established by the Board will include: positive reinforcement for good conduct and academic success including the programs as outlined in Policy 5440; supportive interventions and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the nature of the behaviors, the developmental ages of the pupils and the pupil’s histories of problem behaviors and performance; and for pupils with disabilities, the behavior interventions and supports shall be determined and provided pursuant to the requirements of N.J.A.C. 6A:14.

The Building Principal shall maintain a current list of community-based health and social service provider agencies available to support a pupil and the pupil’s family, as appropriate, and a list of legal resources available to serve the community.

Pupil discipline and code of conduct in the district will be applied without regard to 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, pursuant to N.J.S.A. 10:5.

The Pupil Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s). School staff shall be trained annually on the Pupil Discipline/Code of Conduct Policy and Regulation, which shall include training on the
on the Pupil Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of pupil conduct in violation of the district's Policy and Regulation. Information on this Policy and Regulation shall be incorporated into the orientation program for new employees.

N.J.A.C. 6A:16-7.1 et seq.; 6A:14-1.1 et seq.

Cross reference: Policy Guide Nos. 2460, 5500, 8330

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CLIFFSIDE PARK BOARD OF EDUCATION
POLICY GUIDE

5511. DRESS AND GROOMING

The purpose of these guidelines is not to take over the parental prerogative for determining appropriate clothing for their children but to assure a healthy academic atmosphere; to help foster the goals and objectives of the educational environment; to prepare students for future work environments; and to promote a sense of self-respect as well as respect for others.

1. It is the responsibility of the administration to assure that all attire be neat, clean, and reflect an appearance of modesty.
2. Apparel shall not be sheer, brief, low cut or skintight. Any attire that is revealing above or below the waist is considered inappropriate for school.
3. Skirts of mid-thigh or longer length are required.
4. Tank shirts without an undergarment or cover-up, sleeveless shirts, spaghetti strap tops, tube tops, halter tops, backless tops or tops with plunging necklines are not permitted.
5. Pajama pants are not acceptable attire during the school day.
6. Pants should not hang so low as to expose underwear.
7. Sleeveless shirts (i.e., basketball jerseys, tank tops, etc.) are acceptable provided a suitable undergarment or cover-up accompanies the shirt.
8. Graphics that are suggestively obscene on any garment are prohibited (alcohol, drugs, or profanity of any nature).
9. Jewelry and/or other accessories that may cause a disruption, distraction, threat or danger are prohibited.
10. Gang attire is not permitted. Students are prohibited from wearing any type of clothing, apparel, or accessory which indicates that the pupil has membership in, or affiliation with, any gang associated with criminal activities. Long t-shirts below the knee are prohibited.
11. Coats, sunglasses, hats, bandannas, or other headwear are not to be worn in the school building.
12. Footwear is required. Beach thongs, flip-flops, clogs, and slippers are not permitted as they are considered unsafe.
13. Students are not permitted to use or openly carry pagers, cell phones, portable audio devices, or laser lights in the building.
14. Shorts or short-like apparel may be worn during warm weather from May 1st to October 1st. Shorts must be neatly hemmed; cutoff or frayed bottoms are not permitted. All attire should be mid-thigh or longer in length. This policy will be relaxed if, in the opinion of the administrators, an unusually warm period of weather occurs before May 1st.
15. Students not in compliance with the dress code will be sent home (unexcused) and permitted to return upon approval of the designated school administrator. If a student is unable to change at home or have appropriate clothing brought to school, he or she will remain in the VP’s office or be assigned to in-school suspension.
16. Any of the rules regarding the dress code are subject to the interpretation and/or discretion of the school administration.

REVISED: August 27, 2008
3431.1. FAMILY LEAVE (M)

[See POLICY ALERT Nos. 111, 123, 137, 162, 170, and 171]

A. Introduction

The Board will provide family leave in accordance with the Federal Family and Medical Leave Act (FMLA) and the New Jersey Family Leave Act (NJFLA).

FMLA leave for eligible staff members shall be up to twelve weeks leave of absence in any twelve-month period upon advance notice to the district for the birth of a son or daughter of the staff member and in order to care for such son or daughter; for the placement of a son or daughter with the staff member for adoption or foster care; in order to care for the spouse, son, daughter, or parent of the staff member if such spouse, son, daughter, or parent has a serious health condition; or for a serious health condition that makes the staff member unable to perform the functions of the position of such staff member.

NJFLA leave for teaching staff members shall be up to twelve weeks leave of absence in any twenty-four month period upon advance notice to the district so that a staff member may provide care made necessary by the birth of a child of the staff member, the placement of a child with the staff member in connection with adoption of such child by the staff member, and the serious health condition of a spouse, parent, or child.

B. Applicability

The Board will comply with requirements of the New Jersey and Federal Family Leave laws. The laws have similar and different provisions that may provide different rights and obligations for the staff member and/or the Board. The staff member shall be afforded the most favorable rights if there is a conflict in the rights afforded to the staff member under the two laws.

1. If the staff member is eligible for leave for reasons provided under the FMLA and NJFLA, then the time taken shall be concurrent and be applied to both laws.

2. The NJFLA provides twelve weeks leave in a twenty-four month period while the FMLA provides twelve weeks leave in a twelve-month period. A staff member is eligible for up to twelve weeks leave in the first twelve months of the twenty-four month period under the NJFLA. A staff member is eligible for up to twelve weeks leave in the second twelve-month period under the FMLA.
3. In the event the reason for the family leave is recognized under one law and not the other law, the staff member is eligible for each law’s leave entitlements within one twelve-month period. (Example: A staff member may use their FMLA leave for a twelve week family leave for their own pregnancy, which is considered a “serious health condition” under FMLA, and upon conclusion of the twelve week FMLA leave, the staff member would be eligible for a twelve week NJFLA leave to care for their newborn or any other reasons pursuant to the NJFLA.)

C. Definitions

1. Federal Family and Medical Leave Act (FMLA)

“Son” or “daughter” means a biological, adopted or foster child, stepchild, legal ward, or a child of a person standing in loco parentis, who is under eighteen years of age or eighteen years of age or older but incapable of self-care because of a mental or physical impairment.

“Parent” means the biological parent of a staff member or an individual who stood in loco parentis to a staff member when the staff member was a son or daughter. This term does not include parents “in law.”

“Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical facility or continuing treatment by a health care provider.

“Week” is the number of days an employee normally works each calendar week.

“Staff member” means an employee eligible for family and medical leave in accordance with the Federal Family and Medical Leave Act (FMLA).

2. New Jersey Family Leave Act (NJFLA)

“Child” means a biological, adopted or foster child, stepchild, legal ward, child of a parent who is under eighteen years of age or a child eighteen years of age or older but incapable of self-care because of a mental or physical impairment.

“Parent” is a biological, adoptive, or foster parent; step-parent; parent-in-law; a legal guardian having a “parent-child relationship” with a child as defined by law; or a person who has sole or joint legal or physical custody, care, guardianship, or visitation with a child.

“Serious health condition” is an illness, injury, impairment, or physical or mental condition that requires inpatient care in a hospital, hospice, or residential medical facility or continuing medical treatment or continuing supervision by a health care provider.
"Week" is the number of days an employee normally works each calendar week.

"Staff member" is an employee eligible for family leave in accordance with the New Jersey Family Leave Act.

D. Eligibility

1. Federal Family and Medical Leave Act (FMLA)

A staff member shall become eligible for FMLA leave after he/she has been employed at least twelve months in this district and employed for at least 1250 hours of service during the twelve-month period immediately preceding the commencement of the leave. The twelve months the staff member must have been employed need not be consecutive months pursuant to 29 CFR Part 825 Section 110(b). The minimum 1250 hours of service shall be determined according to the principles established under the Fair Labor Standards Act (FSLA) for determining compensable hours of work pursuant to 29 CFR Part 785. Entitlement to FMLA leave taken for the birth of a son or daughter or placement of a son or daughter with the staff member for adoption or foster care shall expire at the end of the twelve-month period beginning on the date of such birth or placement.

Pursuant to 29 CFR Part 825 Section 202, a husband and wife both employed by the district are limited to a combined total of twelve weeks of leave during the twelve-month period if the leave is taken for the birth of a son or daughter of the staff member or to care for such son or daughter after birth; for placement of a son or daughter with the staff member for adoption or foster care or in order to care for the spouse, son, daughter, or parent of the staff member with a serious health condition.

The method to determine the twelve-month period in which the twelve weeks of FMLA leave entitlement occurs will be a school year.

A staff member during any period of FMLA leave is prohibited from performing any services on a full-time basis for any person for whom the staff member did not provide services immediately prior to commencement of the leave. A staff member using FMLA leave may commence part-time employment that shall not exceed half the regularly scheduled hours worked for the district. The staff member may continue the part-time employment that commenced prior to the FMLA leave at the same number of hours that the staff member was regularly scheduled prior to such leave.

2. New Jersey Family Leave Act (NJFLA)

A staff member shall become eligible for NJFLA leave after he/she has been employed at least twelve months in this district for not less than 1,000 base hours, excluding overtime, during the immediate preceding twelve month period. The calculation of the twelve-month period to determine eligibility shall commence with
the commencement of the NJFLA leave. NJFLA leave taken for the birth or adoption of a healthy child may commence at any time within a year after the date of the birth or placement for adoption.

A staff member during any period of the NJFLA leave is prohibited from performing any services on a full-time basis for any person for whom the staff member did not provide services immediately prior to commencement of the leave. A staff member on NJFLA leave may commence part-time employment that shall not exceed half the regularly scheduled hours worked for the district. The staff member may continue the part-time employment that commenced prior to the NJFLA leave at the same number of hours that the staff member was regularly scheduled prior to such leave.

The method to determine the twenty-four month period in which the twelve weeks of NJFLA leave entitlement occurs will be a school year.

E. Types of Leave

1. Federal Family and Medical Leave Act (FMLA)

A staff member may take FMLA leave in consecutive weeks, as intermittent leave, or as reduced leave. A staff member who requests intermittent or reduced leave shall make a reasonable effort to schedule such leave so as not to unduly disrupt the instructional/educational program.

a. Leave for the birth of a son or daughter or placement of a son or daughter with the staff member for adoption or foster care [Board option – may or may not] be taken by a staff member intermittently or on a reduced leave schedule.

b. Leave may be taken intermittently or on a reduced leave schedule when medically necessary for planned and/or unanticipated medical treatment of a related serious health condition by or under the supervision of a health care provider, or for recovery from treatment or recovery from a serious health condition.

c. Intermittent leave means leave scheduled for periods of time from one hour or more to several weeks; however, the total time within which the leave is taken can not exceed a twelve month period for each serious health condition episode. Intermittent leave may be taken for a serious health condition that requires periodic treatment by a health care provider, rather than one continuous period of time. Intermittent leave may also be taken for absences where the staff member is incapacitated or unable to perform the essential functions of the position because of a serious health condition even if the staff member does not receive treatment by a health care provider. The staff member shall make a reasonable effort to schedule intermittent leave so as not to unduly disrupt the operations of the instructional/educational program.
Reduced leave means leave scheduled for fewer than the staff member's usual number of hours worked per workweek, but not fewer than a staff member's usual number of hours worked per workday, unless otherwise agreed to by the staff member and the district. A staff member is entitled, at the option of the staff member, to take leave on a reduced leave schedule not exceeding twenty-four consecutive weeks. The staff member shall make a reasonable effort to schedule reduced leave so as not to unduly disrupt the operations of the instructional/educational program. The staff member shall provide the district prior notice of the care, medical treatment or continuing supervision by a health care provider necessary due to a serious health condition of a family member in a manner that is reasonable and practicable. Leave taken on a reduced leave schedule shall not result in a reduction of the total amount of leave to which a staff member is entitled.

The fact that a holiday may occur within the week taken by a staff member as Family Leave has no effect and the week is counted as a week of Family Leave. However, if the staff member is out on Family Leave and the school district is closed and the staff member would not be expected to report for work for one or more weeks, the weeks the school district is closed for this staff member do not count against the staff member's family leave entitlement.

Any leave time remaining after a staff member has exhausted his/her entitlement to intermittent leave in any twelve month period may be taken as consecutive leave or reduced leave, and any leave time remaining after a staff member has exhausted his/her entitlement to reduced leave in any twelve month period may be taken as consecutive leave or intermittent leave.

"Instructional employees" as defined in 29 CFR 825 Section 600(c) are those staff members whose principle function is to teach and instruct pupils in class, a small group, or in an individual setting. This term includes teachers, athletic coaches, driving instructors, and special education assistants, such as signers for the hearing impaired. Teacher assistants or aides who do not have as their principal job actual teaching or instructing, guidance counselors, child study team members, curriculum specialists, cafeteria workers, maintenance workers and/or bus drivers are not considered instructional employees for the purposes of this policy. Semester as defined in 29 CFR 825 section 602(a)(3)(b) means the school semester that typically ends near the end of the calendar year and the end of the spring each school year. A school district can have no more than two semesters in a school year.

i. Leave taken at the end of the school year and continues into the beginning of the next school year is considered consecutive leave.

ii. In accordance with 29 CFR 825 section 601(a)(1), eligible instructional staff members that need intermittent or reduced leave to
care for a family member, or for the staff member's own serious health condition which is foreseeable based on planned medical treatment and the staff member would be on leave more than twenty percent of the total number of working days over the period the leave would extend, the district:

(a) May require the staff member to take the leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or

(b) Transfer the staff member temporarily to an available alternative position for which the staff member is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the staff member's regular position.

iii. If the instructional staff member does not give the required notice for leave that is foreseeable and desires the leave to be taken intermittently or on a reduced leave schedule, the district may require the staff member to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the district may require the staff member to delay taking the leave until the notice provision is met.

iv. In accordance with 29 CFR 825 Section 602, if an instructional staff member begins leave more than five weeks before the end of the school year, the district may require the staff member to continue taking leave until the end of the semester if:

(a) The leave will last three weeks, and

(b) The staff member would return to work during the three-week period before the end of the semester.

v. In accordance with 29 CFR 825 Section 602, if an instructional staff member begins leave for a purpose other than the staff member's own serious health condition during the five-week period before the end of the semester, the district may require the staff member to continue taking leave until the end of the semester if:

(a) The leave will last more than two weeks; and

(b) The employee would return to work during the two-week period before the end of the semester.

(Example of leave falling within these provisions: If a staff member
plans two weeks of leave to care for a family member which will begin three weeks before the end of the term, the district could require the staff member to stay out on leave until the end of the term.)

vi. In accordance with 29 CFR 825 Section 602, if an instructional staff member begins leave for a purpose other than the staff member's own serious health condition during the three week period before the end of a semester, the district may require the staff member to continue taking leave until the end of the semester if the leave will last more than five working days.

vii. In the event the district requires the instructional staff member to take additional leave to the end of the semester in accordance with iv. or vi. above, the additional leave days shall not be counted as FMLA leave.

2. New Jersey Family Leave Act (NJFLA)

A staff member may take NJFLA leave in consecutive weeks, as intermittent leave, or as reduced leave. A staff member who requests intermittent or reduced leave shall make a reasonable effort to schedule such leave so as not to unduly disrupt the instructional/educational program.

a. In the case of a family member who has a serious health condition, leave may be taken intermittently when medically necessary. The total time within which the leave is taken, can not exceed a twelve-month period for each serious health condition episode. The staff member will provide the district with prior notice of the leave in a manner which is reasonable and practicable; and the staff member shall make a reasonable effort to schedule the leave so as not to unduly disrupt the operations of the instructional/educational program. In the case of the birth or adoption of a healthy child, the leave may be taken intermittently only if agreed to by the staff member and the district.

b. Reduced leave means leave scheduled for fewer than the staff member's usual number of hours worked per workweek, but not fewer than a staff member's usual number of hours worked per workday, unless otherwise agreed to by the staff member and the district. A staff member is entitled, at the option of the staff member, to take leave on a reduced leave schedule for a period not exceeding twenty-four consecutive weeks. The staff member is not entitled to take the leave on a reduced leave schedule without an agreement between the staff member and the district if the leave is taken for the birth or adoption of a healthy child. The staff member shall make a reasonable effort to schedule reduced leave so as not to unduly disrupt the operations of the instructional/educational program. The staff member shall provide the district prior notice of the care, medical treatment or continuing supervision by a health care provider necessary due to a serious health condition of a family.
member in a manner that is reasonable and practicable. Leave taken on a reduced leave schedule shall not result in a reduction of the total amount of leave to which a staff member is entitled.

c. The fact that a holiday may occur within the week taken by a staff member as family leave has no effect and the week is counted as a week of family leave. However, if the staff member is out on family leave and the school district is closed and the staff member would not be expected to report for work for one or more weeks, the weeks the school district is closed for this staff member do not count against the staff member's family leave entitlement.

Any leave time remaining after a staff member has exhausted his/her entitlement to intermittent leave in any twelve month period may be taken as consecutive leave or reduced leave, and any leave time remaining after a staff member has exhausted his/her entitlement to reduced leave in any twelve month period may be taken as consecutive leave or intermittent leave.

F. Notice

1. Federal Family and Medical Leave Act (FMLA)

a. Foreseeable Leave - A staff member eligible for FMLA leave must give at least a thirty day written advance notice to the Superintendent if the need for the leave is foreseeable based on an expected birth, placement for adoption of foster care, or planned medical treatment for a serious health condition of the staff member or a family member. If thirty days is not practical, the staff member must provide notice "as soon as practicable" which means as soon as both possible and practical, taking into account all the facts and circumstances in the individual case. For foreseeable leave where it is not possible to give as much as thirty days notice "as soon as practical" ordinarily would mean at least verbal notification to the Superintendent within one or two business days or when the need for leave becomes known to the staff member. The written notice shall include the reasons for the leave, the anticipated duration of the leave and the anticipated start of the leave.

When planning medical treatment, the staff member must consult with the Superintendent and make a reasonable effort to schedule the leave so as not to unduly disrupt the educational program, subject to the approval of the health care provider. Staff members are ordinarily expected to consult with the Superintendent prior to scheduling of treatment that would require leave for a schedule that best suits the needs of the district and the staff member.

The district may delay the staff member taking leave for at least thirty days if the staff member fails to give thirty days notice for foreseeable leave with no reasonable excuse for the delay.
b. Unforeseeable Leave - When the approximate timing of the need for leave is not foreseeable, a staff member should give notice to the Superintendent for leave as soon as practicable under the facts and circumstances of the particular case. It is expected the staff member will give notice to the Superintendent within no more than one or two working days of learning of the need for leave, except in extraordinary circumstances where such notice is not foreseeable. The staff member should provide notice to the employer either in person or by telephone, telegraph, facsimile machine or other electronic means.

2. New Jersey Family Leave Act (NJFLA)

a. Foreseeable Leave - A staff member eligible for NJFLA leave must give at least a thirty day advance written notice to the Superintendent of the need to take family leave except where the need to take family leave is not foreseeable.

i. Notice for leave to be taken for the birth or placement of the child for adoption shall be given at least thirty days prior to the commencement of the leave, except that if the date of the birth or adoption requires leave to begin in less than thirty days, the employee shall provide such notice that is reasonable and practicable.

ii. Notice for leave to be taken for the serious health condition of a family member shall be given at least fifteen days prior to the commencement of leave, except that if the date of the treatment or supervision requires leave to begin in less than fifteen days, the staff member shall provide such notice that is reasonable and practicable.

iii. When the Superintendent is not made aware that a staff member was absent for family leave reasons and the staff member wants to request the leave be counted as family leave, the staff member must provide timely notice within two business days of returning to work to have the time considered for family leave in accordance with the Family Leave Act.

b. Unforeseeable Leave - When the need for leave is not foreseeable, the staff member must provide notice "as soon as practicable" which shall be at least verbal notice to the Superintendent within one or Superintendent to business days of the staff member learning of the need to take family leave. Whenever emergent circumstances make written notice impracticable, the staff member may give verbal notice to the Superintendent but any verbal notice must be followed by written notice delivered within 14 working days.

G. Leave Designation

An eligible staff member shall designate FMLA or NJFLA leave upon providing notice of
the need for the leave or when the need for leave commences. The Superintendent shall provide the staff member with this Policy to assist the staff member in determining the type of leave.

H. Benefits

The Federal Family and Medical Leave Act and/or the New Jersey Family Leave Act shall be unpaid leave.

The Board will maintain coverage under any group health insurance policy, group subscriber contract, or health care plan at the level and under the conditions coverage would have been provided if the staff member had continued to work instead of taking the leave. If the staff member was paying all or part of the premium payments prior to the leave, the staff member would continue to pay his/her share during the leave time. Any instructional employee who is on leave under NJFLA or FMLA at the end of the school year, will be provided with any benefits over the summer that the employee would normally receive if they had been working at the end of the school year.

I. Returning from Leave

The Federal Family and Medical Leave Act and/or the New Jersey Family Leave Act

A staff member returning from leave shall be entitled to the position he/she held when leave commenced or to an equivalent position of like seniority, status, employment benefits, pay and other conditions of employment. If the district experiences a reduction in force or layoff and the staff member would have lost his/her position had the staff member not been on family leave as a result of the reduction in force or pursuant to the good faith operation of a bona fide layoff and recall system including a system under any collective bargaining agreement, the staff member shall be entitled to reinstatement to the former or an equivalent position in accordance with applicable statutes, codes and laws. The staff member’s tenure and seniority rights, if any, and other benefits shall be preserved, but the staff member shall accrue no additional time toward tenure or seniority for the period of the leave, except as may be provided by law.

The return of a staff member prior to the expiration of the requested family leave may be permitted by the Board if the return does not unduly disrupt the instructional program or require the Board to incur the cost of continuing the employment of a substitute under contract.

If leave is taken under FMLA, and the staff member does not return to work after the leave expires, the Board is entitled to recover health insurance costs paid while the staff member was on FMLA. The Board’s right to recover premiums would not apply if the staff member fails to return to work due to:
1. The continuation, onset or recurrence of a serious health condition of the staff member; or

2. Circumstances beyond the staff member’s control.

J. Ineligible Staff Members

1. Federal Family and Medical Leave Act (FMLA)

The district may deny job restoration after FMLA leave if the staff member is a “key employee” as defined in 29 CFR 825 Section 217. If such denial is necessary to prevent substantial and grievous economic injury to the district or the district may delay restoration to a staff member who fails to provide a fitness for duty certificate to return to work for leave that was the staff member’s own serious health condition. A “key employee” is a salaried, staff member who is among the highest paid ten percent of the school district staff employed by the district within 75 miles of the worksite. No more than ten percent of the school district staff within 75 miles of the worksite may be “key employees.”

In the event the Superintendent believes that reinstatement may be denied to a key employee, the Superintendent must give written notice to the staff member at the time the staff member gives notice of the need for leave, or when the need for leave commences, if earlier, that he/she qualifies as a key employee. The key employee must be fully informed of the potential consequences with respect to reinstatement and maintenance of health benefits if the district should determine that substantial and grievous economic injury to the district’s operations will result if the staff member is reinstated from leave. The district’s notice must explain the basis for the district’s finding that substantial and grievous economic injury will result, and if leave has commenced, must provide the staff member a reasonable time in which to return to work. If the staff member on leave does not return to work in response to the notice of intent to deny restoration, the staff member continues to be entitled to maintenance of health insurance.

A key employee’s rights under the FMLA continue unless and until the staff member either gives notice that he/she no longer wishes to return to work or the district actually denies reinstatement at the conclusion of the leave period. A staff member is still entitled to request reinstatement at the end of the leave period even if the staff member did not return to work in response to the district’s notice. The district will then again determine whether there will be substantial and grievous economic injury from reinstatement based on the facts at that time. If it is determined that substantial and grievous economic injury will result, the district will notify the staff member in writing (in person or by certified mail) of the denial of the restoration.

2. New Jersey Family Leave Act

The district may deny family leave to the staff member if the staff member is a
salaried employee who is among the highest paid five percent of the school district staff or one of the seven highest paid employees of the district, whichever is greater, if the denial is necessary to prevent substantial and grievous economic injury to the school district’s operations. The Superintendent shall notify the staff member of the intent to deny the leave at the time the Superintendent determines the denial is necessary. If the leave has already commenced at the time of the district’s notification of denial, the staff member shall be permitted to return to work within ten working days of the date of notification.

K. Verification of Leave

1. Federal Family and Medical Leave Act (FMLA)

The Board requires a staff member’s FMLA leave to care for the staff member’s seriously ill spouse, son, daughter, or parent, or due to the staff member’s own serious health condition that makes the staff member unable to perform one or more of the essential functions of the staff member’s position, be supported by a certification issued by the health care provider of the staff member or the staff member’s ill family member. The certification must meet the requirements of 29 CFR Section 825.306 to include: which part of the definition of “serious health condition” applies; the approximate date the serious health condition commenced and its probable duration; whether it will be necessary for the staff member to take intermittent and/or reduced leave; whether the patient is presently incapacitated and the likely duration and frequency of episodes of incapacity; if additional treatments will be required for the condition; and/or if the patient’s incapacity will be intermittent or will require reduced leave. The certification of a serious health condition of a family member of the staff member shall be sufficient if it states the date on which the condition commenced, the probable duration of the condition, and the medical facts within the provider’s knowledge regarding the condition. Certification for the birth or placement of a child need only state the date of birth or date of placement.

In the event the Superintendent doubts the validity of the certification, in accordance with 29 CFR Section 825.307, the district may require, at the district’s expense, the staff member obtain an opinion regarding the serious health condition from a second health care provider designated by the district, but not employed on a regular basis by the district. If the second opinion differs from the staff member’s health care provider, the district may require, at the district’s expense, the staff member obtain the opinion of a third health care provider designated by the district or approved jointly, in good faith, by the district and the staff member. The opinion of the third health care provider shall be final and binding on the district and the staff member.

The district may require re-certification pursuant to the requirements of 29 CFR Section 825.308. In accordance with 29 CFR Section 825.309, the staff member on leave must provide a written report to the Superintendent every thirty workdays. The report shall include the staff member’s status and intended date to return to work. In the event the staff member’s circumstances change, the staff member must provide
reasonable notice to the Superintendent if the staff member intends to return to work on a date sooner than previously noticed to the district. The staff member is not required to take more leave than necessary to resolve the circumstance that precipitated the need for leave. As a condition of returning to work after the leave for the staff member’s own serious health condition, and in accordance with 29 CFR Section 825.310, the district requires a staff member to provide a certification from their health care provider that the staff member is able to resume work.

In accordance with 29 CFR Section 825.311, the district may delay the taking of FMLA leave to a staff member who fails to provide certification within fifteen days after being requested to do so by the district. In accordance with 29 CFR Section 825.312, the district may delay the taking of leave until thirty days after the date the staff member provides notice to the district of foreseeable leave or the district may delay continuation of leave if a staff member fails to provide a requested medical certification in a timely manner.

2. New Jersey Family Leave Act

The Board shall require the certification of a duly licensed health care provider verifying the purpose of requested NJFLA leave. Certification of a serious health condition of a family member of the staff member shall be sufficient if it states the date on which the condition commenced, the probable duration of the condition, and the medical facts within the provider’s knowledge regarding the condition. Certification for the birth or placement of a child need only state the date of birth or date of placement, whichever is appropriate.

In the event the Superintendent doubts the validity of the certification for the serious health condition of a family member of the staff member, the district may require, at the district’s expense, the staff member to obtain an opinion regarding the serious health condition from a second health care provider designated or approved, but not employed on a regular basis, by the district. If the second opinion differs from the certification the district may require, at the district’s expense, that the staff member obtain the opinion of a third health care provider designated or approved jointly by the district and the staff member concerning the serious health condition. The opinion of the third health care provider shall be final and binding on the district and the staff member.

L. Interference with Family Leave Rights

The Federal Family and Medical Leave Act and the New Jersey Family Leave Act prohibit interference with a staff member’s rights under the law, and with legal proceedings or inquiries relating to a staff member’s rights. Unless permitted by the law, no staff member shall be required to take family leave or to extend family leave beyond the time requested. A staff member shall not be discriminated against for having exercised his/her rights under the Federal Family and Medical Leave Act or the New Jersey Family Leave Act nor discouraged from the use of family leave.
M. Non-Tenured Teaching Staff

Family leave granted to a nontenured staff member cannot extend the employee’s employment beyond the expiration of his/her employment contract.

N. Record Keeping

In order that staff member’s entitlement to FMLA leave and NJFLA leave can be properly determined, the Superintendent shall ensure the keeping of accurate attendance records that distinguish family leave from other kinds of leave. The Superintendent will publish a notice explaining the Act’s provisions and provide information concerning the procedures for filing complaints of violations of the FMLA and NJFLA.

Implementation of FMLA and NJFLA will be consistent with provisions in collective bargaining agreement(s) in the district.

29 U.S.C. 2601 et seq.
29 C.F.R. 825.200 et seq.
N.J.S.A. 34:11B-1 et seq.
N.J.A.C. 13:14-1 et seq.

Cross reference: Policy Guide Nos. 3431, 4431, 4431.1

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2340. FIELD TRIPS

The Board of Education recognizes that field trips properly planned and integrated with the curriculum are an educationally sound and important part of the program of the schools that can supplement and enrich classroom instruction by providing learning experiences in an environment outside the schools.

For purposes of this policy, a field trip means any journey by a group of pupils away from the school premises, under the supervision of a teacher, and integrally related to an approved course of study.

The Board of Education shall approve all proposed field trips.

The Board may authorize field trips for which all or part of the costs are borne by the pupils' parent(s) or legal guardian(s), except that no pupil in a special education class or pupil unable to pay the cost assessed shall be prohibited from attending a field trip. (N.J.S.A. 18A:36-21)

Pupils on field trips remain under the supervision of this Board and are subject to its rules and regulations.

A pupil who violates rules or disregards the authority of supervisors on a field trip significantly endangers the safety of other pupils and may be summarily dismissed from the trip. The teaching staff member in charge will make arrangements for the dismissed pupil's transportation to home or school as appropriate. The cost of any such transportation will be borne by the parent(s) or legal guardian(s) of the pupil. The Board reserves the right to take further disciplinary measures in accordance with Policy No. 5600.

The Superintendent shall prepare regulations for the operation of field trips that ensure that the safety and well-being of pupils shall be protected at all times; that parental permission is sought and obtained before any pupil may be removed from the school for a field trip; that each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its usefulness; that the effectiveness of field trip activities are monitored and continually evaluated; that teachers are allowed a considerable degree of flexibility and innovation in planning field trips; that no field trip will be approved unless it contributes to the achievement of specified instructional objectives; and that teachers are not permitted to make on-site alterations to a trip itinerary, except where the health, safety or welfare of pupils is imperiled or where changes or substitutions beyond the control of the teacher have frustrated the purpose of the trip.

Revised: August 27, 2008

Cliffside Park Board of Education

2340. FIELD TRIPS

A. Definition

A “field trip” is any journey by a group of pupils away from the school premises that has been duly approved in accordance with Policy No. 2340. A school sponsored trip taken by pupils as part of a co-curricular activity or a class trip is not a field trip and is governed instead by Regulation No. 5850.

B. Approval of Trips

1. A list of field trips considered appropriate for each grade level or subject area will be prepared cooperatively by teaching staff members and approved by the Superintendent. The approved list will be reviewed annually for additions, deletions, and revisions and will be distributed to teachers as a suggested guideline. In addition, the curriculum guide for a specific course of study may include suggested field trips.

2. To ensure the equitable allocation of budgeted field trip funds, each teacher shall submit a list of proposed field trips to the building principal at the beginning of the school year. The acceptance of the list does not constitute approval of any specific field trip on the list or of the number of field trips proposed by a teacher.

3. A teacher shall request approval of a specific field trip by submitting a written application to the Superintendent of Schools no less than 10 days prior to the trip.

4. The field trip application will include:

a. Proposed date of the trip (which should be checked in advance against the school calendar) and any alternate date(s);

b. The proposed destination and, if the destination is not generally known, its description and the reason it is selected by the teacher;

c. The relationship of the trip to curriculum goals and objectives;

d. The location of the destination and the route that will be taken to it;

e. Transportation arrangements, the estimated cost of transportation, and the
provision of safe and adequate loading and unloading areas for bus-borne pupils;

f. The time of departure and the estimated time of return to the school;

g. Provisions for emergency and sanitation facilities;

h. Admission fees and tolls, if any; and

i. Provisions for meals, if any are required.

5. The building principal or superintendent may deny a field trip request when:

   a. The application is incomplete;

   b. The anticipated cost is excessive;

   c. The proposed trip bears insufficient relationship to the curriculum;

   d. The pupils involved will have been taken from the class for the trip and other activities for an excessive amount of time;

   e. The trip conflicts with other scheduled events or with other demands on school buses;

   f. The class has exceeded its equitable allocation of field trips;

   g. The trip will occur during an exam period or immediately before the end of a marking period; or

   h. The destination and trip activity are inappropriate choices for pupils of the age and maturity typical of the class.

6. A request for an overnight field trip must receive the preliminary approval of the building principal and superintendent before it is submitted to the Board of Education for final approval.

7. The teacher will be given written approval or denial of the teacher's request for a field trip. A denial of approval will include the reason(s) for the denial.

C. Planning and Preparation

1. Each teacher who plans a field trip should take the following preliminary steps:

   a. Determine that the proposed trip is the best method available for achieving the
desired learning outcomes. Consult the list of approved field trip destinations for alternatives;

b. Consult the school calendar for any conflicts with the projected date of the field trip and for any clusters of field trips on or about that date;

c. Determine whether classes can be combined in a joint field trip for maximum economy;

d. Gather the information necessary to fill out the field trip application form; and

e. Complete and submit the form.

2. If the field trip is approved, the teacher should take the following preparatory steps:

a. Discuss the proposed trip with pupils, giving particular attention to;

   (1) The purpose of the trip and its relationship to the course of study,

   (2) What in the trip the pupils should give particular attention to and ask questions about,

   (3) Any reports, note taking, sketching, or the like pupils should accomplish on the trip,

   (4) The assignment of background materials and research to enhance the value of the trip, and

   (5) Rules of conduct and expected behaviors, both at the trip destination and in transit to and from the destination.

b. Distribute and collect a permission slip for each pupil who will participate in the trip. The slip must be signed by the pupil's parent(s) or legal guardian(s). The slip will include notice of:

   (1) The date, departure time, and return time;

   (2) The destination and its location;

   (3) The name of the teacher in charge;

   (4) The means of transportation; and

   (5) The purpose of the trip.
Signed permission slips will be filed with the building principal who will file them until the end of the school year.

c. Make arrangements for travel and inform the building principal of those arrangements in writing no later than 10 before the trip.

(1) District-owned buses may be reserved by telephone call to the board office.

(2) The transportation contractor's buses may be reserved by telephone call various vendors.

d. Arrange with officials at the point of destination for:

(1) The pupils' admission;

(2) The provision of any materials that will enhance the trip;

(3) The services of guides, if necessary; and

(4) The provision of meals, if necessary.

e. Arrange for chaperones, who may be other teaching staff members or volunteer parent(s) or legal guardian(s), and apprise them of their responsibilities (see paragraph D below). The number of chaperones appointed will be as indicated in the following chart:

<table>
<thead>
<tr>
<th>Grade levels</th>
<th>Number of chaperones per pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Prek-2</em></td>
<td>1-5</td>
</tr>
<tr>
<td><em>3-6</em></td>
<td>1-10</td>
</tr>
<tr>
<td><em>7-12</em></td>
<td>10-</td>
</tr>
</tbody>
</table>

f. If unfamiliar with trip destination, make a reasonable effort to visit the premises to become acquainted with points of interest, special features, potential problem areas, and the food and restroom accommodations.

g. Notify other teachers or departments, as appropriate, of the nature of the field trip and the pupils involved in the trips:
(1) To permit other teachers to plan for the absences; and

(2) To encourage other teachers to incorporate the field trip experience in their lesson plans.

Prepare a roster of pupils who will participate in the field trip.

j. Make alternate educational arrangements for any pupils who will not participate in the field trip.

k. Ascertain whether any pupil participating in the field trip will or may require medication in the course of the trip and arrange for the presence of the school nurse, a registered nurse, or the pupil's parent(s) or legal guardian(s) to administer the medication, except where pupils are allowed to self-administer medication under statutory authority. If none can be present, report the matter to the Principal who may deny the pupil's participation.

3. On the day of the field trip, the teacher will:

a. If the weather is inclement and the trip is to take place out of doors or involves transportation that might be made hazardous by the weather.

(1) Check with the building principal who may determine to cancel or postpone the trip.

(2) If the trip is canceled or postponed, promptly inform chaperones.

b. Take attendance and deliver to the principal a roster of the pupils who are actually leaving on the field trip.

c. Ascertain that the full complement of assigned chaperones is present and prepared.

d. Ascertain that all pupils participating in the field trip have left the school by the arranged method of transportation. Only in exceptional circumstances, approved in advance by the principal may pupils be delivered directly to the destination by means other than those arranged by the teacher.

e. Take all reasonable steps to assure that pupils profit educationally from the trip.

f. Make no change or substitutions in the trip itinerary unless an emergency has occurred (see paragraph E following).
g. Ascertain that all pupils participating in the field trip have left the destination by the arranged method of transportation. Only in exceptional circumstances, approved in advance by the principal or in an emergency may pupils be taken from the destination by means other than those arranged by the teacher.

h. If the trip will bring pupils back to school after the end of the school day, ascertain that the Principal will remain on the premises until the pupils' return or has appointed an emergency coordinator to remain on school premises. Plan to stay at the school or assign a chaperone to stay at the school until the last pupil has been picked up or has departed for home by his/her regular transportation.

D. Chaperones

1. The teacher in charge of the trip is responsible for appointing and training chaperones. Chaperones should be persons known to the teacher to be responsible, dependable, and comfortable with children of the pupil's age and maturity.

2. The Board will pay the expenses of chaperones to the extent that the expenses of pupils and teachers are paid.

3. Chaperones will be assigned a specific group of pupils and are accountable for the welfare of those pupils. Pupils must not be left unattended; if the chaperone must briefly leave his/her assigned pupils, the chaperone should ask the teacher or another chaperone to take his/her place for the absence.

4. Smoking and the use of alcohol or drugs or the possession of weapons is prohibited for both pupils and chaperones.

5. Prior to their arrival at the destination, chaperones should inform the pupils in their charge of:

   a. The conduct expected of them,
   b. The time and place of departure, and
   c. Any other information necessary to the conduct of the trip, such as meal arrangements and the location of restrooms.

6. Chaperones should attempt to regulate pupil conduct. Any significant or persistent disciplinary problem should be reported to the teacher for appropriate action.

E. Emergencies

The following guidelines will be followed in the event of an emergency during a field trip.
1. An emergency on a school bus will be governed by the procedures set forth in Regulation No. 8630.

2. In the event a pupil is lost or missing, and all reasonable efforts to find him/her have failed, the teacher shall, no later than 10 minutes after the pupil is first found missing, call the Principal. If the Principal is not immediately available, the teacher shall call the Superintendent.

3. In the event of a medical emergency, the teacher shall summon first aid and/or ambulance services. Any medical emergency shall be immediately reported to the Principal. Within twenty-four hours of the trip, the teacher shall file with the Principal a full written report of the emergency and the steps taken to protect the victim’s health and safety.

4. In the event of a delay that will bring pupils back to school later than anticipated and after the end of the school day, the teacher will, as soon as he/she can estimate the actual time of arrival, call the Principal or a person designated by the Principal to remain at the school as emergency coordinator. The Principal or emergency coordinator will:

   a. Inform parent(s) or legal guardian(s) of the delay by telephone;

   b. Make the school facilities available to waiting parents or legal guardians;

   c. Remain at the telephone to answer incoming calls; and

   d. Confer with the teacher to be certain all pupils have been safely dispatched.

F. Overnight Trips

1. A field trip that will remove pupils from the district overnight must be specifically approved by the Board. The request and approval procedures outlined in paragraph B6 above must be followed.

2. All of the provisions of this regulation are applicable to overnight field trips.

3. Pupils and their parent(s) or legal guardian(s) may be required, as a condition of their participation in the trip, to attend a meeting at which they will be informed of the:

   a. Purpose of the trip;

   b. The particulars of the trip such as itinerary, departure and return times, duration, overnight accommodations, and points of interest;
c. Rules of conduct and behavior expectations, both on the trip and at the destination;

d. Need, if any, for special clothing, supplies, apparatus, or equipment; and

e. Costs, if any, of the trip.

G. Follow-up and Evaluation

1. The teacher in charge of the field trip should express his/her appreciation to:

a. The chaperones, both lay and professional;

b. The officials and guides at the destination; and

c. Any other persons or representatives who assisted in the conduct of the trip.

2. The teacher in charge should incorporate the field trip experience into pupil’s learning by:

a. Conducting a discussion and a critical evaluation of the experience;

b. Encouraging creative projects on themes experienced on the field trip;

c. Testing pupils on information gained and attitudes formed; and/or

d. Assigning pupils written reports or presentations on the experience.

3. The teacher will assist the Principal in a critical evaluation of the trip by filing a written report of the trip that includes its benefits and drawbacks. The report should address these questions, as appropriate to the trip:

a. Was the destination the best choice for the teaching purpose served?

b. Were there sufficient materials available to pupils as background for the trip?

c. Did the trip experiences encourage new understandings, impart new knowledge, or stimulate pupils to new activity?

d. Did the trip experience relate to other school learning experiences?

e. Did the trip impart accurate information and a truthful picture?

f. Were the pupils exposed to any hazard to their physical or emotional well-being?
g. Was the trip worth the time and expense?

h. Were there any serious problems with pupil conduct and management?

i. To what extent, if any, did the trip generate cooperation and a positive relationship between the school and the community?

Revised: March 26, 2008
POLICY GUIDE
CLIFFSIDE PARK BOARD OF ED

[See POLICY ALERT No. 167]

Introduction

The No Child Left Behind Act (NCLB) of 2001 requires all teachers to become highly qualified in the core academic content area(s) they teach. New, newly hired and veteran teachers in non-Title I schools and veteran teachers in Title I school-wide and targeted assistance programs must satisfy the definition of a Highly Qualified Teacher by the end of the 2005-2006 school year. New and newly hired teachers in Title I schools must satisfy the definition by September 2003.

Definitions

"Equivalent of an undergraduate major" is a 30-credit coherent sequence of courses in a subject field that includes study at the introductory, intermediate and advanced levels.

"New Jersey HOUSE Standard" is New Jersey's High Objective Uniform State Evaluation Standard to provide teachers with an alternative means of demonstrating their content knowledge for the core academic subject(s) they teach. The New Jersey HOUSE Standard is the means by which teachers can document their content expertise in the core academic subject(s) they teach. The New Jersey HOUSE Standard uses a Content Knowledge Matrix to document college coursework, professional activities, teaching activities, and successful teaching performance.

"New to the Profession" are teachers in their first year of teaching and hired after the first day of school in the 2002-2003 school year. In Title I schools, these teachers must be highly qualified at the time of hire. In non-Title I schools, these teachers must be highly qualified as of the end of the 2005-2006 school year.

"Newly hired teachers" are teachers with prior teaching experience who are either returning to teaching after an absence or are changing school districts. Teachers changing building, class or grade-level assignments within their district are not considered newly hired. In Title I schools, these teachers must be highly qualified at the time of hire. In non-Title I schools, these teachers must be highly qualified by the end of the 2005-2006 school year.

"School Organization" is the most typical organizational structures in New Jersey and are as follows:

- Elementary schools (K-5, K-6, K-8) in which classes are self-contained and teachers
provide instruction in the full range of content to a single class, all day.

- Middle schools (5-8, 6-8) are those in which classes are departmentalized and teachers provide instruction in one or more content areas to different classes of students throughout the day.

- Secondary schools (9-12) are those in which classes are departmentalized and teachers provide instruction in one or more content areas to different classes of students throughout the day.

“Teacher – Bilingual Education” is a bilingual teacher that provides direct instruction in one or more content areas in students’ native language and English as a replacement for content instruction provided in a classroom where only English is spoken. The teacher must satisfy the federal definition of a Highly Qualified Teacher for the content area(s) and level(s) they teach.

“Teacher – ESL” is an ESL teacher that provides daily support to students with limited English proficiency and may co-teach classes with a Language Arts Literacy instructor. ESL teachers may also provide direct instruction in English, reading or language arts. When ESL teachers provide direct instruction, they must satisfy the federal definition of a Highly Qualified Teacher based on the grade level of the content/curriculum they teach rather than the chronological age of their students.

“Teaching Assignment” is an assignment teaching in the grade level and/or core academic subject area. It is not the class schedule. Multiple sections of the same course (i.e., three classes of freshman composition or two periods of world history) count as one teaching assignment. Teaching all subjects to one class of elementary or special education (elementary) students all day (i.e., 5th grade, 2nd grade) is one assignment.

“Testing Option” provides the teacher an opportunity to submit a passing score on a State licensing exam taken in New Jersey or a passing score on a State licensing exam taken in another State as verification they have satisfied the federal definition of a Highly Qualified Teacher. Examples of appropriate tests include: The National Teacher Exam (NTE); the Praxis II Elementary Education: Content Knowledge Test; the Praxis II Content Knowledge Test(s) for the relevant content area teaching assignment(s). The Praxis II series of Content Knowledge Tests for the middle school level will become available in New Jersey during the 2003-2004 school year.

“Undergraduate Major” is defined as thirty credits of content coursework within the subject field listed as the major.

“Veteran Teachers” in Title I schools are teachers who were hired before the first day of school in 2002-2003. These teachers may use the New Jersey HOUSE Standard to satisfy the federal definition of a Highly Qualified Teacher. Experienced teachers who are newly hired may also use the New Jersey HOUSE Standard. “Veteran Teachers” in non-Title I schools are teachers who are hired before the first day of school in 2005-2006. These teachers may use the New Jersey HOUSE Standard to satisfy the federal definition of a Highly Qualified Teacher. All veteran teachers must be highly qualified by the end of 2005-2006.
2003, do as follows:

1. Hold at least a bachelor’s degree from a regionally accredited institution of higher education;

2. Hold a valid New Jersey teaching certificate for which no requirements have been waived (i.e., no emergency certification);

3. Pass a rigorous State test in each core academic subject in which the teacher teaches (may have been a State certification test such as the NTE or Praxis II Content Knowledge Test for the appropriate subject and level); or

4. Successfully complete either an undergraduate major, a graduate degree, coursework equivalent to an undergraduate major, or advanced certification or credentialing (i.e., National Board Certification) for each core academic subject teaching assignment.

Newly hired middle and secondary teachers may use the New Jersey HOUSE Standard, if needed. However, these teachers must meet the requirement at the time of hire. New to the profession middle and secondary teachers may not use the New Jersey HOUSE Standard.

Veteran middle and secondary teachers who have been working in schools supported with Title I funds prior to the 2002-2003 school year and middle and secondary teachers who are transferring to Title I schools within the district have until the end of the 2005-2006 school year to satisfy the definition of a Highly Qualified Teacher using the criteria listed above or by fulfilling the New Jersey HOUSE Standard in each content area teaching assignment in lieu of passing a State test or having a major, advanced degree, coursework equivalent to a major, or an advanced credential (i.e., National Board certification) for each content area teaching assignment.

Requirements – Non-Title I Schools

New to the profession, newly hired and veteran elementary teachers must, by the end of the 2005-2006 school year, do as follows:

1. Hold at least a bachelor’s degree from a regionally accredited institution of higher education;

2. Hold a valid New Jersey teaching certificate for which no requirements have been waived (i.e., no emergency certification); and either:

   a. Pass a rigorous State test of content knowledge and teaching skills in the basic elementary curriculum (may have been a State certification test such as the NTE Praxis II Elementary Education: Content Knowledge Test); or

   b. Document ten points on the New Jersey HOUSE Standard as an Elementary Generalist.
New to the profession, newly hired and veteran middle and secondary teachers must, by the end of the 2005-2006 school year do as follows:

1. Hold at least a bachelor’s degree from a regionally accredited institution of higher education;

2. Hold a valid New Jersey teaching certificate for which no requirements have been waived (i.e., no emergency certification); and one of the following:
   
a. Pass a rigorous State test in each core academic subject in which the teacher teaches (may have been a State certification test such as the NTE or Praxis II Content Knowledge Test for the appropriate subject and level); or
   
b. Hold an undergraduate major, a graduate degree or thirty credits of coursework equivalent to an undergraduate major for each core academic subject teaching assignment; or
   
c. Hold National Board Certification in the content area(s) of the teaching assignment; or
   
d. Document ten points on the New Jersey HOUSE Standard for each core academic subject teaching assignment.

Districts may hire middle and special education teachers for the 2003-2004 school year who satisfy the requirements for a standard instructional license under the current State licensing regulations. Middle and special education teachers must pass the relevant Praxis II Content Knowledge Test(s) in the 2003-2004 school year. The Praxis II Content Knowledge Test(s) for middle grades will be available early in 2004.

Special Education Teachers who provide direct content instruction must pass the relevant Praxis II Test(s) at the appropriate grade level(s) for the subject(s) they teach based on the grade level of the content/curriculum they teach. Requirements for special education teachers who provide consultative/support (in-class and pull-out) services and/or who co-teach with a content area instructor in general education settings will be as required based on the final version of the reauthorized IDEA legislation.

Parent Notification

In September of each school year, schools receiving Title I funds (including funds used for before/after school programs) must notify all parents/legal guardians of their right to inquire about the qualifications of their child’s teacher(s). In November each year, schools receiving Title I funds must notify parents if any of their child’s teachers have not yet satisfied the federal definition of a Highly Qualified Teacher or if their child has been instructed for four or more weeks by a teacher who has not yet satisfied the definition of a Highly Qualified Teacher. Parent notification requirements apply to the entire school whether or not the teacher is paid in whole or in part by Title I funds or teaches within a target assistance program.
The New Jersey Model for Identifying Highly Qualified Teachers – September 2003 provides the guidance to school districts for teachers to meet the highly qualified teacher requirements of NCLB. The Superintendent will ensure the school district completes its responsibilities in the implementation of the Highly Qualified Teacher requirement of No Child Left Behind Act of 2001.

No Child Left Behind Act of 2001, §1119
The New Jersey Model for Identifying Highly Qualified Teachers, Department of Education, August 2003

Adopted/Revised: March 28, 2007
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The Board of Education acknowledges the educational validity of work assigned to pupils for completion outside the classroom as an adjunct to and extension of the instructional program of the schools.

The Superintendent shall develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school;

2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems;

3. Homework should help develop the pupil's responsibility and provide an opportunity for the exercise of independent work and judgment;

4. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the pupil and take into account other activities that make a legitimate claim on the pupil's time;

5. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated and that evaluation should be reported to the pupil;

6. The schools should recognize the role of parent(s) or legal guardian(s) by suggesting ways in which parent(s) or legal guardian(s) may assist the school in helping a child carry out assigned responsibilities;

7. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

REVISED: August 27, 2008

Cross reference: Policy Guide No. 9230
ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES

Use of Telecommunications Policy

The Cliffside Park School District is committed to the goal of having electronic network facilities used in a responsible, efficient, ethical and legal manner. Access to telecommunications (Internet and e-mail) is provided for students to conduct research and communicate with others in relation to schoolwork. Access to these network services is given to students who agree to act in a considerate and responsible manner. Parent or Guardian permission is required.

*Access is a privilege, not a right.* Therefore, based upon acceptable use guidelines outlined in this document, district administration will deem what is inappropriate use and their decisions are final. Users must acknowledge their understanding of this policy as a condition of using the network facilities.

Acceptable Use

Acceptable use of telecommunications and the network includes activities which support teaching and learning. Use of District accounts should be for assignments or research for school-related activities or courses.

- Use of telecommunications must be in support of education and research and be consistent with the purposes of the Cliffside Park School District
- Etiquette for electronic mail should be followed

Unacceptable Use

Unacceptable uses of telecommunications and the network include but are not limited to:

- Using the network for any illegal activity, including but not limited to, violation of copyright or other contracts
• Using the network for financial or commercial gain

• Vandalizing the data of another user

• Gaining unauthorized access to resources or entities

• Invading the privacy of individuals, except that a teacher or administrator shall have the right to monitor, inspect, or otherwise review any student’s work or file for the purpose of ensuring compliance with the rules set forth herein.

• Using an account owned by another without authorization

• Posting personal communications without the author’s consent

• Posting anonymous messages

• Placing unlawful information on a system

• Using profanity, obscenity or any abusive or otherwise objectionable language in either private or public messages

• Sending messages that are likely to result in the loss or recipient’s work or systems

• Sending “chain letters” or “broadcast” messages to lists or individuals, and any other types of use which would cause congestion of the networks or otherwise interfere with the work of others

• Using the Cliffside Park School District’s network, telecommunications or e-mail to promote political or religious goals

• Using the network or the Internet in a careless or wasteful manner

• Any use of the network for commercial or for profit purposes, product advertisement or political lobbying is prohibited

• Use of the network for personal and private business is prohibited
- Users shall not intentionally seek information about, obtain copies of, or modify files, other data, or passwords belonging to other users

- Users shall not misrepresent themselves or other users on the network

- Users shall not reveal personal information such as addresses, phone numbers, social security numbers or credit care numbers

- The network shall not be used to disrupt the use of other users

- Hardware or software shall not be destroyed, modified or abused in any way

- Hate mail, harassment, discriminatory remarks and other antisocial behaviors are prohibited

- Use of the network to develop programs that harass other users or infiltrate a computer or computing systems and/or damage the software components or a computer or computing system is prohibited

- Standard copyright restrictions must be observed

- Use of the network to access or process sexually explicit material is prohibited

- Use of inappropriate text files or files dangerous to the integrity of the network is prohibited.

District staff will teach proper techniques and standards for participation, for guiding student access to appropriate sections of the network, and for making sure that students understand that if they misuse the network, they will lose use of their telecommunications privileges. In order for students to obtain use of a District account, students, their parents or guardians, and sponsoring staff members must fill out the Student Application For
Use of a Network Account on a yearly basis. The person using the account is responsible for its proper use.

Violations

The Cliffside Park School District will rigorously uphold laws pertaining to the use of technological equipment and the information contained in them and/or generated by its use. Anyone found to be violating such laws will be subject to suit for civil damages as well as prosecution by the District to the full extent of the law.

Disciplinary actions include but are not limited to:

- Use of the network only under direct supervision;
- Suspension of network privileges;
- Revocation of network privileges;
- Suspension of computer privileges;
- Revocation of computer privileges;
- Suspension from school (students);
- Expulsion from school (students);
- Legal action and prosecution by the authorities;
- Responsible for the cost of reinstalling software or technical maintenance as needed as a result of unauthorized installation or modification of computer hardware or software.
CLIFFSIDE PARK BOARD OF EDUCATION

POLICY

2417. PUPIL INTERVENTION AND REFERRAL SERVICES (M)

2417. PUPIL INTERVENTION AND REFERRAL SERVICES (M)

M

[See POLICY ALERT Nos. 120, 134, 147, 153, 172 and 177]

The Board of Education directs the establishment and implementation of a coordinated system in each school building in which general education pupils are served, for the planning and delivery of intervention and referral services that are designed to assist pupils who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing pupils’ learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1.

The intervention and referral services shall be provided to aid pupils in the general education program and, pursuant to N.J.S.A. 18A:46-18.1 et seq. and N.J.A.C. 6A:16-8.1 et seq., may be provided for pupils who have been determined to be in need of special education programs and services. The intervention and referral services provided for pupils who have been determined to be in need of special education programs and services shall be coordinated with the pupil's Individualized Education Program team, as appropriate.

The functions of the system of intervention and referral services in each school building shall be to:

1. Identify learning, behavior, and health difficulties of pupils;

2. Collect thorough information on the identified learning, behavior, and health difficulties;

3. Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior, and health difficulties;

4. Provide support, guidance, and professional development to school staff who identify learning, behavior, and health difficulties;

5. Provide support, guidance, and professional development to school staff who participate in each building’s system for planning and providing intervention and referral services;

6. Actively involve parent(s) or legal guardian(s) in the development and implementation of intervention and referral services action plans;
7. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;

8. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;

9. Maintain records of all requests for assistance, intervention and referral services action plans, and related pupil information pursuant to N.J.A.C. 6A:16-8.2(a);

10. 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; and

11. At a minimum, 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 Building Principal for improving school programs and services, as appropriate.

The Board of Education establishes the following guidelines for the involvement of school staff and community members in each building’s system of intervention and referral services pursuant to N.J.A.C. 6A:16-8.3.

Each Cliffside Park I&R team will be composed of the Principal or a regular teaching staff member appointed by the Principal to act in his/her place; a regular teaching staff member; an educational services staff member; the staff member who referred a pupil in need of assistance or identified an issue requiring remediation; and such other staff members as may be required to assist the pupil or study the issue.

The Cliffside Park I&R team will identify pupils in need and plan for appropriate intervention or referral services and/or referral to community resources, based on desired outcomes.

When a pupil is referred to the Cliffside Park I&R team, the team may provide support and guidance to the pupil's classroom teachers, plan and provide for appropriate interventions, coordinate access to and delivery of school services to the pupil, and coordinate the services of community members and/or community-based social and health provider agencies that may aid in the development and implementation of intervention and referral services action plans.

Parent(s) or legal guardian(s) shall be notified whenever a pupil is referred to the Cliffside Park I&R team, except as such notice may be waived by laws protecting abused children and the confidentiality of persons seeking drug or alcohol rehabilitation. Parent(s) or legal guardian(s) shall be offered an opportunity to participate in the development and implementation of intervention and referral services action plans.

The Principal shall, in consultation with the Cliffside Park I&R team, report to the Board at the end
of the school year on the concerns and issues identified by the team and the effectiveness of the
services provided in achieving the outcomes identified in the intervention and referral services action
plans.

Adopted: March 28, 2008

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2; 6A:16-8.3

Cross reference: Policy Guide Nos. 2414, 2460.3

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Cliffside Park Board of Education

Pupils

5330. ADMINISTRATION OF MEDICATION (M)

[See POLICY MEMO Nos. 38 and 114]
[See POLICY ALERT Nos. 125, 126, 133, 144, 145, 157, 173 and 179]

The Board of Education disclaims any and all responsibility for the diagnosis and treatment of the illness of any pupil. However, in order for many pupils with chronic health conditions and disabilities to remain in school, medication may have to be administered during school hours. Parents and legal guardians are encouraged to administer medications to children at home whenever possible as medication should be administered in school only when necessary for the health and safety of pupils. The Board will permit the administration of medication in school in accordance with applicable law.

Medication will only be administered to pupils in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, the pupil’s parent(s) or legal guardian(s), a pupil who is approved to self-administer in accordance with N.J.S.A. 18A:40-12.3 and 12.4, and school employees who have been trained and designated by the certified school nurse to administer epinephrine in an emergency pursuant to N.J.S.A. 18A:40-12.5 and 12.6.

Self-administration of medication by a pupil for asthma or other potentially life-threatening illness or a life threatening allergic reaction is permitted in accordance with the provisions of N.J.S.A. 18A:40-12.3.

Medication no longer required must be promptly removed by the parent(s) or legal guardian(s).

The school nurse shall have the primary responsibility for the administration of epinephrine.
However, the certified school nurse may designate, in consultation with the Board or the Superintendent, additional employees of the district who volunteer to be trained in the administration of epinephrine via a pre-filled auto-injector mechanism using standardized training protocols established by the Department of Education in consultation with the Department of Health and Senior Services when the school nurse is not physically present at the scene.

The school nurse or designee shall be promptly available on site at the school and at school-sponsored functions in the event of an allergic reaction. In addition, the parent(s) or legal guardian(s) must be informed that the school district, its employees and agents shall have no liability as a result of any injury arising from the administration of epinephrine to the pupil.

The parent(s) or legal guardian(s) of the pupil must sign a statement acknowledging their understanding the district shall have no liability as a result of any injury arising from the administration of the epinephrine via a pre-filled auto-injector mechanism to the pupil and the parent(s) or legal guardian(s) shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of the epinephrine via a pre-filled auto-injector mechanism to the pupil.

The permission for the emergency administration of epinephrine via a pre-filled auto-injector mechanism containing epinephrine to pupils for anaphylaxis is effective for the school year it is granted and must be renewed for each subsequent school year.

Each school in the district shall have and maintain for the use of pupils at least one nebulizer in the office of the school nurse or a similar accessible location. Each certified school nurse or other persons authorized to administer asthma medication will receive training in airway management and in the use of nebulizers and inhalers consistent with
State Department of Education regulations. Every pupil that is authorized to use self-administered asthma medication pursuant to N.J.S.A. 18A:40-12.3 or a nebulizer must have an asthma treatment plan prepared by the pupil’s physician which shall identify, at a minimum, asthma triggers, the treatment plan and other such elements as required by the State Board of Education.

All pupil medications shall be appropriately maintained and secured by the school nurse, except those medications to be self-administered by pupils. In those instances the medication may be retained by the pupil with the prior knowledge of the school nurse. The school nurse may provide the Principal and other teaching staff members concerned with the pupil’s educational progress with such information about the medication and its administration as may be in the pupil’s best educational interests. The school nurse may report to the school physician any pupil who appears to be affected adversely by the administration of medication and may recommend to the Principal the pupil’s exclusion pursuant to law.

The school nurse shall document each instance of the administration of medication to a pupil. Pupils self-administering medication shall report each incident to a teacher, coach or other individual designated by the school nurse who is supervising the pupil during the school activity when the pupil self-administers. These designated individuals shall report such incidents to the school nurse within twenty-four hours of the self-administration of medication. The school nurse shall preserve records and documentation regarding the self-administration of medication in the pupil’s health file.

N.J.S.A. 45:11-23
N.J.A.C. 6A:16-2.3(b)
Revised: September 25, 2007
The Board of Education disclaims any and all responsibility for the diagnosis and treatment of any illness, including any allergies, of any pupil. At the same time, the Board recognizes a pupil's health and safety may be contingent upon timely administration of medication duly prescribed by a physician. Any administration of medications to pupils in school will be in accordance with Policy No. 5330 and applicable State laws.

The Board recognizes pupils may have anaphylaxis to certain foods and other substances. Anaphylaxis is a sudden, severe, potentially fatal, systemic allergic reaction that can involve various areas of the body (such as the skin, respiratory tract, gastrointestinal tract, and cardiovascular system). Symptoms can occur within minutes to hours after contact with the allergy-causing substance and these reactions can be mild to life-threatening. Therefore, it is very important the parent(s)/legal guardian(s) of pupils with anaphylaxis to food and other substances inform the Building Principal and the school nurse in the event the pupil may have an anaphylactic reaction while in school. The Building Principal and the school nurse will notify school staff that interact with the pupil.

The Board will permit the self-administration of medication for a pupil with anaphylaxis to food and other substances pursuant to N.J.S.A. 18A:40-12.3 through N.J.S.A. 18A:40-12.6 and Policy No. 5330. The parent(s)/legal guardian(s) of a pupil with anaphylaxis to food and other substances must provide the Superintendent written authorization for the emergency administration of epinephrine via a pre-filled single dose auto-injector mechanism for the pupil in accordance with Policy No. 5330.

The Building Principal and the school nurse will take precautions to ensure the safety of pupils with anaphylaxis to food and other substances.

Based on the school cafeteria's use of government commodity foods and beverages and donations of food and beverages by parent(s)/legal guardian(s) and organizations, the district may not know the exact ingredients used in the preparation of all food and beverage items served within the school lunch program, by parent(s)/legal guardian(s) and/or by school organizations. Therefore, the parent(s)/legal guardian(s) and/or the pupil with anaphylaxis to food should be responsible for the pupil's purchase and consumption of any food products sold or provided by the school and/or by any school related organizations that may cause an anaphylactic reaction. Upon the request of a parent(s)/legal guardian(s) of a pupil with anaphylaxis to food, the Building Principal, working with the school nurse and school cafeteria personnel, will accommodate a pupil with anaphylaxis to food by offering limited food substitutions that are free of the pupil's food allergy.
There will be occasions where food and/or beverages will be served as part of a classroom experience, field trip and/or classroom celebration. Because the ingredients of these food products may be unknown to the food preparation person and/or server, a pupil with anaphylaxis to food should not consume any food products that he/she is unsure of the ingredients. The teacher will provide the pupil with advance notice of the classroom experience, field trip and/or classroom celebration in order for the pupil to bring a food or beverage from their home so they may participate in the activity.

When a parent/legal guardian informs the Building Principal and the school nurse the pupil may have an anaphylactic reaction to substances other than food while in school, the Building Principal will work with school staff to determine if these substances are on school grounds. The Building Principal will inform and work with the parent/legal guardian and the pupil to avoid the pupil's exposure to these substances if present on school grounds.

The ______________ will provide training to school staff in order for school staff to understand food allergies, recognize symptoms, know what to do in an emergency situation, and will work with other school staff to eliminate or substitute the use of food allergens in the allergic pupil's meals, educational/instructional tools and materials, arts and crafts projects, or incentives.


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CLIFFSIDE PARK SCHOOL DISTRICT
POLICY GUIDE

5331. ANAPHYLAXIS TO FOOD AND OTHER SUBSTANCES

The Board of Education disclaims any and all responsibility for the diagnosis and treatment of any illness, including any allergies, of any pupil. At the same time, the Board recognizes a pupil's health and safety may be contingent upon timely administration of medication duly prescribed by a physician. Any administration of medications to pupils in school will be in accordance with Policy No. 5330 and applicable State laws.

The Board recognizes pupils may have anaphylaxis to certain foods and other substances. Anaphylaxis is a sudden, severe, potentially fatal, systemic allergic reaction that can involve various areas of the body (such as the skin, respiratory tract, gastrointestinal tract, and cardiovascular system). Symptoms can occur within minutes to hours after contact with the allergy-causing substance and these reactions can be mild to life-threatening. Therefore, it is very important the parent(s)/legal guardian(s) of pupils with anaphylaxis to food and other substances inform the Building Principal and the school nurse in the event the pupil may have an anaphylactic reaction while in school. The Building Principal and the school nurse will notify school staff that interact with the pupil.

The Board will permit the self-administration of medication for a pupil with anaphylaxis to food and other substances pursuant to N.J.S.A. 18A:40-12.3 through N.J.S.A. 18A:40-12.6 and Policy No. 5330. The parent(s)/legal guardian(s) of a pupil with anaphylaxis to food and other substances must provide the Superintendent written authorization for the emergency administration of epinephrine via a pre-filled single dose auto-injector mechanism for the pupil in accordance with Policy No. 5330.

The Building Principal and the school nurse will take precautions to ensure the safety of pupils with anaphylaxis to food and other substances.

Based on the school cafeteria’s use of government commodity foods and beverages and donations of food and beverages by parent(s)/legal guardian(s) and organizations, the district may not know the exact ingredients used in the preparation of all food and beverage items served within the school lunch program, by parent(s)/legal guardian(s) and/or by school organizations. Therefore, the parent(s)/legal guardian(s) and/or the pupil with anaphylaxis to food should be responsible for the pupil’s purchase and consumption of any food products sold or provided by the school and/or by any school related organizations that may cause an anaphylactic reaction. Upon the request of a parent(s)/legal guardian(s) of a pupil with anaphylaxis to food, the Building Principal, working with the school nurse and school cafeteria personnel, will accommodate a pupil with anaphylaxis to food by offering limited food substitutions that are free of the pupil’s food allergy.

There will be occasions where food and/or beverages will be served as part of a classroom experience, field trip and/or classroom celebration. Because the ingredients of these food products may be unknown to the food preparation person and/or server, a pupil with anaphylaxis to food should not consume any food products that he/she is unsure of the ingredients. The teacher will provide the pupil with advance notice of the classroom experience, field trip and/or classroom celebration in order for the pupil to bring a food or beverage from their home so they may participate in the activity.

When a parent/legal guardian informs the Building Principal and the school nurse the pupil may have an anaphylactic reaction to substances other than food while in school, the Building Principal will work with

124
school staff to determine if these substances are on school grounds. The Building Principal will inform and work with the parent/legal guardian and the pupil to avoid the pupil's exposure to these substances if present on school grounds.

The Superintendent will provide training to school staff in order for school staff to understand food allergies, recognize symptoms, know what to do in an emergency situation, and will work with other school staff to eliminate or substitute the use of food allergens in the allergic pupil's meals, educational/instructional tools and materials, arts and crafts projects, or incentives.

Adopted: August 27, 2008
POLICY GUIDE
CLIFFSIDE PARK BOARD OF ED

2415. NO CHILD LEFT BEHIND PROGRAMS

[See POLICY ALERT Nos. 167 and 168]

The 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 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 district may be eligible for several grant programs funded through NCLB, including, but not limited to, Title I through Title VI. Many of the Titles of NCLB 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 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 NCLB for the district to be considered for funding under NCLB.

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

Title I

The largest federal program supporting elementary and secondary education is Title I. 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 proficient (LEP) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

Type of Title I Program

The school district will offer a School-wide or Target Assistance Title I program.

School-wide Program

High-poverty schools (those with 40% or more pupils from low-income families) are eligible to adopt school-wide programs to raise the achievement of low-achieving students by improving instruction throughout the entire school, thus using Title I funds to serve all children. A school-wide program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.

Academic Standards, Academic Assessments and Accountability

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 NCLB.

Staff

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.

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 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 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 NCLB, the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and 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 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; 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 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.

Evaluation
The Superintendent will evaluate the NCLB programs as required by the United States and the New Jersey Departments of Education.

No Child Left Behind Act of 2001

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[See POLICY ALERT No. 167]

The No Child Left Behind Act of 2001 (NCLB), §1111, requires New Jersey to have an accountability system to include challenging academic content and academic achievement standards. New Jersey’s Core Curriculum Content Standards define those skills needed for children to be successful in the twenty-first century economy. These skills are measured by State assessments and New Jersey’s accountability design determines a school’s progress toward meeting established standards. This progress measure is referred to as Adequate Yearly Progress (AYP).

Testing Requirements

In accordance with NCLB, beginning in the 2002-2003 school year, schools must administer language arts/literacy and mathematics tests in three grade spans: grades 3 through 5, grades 6 through 8, and grades 10 through 12 in all schools. By the 2005-2006 tests must be administered every year in grades three through eight and one year in grades ten through twelve. Beginning in the 2007-2008 school year, science achievement must also be tested. At least 95% of each pupil group must participate in the assessment process. Pupils who have been enrolled in the school for less than one academic year are not included in the accountability process. Pupils with disabilities who are moved from their neighborhood school to receive services at another school will be included in their home school’s accountability process. Pupils with limited English proficiency must also be assessed, with accommodations. Pupil progress must also be assessed by pupil group (pupils from major racial and ethnic groups, economically disadvantaged pupils, pupils with disabilities, and pupils with limited English proficiency) in accordance with the requirements of NCLB.

Adequate Yearly Progress (AYP)

The New Jersey Department of Education (NJDOE) will establish starting points for AYP and incremental increases in expectations for all schools with the goal of all schools and pupil groups reaching 100 percent proficiency in language arts/literacy, math, and science by the 2013-2014 school year.

School Level Accountability

Each school’s proficiency statistics in each area and pupil subgroup will be compared to the State-wide benchmarks. Results for subgroups with fewer than the number of pupils designated by the NJDOE will be suppressed or excluded from the analysis. Intervals of confidence of 90% will be
applied to school results. If a subgroup is identified as not having met AYP, "safe harbor" may be reached if the percentage of pupils not meeting AYP has decreased by 10% from the previous school year.

NJDOE School Classification System

The NJDOE will classify schools into six categories of progress based on a school's progress toward meeting the established standards. These categories are:

1. Category I – Schools in Need of Improvement

These schools did not achieve AYP and have an achievement gap of more than 25% in attaining the State standards. The progress achieved by these schools demonstrates that significantly greater assistance is needed to reach full State standards.

This includes those schools that met the above criteria for one or more grade levels, even though they also achieved Category II, Schools in Performance Monitoring, in another grade level.

2. Category II – Schools in Performance Monitoring

These schools did not achieve AYP; however the schools have demonstrated the ability to make progress toward incrementally eliminating the achievement gap; 25% or less of students failed to achieve the State standards in one content area. If AYP is not made in the next academic year the school will enter Category I.

Category II includes those schools that met the above criteria even though they also achieved Category III, Schools Approaching the Standards, in another grade level.

3. Category III – Schools Approaching the Standards

These schools have nearly achieved AYP; less than 5% of students have not achieved State standards in only one content area. These schools are likely to meet the State standards within one academic year. However, if AYP is not made in the next academic year the school will enter Category II.

Category III includes those schools that met the above criteria even though they also achieved Category IV, Schools Receiving Conditional Approval, in another grade level.

4. Category IV – Schools Receiving Conditional Approval

These schools have achieved their designated AYP and are progressing toward meeting the State standards. These schools must be monitored for maintenance of achievement.
Category IV includes those schools that met the above criteria even though they also achieved Category V, Schools Receiving Full Approval, in another grade level.

5. Category V – Schools Receiving Full Approval

Category V schools have met State standards in at least one of the prior two years in each subject area.

6. Category VI – Schools Demonstrating Excellence

Category VI schools have always met or exceeded State standards and may be considered exemplary models of success.

The School Improvement Process

Schools that have not made adequate yearly progress for two consecutive school years in the same content area will be identified as needing school improvement before the beginning of the next school year. If any school in the district is identified as a Title I school in need of improvement, the following steps need to be taken in the Title I portion of the Consolidated Application/Plan for funding of programs governed under the No Child Left Behind Act. The plan must be developed in accordance with NCLB §1116 and NJDOE guidelines and shall include:

1. Improvement Plan – The school must develop a two-year improvement plan showing programs and strategies that will be adopted to improve teaching and learning.

2. Professional Development – The school must provide professional development for the school’s staff to improve their skills. At least ten percent of the school’s Title I allocation for two years must be spent to support these professional development activities.

3. Intra-district Choice – The district must develop and offer an intra-district school choice program that includes the process to be used to notify parent(s)/legal guardian(s) of pupils enrolled in the school of the school’s designation as a school in need of improvement. An intra-district school choice program must offer parent(s)/legal guardian(s) the opportunity to transfer their child to another school within the district that is not identified for improvement.

4. Supplemental Services – The school must offer and provide supplemental educational services to disadvantaged children in accordance with NCLB and NJDOE guidelines.

Districts with schools that fail to make AYP, after being identified as needing school improvement, by the end of the first full year after identification must continue to

1. Offer the intra-district school choice option to parent(s)/legal guardian(s);

2. Make available supplemental educational services in accordance with NCLB §1116;
and

3. Provide technical assistance in accordance with NCLB §1116.

Districts that have schools that fail to make AYP by the end of the second full year after being identified as needing school improvement must continue 1, 2 and 3 above and take at least one of the following corrective actions as identified in NCLB:

1. Replace the school staff who are relevant to the failure to make adequate yearly progress;

2. Institute and fully implement a new curriculum that includes appropriate professional development for all relevant staff that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress;

3. Significantly decrease management authority at the school level;

4. Appoint an outside expert to advise the school on its progress toward making adequate yearly progress based on its school plan;

5. Extend the school year or school day for the school; and/or

6. Restructure the internal organizational structure of the school.

If, after one full year of corrective action, a school subject to corrective action continues to fail to make AYP, the district shall continue to offer the intra-district school choice option, make available supplemental educational services and prepare a plan and make necessary arrangements for alternative governance in accordance with NCLB §1116.

The district may delay, for a period not to exceed one year, implementation of certain corrective action and/or restructuring in accordance with NCLB §1116.

Funds for transportation and supplemental educational services shall be provided in accordance with NCLB, §1116.

No Child Left Behind §1116

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POLICY GUIDE
CLIFFSIDE PARK BOARD OF ED

Program
2415.02. TITLE I FISCAL RESPONSIBILITIES

[See POLICY ALERT No. 167]

The Cliffside Park Board of Education will comply with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001.

Maintenance of Effort

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(a), the Cliffside Park Board of Education will maintain a combined fiscal effort per student, or aggregate expenditures, of State and local funds with respect to the provision of the free public education in the Local Education Agency (LEA) for the preceding fiscal year that is not less than ninety percent of the combined fiscal effort per student, or the aggregate expenditures, for the second preceding fiscal year.

Comparability with Multiple Schools

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(c), the Cliffside Park Board of Education directs the Superintendent to assign teachers, administrators, and auxiliary personnel to the schools in such a way that the equivalence of personnel is ensured among schools.

Comparability of Materials and Supplies

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(c), the Cliffside Park Board of Education directs the Superintendent to distribute curriculum materials and instructional supplies to the schools in such a way that the equivalence of such material is ensured among schools.

No Child Left Behind Act of 2001, §1120A

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135
POLICY GUIDE
CLIFFSIDE PARK BOARD OF ED

Program
2415.04. PARENTAL INVOLVEMENT (M)

2415.04. PARENTAL INVOLVEMENT (M)

[See POLICY ALERT Nos. 167 and 173]

A school district that receives Title I funds must implement programs, activities and procedures for the involvement of parents in programs assisted by Title I funding. The district will reserve not less than one percent of its allocation under Subpart 2 to carry out these requirements, which shall include promoting family literacy and parenting skills. Parents of pupils receiving Title I services shall be involved in the decisions regarding how funds will be allotted for parental involvement activities. The district is not required to reserve at least one percent of its allocation under Subpart 2 if the one percent of the district’s allocation is $5,000.00 or less.

Each school served with Title I funds shall jointly develop with, and distribute to, parents of participating pupils, this parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of No Child Left Behind Act (NCLB) of 2001, §1119(a) through (f). Parents will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents and schools within the district.

"Parent", for the purposes of this policy, means a parent and/or legal guardian. "School", for the purposes of this policy, is a specific school in a Target Assistance Title I program or schools within the district in a school-wide Title I program.

Policy Involvement

Each school served with Title I funds will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of their school’s participation and the requirements of this Policy, and the right of the parents to be involved;

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement;

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of
the school parental involvement policy and the joint development of the school-wide program plan under NCLB, §1114(b)(2);

4. Provide parents of participating pupils:

a. timely information about programs required by NCLB, §1118;

b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

5. Submit any parent comments on the plan when the school makes the plan available to the Board of Education, if the school-wide program plan under §1114(b)(2) of NCLB is not satisfactory to the parents of participating pupils.

Shared Responsibilities For High Student Academic Achievement

Each school served by Title I funds shall jointly develop with parents of all pupils served with Title I funds, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. The compact will:

1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the pupils served by Title I funds to meet the State’s student academic achievement standards, and the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

a. parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual pupil’s achievement;

b. frequent reports to parents on their children’s progress; and
c. reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.

Building Capacity For Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and school district assisted with Title I funds:

1. Shall provide assistance to parents of pupils served by the school in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this Policy, and how to monitor a child’s progress and work with educators to improve the achievement of their children;

2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

3. Shall educate teachers, pupil services personnel, Building Principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;

5. SHALL ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

6. May involve parents in the development of training for teachers, Principals, and other educators to improve the effectiveness of such training;

7. May provide necessary literacy training from Title I funds if the school district has exhausted all other reasonably available sources of funding for such training;

8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
9. May train parents to enhance the involvement of other parents;

10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

11. May adopt and implement model approaches to improving parental involvement;

12. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;

13. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

14. Shall provide such other reasonable support for parental involvement activities under this Policy as parents may request.

Accessibility

In carrying out the parental involvement requirements of NCLB, §1118 and this Policy, the school and school district, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, to include providing information and school reports required under NCLB, §1111 in a format and, to the extent practicable, in a language such parents understand.

The district will inform parents of any parental information and resource centers that provide training, information, and support to parents and individuals who work with local parents, school districts, and schools receiving Title I funds.

The Superintendent of Schools will submit this Policy to the New Jersey Department of Education for review to be sure the Policy meets the requirements of NCLB, §1118.

No Child Left Behind Act of 2001, §1118

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139
1. The collection, disclosure, or use of personal information obtained from pupils for marketing, to sell, or otherwise distribute information to others;

2. The administration of any other “protected information survey” not funded in whole or in part by the United States Department of Education; and

3. Any non-emergency, invasive physical examination required as a condition of attendance, administered by the school district or its agents, and not necessary to protect the immediate health and safety of a pupil, except for hearing, vision, scoliosis screenings, or any physical examination or screening permitted or required under State law.

Inspection

The parents and eligible pupils, upon request and before administration or use, have the right to inspect:

1. Protected information surveys of pupils;

2. Instruments used to collect personal information from pupils for any of the above marketing, sales, or other distribution purposes; and

3. Instructional material used as part of the educational curriculum.

The Principal shall be responsible for obtaining the consent, annual direct notification to parents and eligible pupils at the start of each school year and after any substantive changes of the “opt a pupil out” rights and the inspection rights provisions of PPRA and this Policy. The “opt a pupil out” notice shall include any specific or approximate dates of the activities eligible for a pupil to “opt out.”

PPRA Consent/Opt Out Violations

Parents or students who believe their rights under PPRA may have been violated may file a complaint with United States Department of Education.

The Protection of Pupil Rights Amendment (PPRA)
(20 U.S.C. §1232h; 34 CFR Part 98)
No Child Left Behind Act of 2001, Title X, Part F, §1061

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[See POLICY ALERT No. 167]

The Unsafe School Choice Option (USCO) provision of The No Child Left Behind Act of 2001 (NCLB) §9532 contains two provisions that apply to school districts that receive funds under NCLB: Provision I - Persistently Dangerous Schools and Provision II - Victims of Violent Criminal Offenses.

Effective the beginning of each school year, school districts receiving NCLB funds must be prepared to complete the transfer of pupils who choose to exercise Provision I and Provision II of NCLB and this Unsafe School Choice Option Policy. Compliance with the Policy is a condition of receiving funds under any and all titles under NCLB. The Superintendent is required to certify compliance with this USCO Policy to the New Jersey Department of Education (NJDOE) in the application for NCLB funds.

USCO Policy Provision I - Persistently Dangerous Schools (PDS)


A persistently dangerous school is a public elementary or secondary school building (except for Regional Day Schools, Educational Services Commissions and Special Services School Districts) that meets the objective criteria determined by the New Jersey Department of Education (NJDOE) for three consecutive years and is part of a school district that receives funds under NCLB. The NJDOE will use the most current available data from the Electronic Violence and Vandalism Reporting System (EVVRS) to identify persistently dangerous schools on or before July 31 of each year, in compliance with federal regulations (68 FR 16789).

2. Procedures and Guidelines for Schools Determined to be Persistently Dangerous.

Once the district receives notification a school is identified as persistently dangerous, the district must inform all parents of enrolled pupils in the school of the designation within fifteen calendar days of the notice and offer them the option for their children to transfer to a safe public school within the district by the beginning of the respective school year. The district must complete all transfers by the beginning of the school year following the July notification.
Pupils are not required to accept the transfer option, but they must be afforded the opportunity to do so. Parental notice regarding the status of the school and the offer to transfer pupils should be made simultaneously. Parents of enrolled pupils must be notified of the persistently dangerous designation whether or not there is another school within the district for the transferring pupils.

To the extent possible, the district will allow transferring pupils to transfer to schools that are making adequate yearly progress in accordance with NCLB and have not been identified as being in need of school improvement, corrective action or restructuring. The district will take into account the needs and preferences of the affected pupils and parents.


If a school in the district is identified as persistently dangerous, the district will submit to the NJDOE, on or before August 25, documentation of compliance with the parent notification requirement and actions taken to complete the transfer arrangements for all pupils exercising the option by the first day of the school year. The district will also develop and submit for approval a corrective action plan to the NJDOE on or before September 30 of the same year, which will apply to the respective school year. The corrective action plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide schools with guidance for their corrective action plans, as well as monitor the school district’s timely completion of the approved plans.

In the spring of each following year, the NJDOE will re-evaluate the status of a school identified as persistently dangerous. The NJDOE will review the school’s progress towards completing their corrective action plan and compare the current year’s incidents of violence, as reported on the EVVRS, to the criteria for determining persistently dangerous schools (PDS). A school identified as maintaining the persistently dangerous designation will be notified by the NJDOE on or before July 31 of the respective year and will be required to submit for approval a revised corrective action plan by August 25 of that year, which will apply to the respective school year. The school district must inform all parents of enrolled pupils in the school of the designation within fifteen calendar days of the notice and offer them the option for their children to transfer to a safe public school by the beginning of the respective school year.

A school no longer designated persistently dangerous will be notified on or before July 31 of the respective year. The persistently dangerous designation will be removed after one or more years contingent upon successful fulfillment of the criteria for removal, as determined by and in accordance with guidance provided by the NJDOE.

4. Procedures and Guidelines for Early Warning of Schools.
Effective in 2004, if a school meets the criteria set forth in this Policy for two consecutive years, the district will be notified of their pattern of offenses on or before August 15 of each year. If notified, the district will develop and submit to the NJDOE for approval a corrective action plan on or before September 30 of the same year, which will apply to the respective school year. The corrective action plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school with guidance for their corrective action plan, as well as monitor the school’s timely completion of the approved plan. This school shall become a top priority for intensified district support for research-based programs and technical assistance. A school receiving an “early warning” notice is not required to provide the transfer option to pupils.

In the spring of each following year, the NJDOE will reevaluate the school’s progress towards completing their corrective action plan and compare the current year’s incidents of violence, as reported on the EVVRS, to the criteria for determining persistently dangerous schools. Schools will be notified of their status on or before July 31 of the respective year.

A school that has successfully completed their corrective action plan and reported violent incidents that no longer meet the Criteria for Determining Persistently Dangerous Schools for one school year (the year in which the corrective action plan was in effect) will no longer be required to submit a Corrective Action Plan.

A school that does not successfully complete their Corrective Action Plan and that meets the criteria set forth in this Policy for a third consecutive year will be designated as persistently dangerous and will be required to submit for approval a revised corrective action plan on or before September 30 of that year, which will apply to the respective school year. The district will also provide the transfer option to pupils in the school designated as persistently dangerous.

5. Schools Not Receiving NCLB Funds, but Meeting the Criteria for PDS.

School buildings and districts that do not receive federal funds under NCLB, but meet any one of the criteria for persistently dangerous schools, will be contacted by the NJDOE and be required to develop and submit for approval a Corrective Action Plan on or before September 30 of the respective year. The Corrective Action Plan must be completed in the format provided by the NJDOE and describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school guidance for their corrective action plan, as well as monitor the school’s timely completion of the approved plan.

[Optional]

Only required for Regional Day Schools, Special Services School Districts and
Educational Services Commissions:

6 Special Schools Meeting the Criteria for PDS.

Regional Day Schools, Special Services Districts and Educational Services Commissions that meet any one of the criteria for persistently dangerous schools will not be identified as such, but will be contacted by the NJDOE and required to develop and submit for approval a Corrective Action Plan on or before September 30 of the respective year. The Corrective Action Plan must be completed in the format provided by the NJDOE and describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school with guidance for their corrective action plan, as well as monitor the school’s timely completion of the approved plans.

USCO Policy Provision II - Victims of Violent Criminal Offenses

The Victim of Violent Criminal Offenses provision of NCLB requires a pupil who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary or secondary school that the pupil attends, be allowed to attend a safe public elementary or secondary school within the district, including a public charter school.

The Superintendent will consult with the Board attorney and communicate with designated local and/or county law enforcement authorities, per the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials and N.J.A.C. 6A:16-6.2(b)12, on questions and issues that arise in the implementation of the individual victims of violent criminal offenses section of this Policy.

1. Criteria for Determining Victims of Violent Criminal Offenses

The following criteria must be used to determine when an enrolled pupil has become a victim of a violent criminal offense while in or on the grounds of a public elementary or secondary school that the pupil attends. These criteria only apply to a pupil who has become a victim of one or more of the violent criminal offenses enumerated below:

A pupil is considered a victim of a violent criminal offense when:

a. A referral has been made to law enforcement officials for suspicion that one of the violent criminal offenses enumerated below has occurred; and

b. One or more of the following applies:

   (1) Law enforcement officials have filed formal charges against the perpetrator(s) for commission of the violent crime; or

   (2) The perpetrator(s) of the violent crime has been disciplined in
according to school policy; or

(3) The perpetrator(s) of the violent crime either has not been identified or is not an enrolled pupil(s), but it is clear that the pupil (victim) has become a victim of a violent criminal offense based on objective indicators such as physical evidence, eyewitness testimony, and/or circumstantial evidence; or

(4) The pre-existence of a restraining order against the perpetrator(s) of the violent crime.

2. Procedures and Guidelines

Effective the first day of each school year beginning in 2003, the district must be prepared to begin the transfer of any pupil who chooses to exercise the unsafe school choice option provision. The district must offer, within ten calendar days, an opportunity to transfer to a safe public school within the district to any pupil who has become a victim of a violent criminal offense while in or on the grounds of a public school that the pupil attends. While the pupil must be offered the opportunity to transfer, the pupil may elect to remain at the school.

To the extent possible, the district will allow any transferring pupil to transfer to a school that is making adequate yearly progress in accordance with NCLB and has not been identified as being in need of school improvement, corrective action or restructuring. The district will take into account the needs and preferences of the affected pupil and his or her parent(s). Transfers must occur within thirty days of the determination that the pupil was a victim of a violent criminal offense.

3. Violent Criminal Offenses

The violent criminal offenses under New Jersey statutes that apply to the individual victim provision are identified and explained below. The offenses apply to completed offenses, as well as threats and attempts to commit the offenses. The offenses and attempts to commit the offenses apply only when they occur in or on the grounds of a school that the pupil attends. The offenses apply whether they occur wholly or in part in or on the grounds of a school that the pupil attends.

The offenses apply only to acts or attempts that are directed at a person (victim) or a group of specified individuals (victims), rather than acts that indiscriminately affect the entire school population or non-specified individuals or groups. For the purposes of this Unsafe School Choice Option Policy, the term “victim” shall not include a pupil who purposely, knowingly or recklessly provokes the conduct constituting the criminal incident against him or her.

4. Applicable Violent Criminal Offenses
Below is a description of each applicable violent criminal offense that is based upon New Jersey statutes and references to statutory citations that provide complete explanations of each designated offense. The descriptions provided below are not intended to be a complete explanation of each offense or a substitute for the actual provisions of the authorizing statutes. Instead, the descriptions are provided as an aid in facilitating understanding of the general intent and practical applications of the violent criminal offenses that pertain to this Unsafe School Choice Option Policy.

a. Homicide [N.J.S.A. 2C:11-2] - A person is a victim of a homicide when he or she is the child, sibling or other relative of a decedent, resulting from someone purposely, knowingly or recklessly causing the death of the pupil’s parent, sibling or relative in or on school grounds.

b. Assault [N.J.S.A. 2C:12-1(a)(1) and 2C:12-1(b)(1)] - A person is a victim of an assault when the actor purposely, knowingly or recklessly causes bodily injury to the victim [N.J.S.A. 2C:12-1(a)(1)]; negligently, recklessly, knowingly or purposely causes bodily injury to the victim with a deadly weapon [N.J.S.A. 2C:12-1(a)(2), N.J.S.A. 2C:12-1(b)(2) and N.J.S.A. 2C:12-1(b)(3)]; attempts by physical menace to put the victim in fear of imminent serious bodily injury [N.J.S.A. 2C:12-1(a)(3)]; or knowingly points a firearm at or in the direction of the victim, whether or not the actor believes it to be loaded. [N.J.S.A. 2C:12-1(d)(4)].

c. Aggravated Sexual Assault [N.J.S.A. 2C:14-2] - A person is a victim of an aggravated sexual assault when the actor commits an act of sexual penetration with the victim under any of the following circumstances:

(1) The victim is less than thirteen years old.

(2) The victim is:

(a) At least thirteen, but less than sixteen years old; and

(i) The actor is related to the victim by blood or affinity to the third degree; or

(ii) The actor has supervisory or disciplinary power over the victim by virtue of the actor’s legal, professional or occupational status; or

(iii) The actor is a foster parent, a legal guardian or stands in loco parentis within the household.

(3) The act is committed on the victim during the commission, or attempted commission, whether alone or with one or more persons, of robbery, kidnapping, homicide, aggravated assault on another,
burglary, arson or criminal escape.

(4) The actor is armed with a weapon or any object fashioned in such a manner as to lead the victim to reasonably believe it to be a weapon and threatens by word or gesture to use the weapon or object on the victim.

(5) The actor is aided or abetted by one or more other persons and the actor uses physical force or coercion on the victim.

(6) The actor uses physical force or coercion and severe personal injury is sustained by the victim.

(7) The victim is one whom the actor knew or should have known was physically helpless, mentally defective or mentally incapacitated.

5. Sexual Assault - A person is a victim of a sexual assault when:

a. The actor commits an act of sexual contact with a victim who is less than thirteen years old and the actor is at least four years older than the victim; or

b. The actor commits an act of sexual penetration with a victim under any of the following circumstances:

(1) The actor uses physical force or coercion, but the victim does not sustain severe personal injury.

(2) The victim is at least sixteen but less than eighteen years old.

(3) The actor has supervisory or disciplinary power of any nature or in any capacity over the victim.

(4) The victim is at least thirteen but less than sixteen years old and the actor is at least four years older than the victim.

6. Bias Intimidation [N.J.S.A. 2C:16-1(a)] - A person is a victim of the crime of bias intimidation when an actor commits, attempts to commit, conspires with another to commit or threatens the immediate commission of an offense specified in chapters 11 through 18 of Title 2C of the New Jersey Statutes; N.J.S.A. 2C:33-4; N.J.S.A. 2C:39-3; N.J.S.A. 2C:39-4 or N.J.S.A. 2C:39-5 in the following circumstances:

a. With a purpose to intimidate a victim or a group of specified victims because of race, color, religion, gender, handicap, sexual orientation or ethnicity; or

b. Knowing that the conduct constituting the offense would cause a victim or a group of specified victims to be intimidated because of race, color, religion,
gender, handicap, sexual orientation or ethnicity; or

c. Under circumstances that caused any victim of the underlying offense to be intimidated and the victim, considering the manner in which the offense was committed, reasonably believed either that:

(1) The offense was committed with a purpose to intimidate the victim or any person or entity in whose welfare the victim is interested because of race, color, religion, gender, handicap, sexual orientation or ethnicity; or

(2) The victim or the victim's property was selected to be the target of the offense because of race, color, religion, gender, handicap, sexual orientation or ethnicity.

7. Terroristic Threat [N.J.S.A. 2C:12-3(a) and 2C:12-3(b)] - A person is a victim of a terroristic threat when the actor threatens to commit one of the violent criminal offenses enumerated under the USCO Policy Provision II against the victim with the purpose to put the pupil in imminent fear of one of the violent crimes enumerated in the USCO Policy Provision II under circumstances reasonably causing the victim to believe the immediacy of the threat and the likelihood that it will be carried out. The definition of terroristic threat applies to N.J.S.A. 2C:12-3(a) insofar as the threat was directed at a person (victim) or a group of specified individuals (victims).

8. Robbery [N.J.S.A. 2C:15-1] - A person is a victim of a robbery when the actor, in the course of committing a theft, inflicts bodily injury; or uses force upon the victim; or threatens the victim with or purposely puts the victim in fear of immediate bodily injury.

9. Kidnapping [N.J.S.A. 2C:13-1] - A person is a victim of a kidnapping when the actor unlawfully removes the victim from the school or school grounds; or the actor unlawfully confines the victim with the purpose of holding the victim for ransom or reward as a shield or hostage; or the actor unlawfully removes the victim from the school or school grounds or a substantial distance from where he or she is found in school or on school grounds; or if the actor unlawfully confines a pupil for a substantial period of time to facilitate commission of a crime or flight thereafter, or to inflict bodily injury on or terrorize the victim.

10. Arson [N.J.S.A. 2C:17-1] - A person is a victim of arson when the actor starts a fire or causes an explosion in or on the grounds of a school whereby purposely or knowingly the victim or group of specified victims are in danger of death or bodily injury; or with the purpose of destroying or damaging the victim's or group of specified victim's property that is in the school or on school grounds.

Miscellaneous Provisions of USCO
1. Transfer Time Period – Persistently Dangerous Schools

The transfer will be temporary and will be in effect as long as the pupil’s original school is identified as persistently dangerous.

2. Charter School Transfer Option

While NCLB permits affected pupils to be afforded the opportunity to attend a public charter school, in addition to a safe public elementary school or secondary school within the school district, the application of this provision in New Jersey is limited. Transfers to a charter school can only occur as a part of the charter school’s “equal opportunity” selection process and among charter schools administered under the same managing authority (i.e., charter schools within the charter school district).

Since charter schools in New Jersey are considered public LEA’s, pursuant to N.J.S.A. 18A:36A-3, operated independently of a local board of education, transfers may only take place among charter schools within the LEA. Therefore, pupils may be permitted to transfer to another charter school that is administered under the same managing authority of the charter school, but are not permitted to transfer to a school in the local public school district administered by a local board of education.

However, pursuant to N.J.S.A. 18A:36A-7, a charter school must be open to all pupils on a space available basis and may not discriminate in its admission policies or practices (although it may establish reasonable criteria to evaluate prospective pupils), and in accordance with N.J.S.A. 18A:36A-8, if there are more applications to enroll in the charter school than there are spaces available, the charter school must select pupils to attend using a random selection process for enrollment.

3. Funding Sources for USCO

The Unsafe School Choice Option law does not authorize resources specifically to help cover USCO costs. However, under certain circumstances Federal funds may be used. For example, funds under SDFSCA (Title IV, Part A of the NCLB) may be used to establish safe zones of passage to and from school to ensure that pupils travel safely on their way to school and on their way home [Section 4115(b)(2)(E)(v)]. In addition, SDFSCA funds may be used to help cover costs such as tuition or transportation related to the Unsafe School Choice Option or expansion of public school choice [Section 5121(8) and 5131(12 and 25)].

4. Special Education Pupils

The district will provide transferred special education pupils with the program required by the pupil’s Individualized Education Program (IEP).

5. Transfer Schools
In the event there is not another school within the school district for a transferring pupil, the district will explore other appropriate options such as an agreement with a neighboring school district to accept transfer pupils.]

Under the federal regulations (68 FR 16789), this Policy only applies to offenses that occur in the 2003–2004 school year and thereafter. Beginning with the 2004–2005 school year, the district must provide the transfer option to victims of violent criminal offenses that occurred in the previous school year, if the determination that the pupil was a victim was made thirty days or fewer before the end of the school year.

The district will use the school choice option as one response to incidents of victimization. Additionally, the district will develop and implement appropriate strategies for addressing the circumstances that contribute to or support victimization, as well as consistently and proactively manage individuals who have victimized pupils. The district will promote the importance of school safety and respond to the needs of pupils and staff. Pursuant to the law, the district will provide an opportunity for pupils, parents and school district and law enforcement personnel to discuss methods for keeping schools safe from violence; to create school safety plans; and to recognize pupils in need of help. The district will organize activities to prevent school violence, including, but not limited to, age-appropriate opportunities for pupil discussion on conflict resolution, issues of pupil diversity and tolerance. Law enforcement personnel will be invited to join members of the teaching staff in the discussions. Programs shall also be provided for school district employees that are designated to help school district employees recognize warning signs of school violence and to instruct school district employees on recommended conduct during an incident of school violence.

N.J.S.A. 18A:17-46 requires a public hearing in the third week in October of each year for the Superintendent to report to the Board all acts of violence and vandalism that occurred in the district during the previous school year. The public hearing shall be transcribed and kept on file in the Board of Education Office. The transcript shall be made available to the public upon request. The Board must also file the transcript with the NJDOE for review.

No Child Left Behind Act of 2001 §9532

Adopted/Revised: March 28, 2007
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ph:(732)349-0777 fax:(732)349-9330
Pursuant to 20 USC 7844, Sec 9304 (a)(3)(C), of the No Child Left Behind Act of 2001 (NCLB), a Board of Education shall adopt a policy and written procedures that offer parent(s) or legal guardian(s), public agencies, other individuals, or organizations a method for receipt and resolution of complaints alleging violations in the administration of the NCLB programs as identified by the New Jersey Department of Education (NJDOE).

Policy and Regulation 2415.20 set forth the requirements for resolving complaints presented by any individual or organization that:

1. A school, school district, other agency authorized by the school district, or by the NJDOE violated the administration of education programs required by the Elementary and Secondary Education Act as amended by NCLB; and/or

2. The NJDOE violated the administration of education programs required by the Elementary and Secondary Education Act as amended by NCLB.

A Complaint shall be a written allegation that shall identify the alleged NCLB violation, the facts supporting the alleged violation, and any supporting documentation.

A Complaint alleging a school in the district, school district, or other agency authorized by the school district, or the NJDOE violated the administration of a program must be submitted to the Superintendent. The Superintendent shall be responsible to coordinate the investigation of the Complaint. The Superintendent shall submit a written report regarding the outcome of the investigation to the complainant. If the complainant is not satisfied with the outcome of the investigation, the complainant may initiate a Complaint by submitting a written Complaint to the NJDOE to the attention of the County Superintendent. The County Superintendent will coordinate the investigation of a Complaint. When the investigation is complete, the County Superintendent will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the Assistant Commissioner assigned to oversee the matter shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint. If the complainant does not agree with the NJDOE’s decision, the complainant may appeal to the United States Department of Education Secretary.

A Complaint alleging the NJDOE violated the administration of a program must be submitted to the New Jersey Department of Education Chief of Staff or the United States Department of Education Secretary. The NJDOE requests the complainant first contact the New Jersey Department of Education Chief of Staff to resolve the issue. The NJDOE Office of Strategic Initiatives and Accountability will coordinate the investigation of a Complaint. When the investigation is complete, the Chief of Staff will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the Chief of Staff shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint. If a complainant does not agree with the NJDOE’s decision, the complainant may appeal to the United States Department of Education Secretary.

New Jersey Department of Education 1/26/07 Memorandum - No Child Left Behind Complaint Policy and Procedure.
Adopted: May 30, 2007
Cliffside Park Board of Education

POLICY GUIDE

Teaching Staff Members

3221. EVALUATION OF NONTENURED TEACHING STAFF MEMBERS (M)

The Board of Education recognizes the importance of implementing a program for the evaluation of nontenured teaching staff members in accordance with law for the purposes of identifying and correcting deficiencies, improving professional competence, improving the quality of instruction received by pupils of this district, and assisting the Board in determining the member's reemployment.

The program of evaluation of nontenured teaching staff members shall include the observation and evaluation of each such employee in the performance of his or her duties by an appropriate supervisor no fewer than three times during each school year, but not less than once during each semester. Evaluations are to take place before April 30 of each year. The evaluations may cover that period between April 30 of one year and April 30 of the succeeding year except in the case of the first year of employment where the three evaluations must be completed prior to April 30. The number of required observations and evaluations may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year. Each evaluation shall be followed by a conference between the teaching staff member and his or her superior or supervisor(s). The purpose of the observation and evaluation of nontenured teaching staff members shall be to improve professional competence, identify deficiencies, extend assistance for the correction of such deficiencies, provide a basis for recommendations regarding reemployment, and improve the quality of instruction received by the pupils served by the school(s) in the district.

Supervisors shall make every effort to assist nontenured teaching staff members in the remediation of deficiencies disclosed by observation and evaluation and may conduct additional observations and evaluations. Supervisors should recognize the purposes of this policy cannot be realized by evaluations that do not record the weaknesses as well as the strengths of teaching staff members. Assessments that are less than honest and candid serve neither the professional growth of the employee nor the interest of the district in building a staff of highly competent, well-trained personnel.

This Policy shall be distributed to each teaching staff member at the beginning of his or her employment.

N.J.A.C. 6A:9-8.6; 6A:32-4.5

Revised: June 24, 2008
The Board of Education recognizes its obligation to employ only those professional staff members best trained and equipped to meet the educational needs of the pupils of this district. The Board shall discharge that obligation by retaining in service only those nontenured teaching staff members who meet those standards. The Board shall renew the employment contract of a teaching staff member only upon the recommendation of the Superintendent and by a recorded roll call majority vote of the full membership of the Board. The Board shall not withhold its approval for arbitrary and capricious reasons.

When the nontenured teaching staff member's performance does not meet the standards of the district, the Superintendent shall recommend not to renew the teaching staff member's contract. A nontenured teaching staff member who is not recommended for renewal by the Superintendent shall be deemed nonrenewed. Prior to notifying the staff member of the nonrenewal, the Superintendent will notify the Board of the recommendation not to renew the staff member's contract and the reasons for the recommendation. The Superintendent may notify the Board in a written notice or in executive session at a full Board Meeting. In the event the Board is notified in executive session, the Superintendent will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the staff member their employment will be discussed in executive session in order for the staff member to exercise their statutory right to request a public discussion.

The Superintendent shall notify each teaching staff member to whom reemployment will not be offered of such nonrenewal in writing on or before May 15. Any teaching staff member who received written notice a contract will not be offered may within fifteen days of notification request in writing a statement of the reasons for nonrenewal. The Superintendent will provide a written statement of reasons within thirty days after the receipt of any such request.

The nontenured teaching staff member shall have the right to an informal appearance before the Board to permit the staff member an opportunity to convince the members of the Board to offer reemployment. The staff member must request the appearance before the Board within ten calendar days of receipt of the statement of reasons.

The Board is not required to offer reemployment or vote on reemployment after an informal hearing with a nontenured teaching staff member who was not recommended for reemployment by the Superintendent. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the teaching staff member reemployment after an informal hearing.

Revised: August 27, 2008
POLICY GUIDE
CLIFFSIDE PARK BOARD OF ED

Teaching Staff Members

3222. EVALUATION OF TENURED TEACHING STAFF MEMBERS (M)

3222. EVALUATION OF TENURED TEACHING STAFF MEMBERS (M)

[See POLICY ALERT No. 175]

The Board of Education recognizes that the continuing evaluation of tenured teaching staff members is essential to the achievement of the educational goals of this district. The purpose of a program of evaluation will be to promote professional excellence and improve the skills of tenured teaching staff members, improve pupil learning and growth, and provide a basis for the review of teaching staff member performance. The Board will provide leadership, adequate resources for supervision and professional development, time for the proper conduct of evaluations, and time for in-service training.

Each tenured teaching staff member except the Superintendent and administrators, who will be evaluated in accordance with Board Policy Nos. 1240 and 3223, shall be evaluated annually by appropriately certified and trained administrators or supervisors against criteria that evolve logically from the instructional priorities and program objectives set forth in the teaching staff member's job description.

The Superintendent shall develop, in consultation with tenured teaching staff members, job descriptions and evaluation criteria for each teaching staff member position. Job descriptions will be clearly and concisely stated and will be provided to the Board for its approval.

The Superintendent shall distribute to each teaching staff member, no later than October 1 of each school year, a copy of this policy and the teaching staff member's job description and evaluation criteria; any amendments made subsequently to these documents will be distributed no later than ten days after their adoption.

The Superintendent shall develop, in consultation with teaching staff members, procedures for the evaluation of tenured teaching staff members that include, as a minimum:

1. The collection and reporting of data that is appropriate to the job description and includes as a minimum the observation of classroom instruction;

2. Observation conferences between the tenured teaching staff member and the evaluating supervisor;

3. The preparation of individual professional improvement plans;

154
4. The preparation by the supervisor of an annual written performance report, which shall include the teaching staff member's performance areas of strength and weakness, an individual professional improvement plan developed by the member and the supervisor, and a summary of the results of formal and informal assessments of the member's pupils along with a statement as to how these pupil indicators relate to the effectiveness of the overall program and to the member's performance;

5. The conduct of an annual summary conference between the supervisor and the member that will include a review of the member's performance, progress toward the objectives set forth in the professional improvement plan developed at the previous annual conference, pupil assessments and growth toward program objectives, and the written performance report prepared by the supervisor; and

6. The signing of the annual written performance report within five working days of the annual summary conference and the provision that the member may, within ten working days of the signing of the report, augment the report with additional performance data.

N.J.A.C. 6A:32-4.4

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CLIFFSIDE PARK SCHOOL DISTRICT
POLICY GUIDE

3126. INDUCTION PROGRAM FOR PROVISIONAL TEACHERS

The Board of Education recognizes that all newly prepared teachers are required to serve their first year of employment under provisional certification and in a district induction program designed to train and guide new teachers and to identify those teachers who qualify for standard certification.

The Board will approve a plan for the induction of new teaching staff members and submit the plan to the Department of Education.

Professional Support Team

The Board shall, in accordance with State Board of Education rules, provide provisional teachers with the training and supervision of a professional support team composed of a Principal or his/her designee, an experienced mentor teacher, a college faculty member or comparable staff member, a curriculum supervisor or comparable staff member, and such additional members as the Superintendent may recommend and the Board approve.

Members of the professional support team shall be approved by the Board and recommended by a committee composed of representatives of the constituent staff organizations. Support team members shall be appropriately certified, experienced, and cooperative staff members recognized for their discretion and helpfulness. Support team members shall be appropriately trained for participation in the induction program.

Mentor teachers shall, whenever possible, be in the same instructional area and school building as the provisional teacher.

Evaluation of Provisional Teachers

Both traditional and alternate route provisional teachers shall be formally evaluated as specified in Regulation No. 3126, by members of the support team and the mentor team. The support team may conduct additional evaluations.

Role of Mentor Teachers

Mentor teachers shall not participate in any way in decisions which may have a bearing on the employment or certification of provisional teachers. They shall not assess or evaluate the performance of provisional teachers unless they are appropriately certified.
administrators. Interactions between provisional teachers and experienced mentor teachers are formative in nature and considered a matter of professional privilege. Mentor teachers shall not be compelled to offer testimony on the performance of provisional teachers.

Compensation for Support Team Members

Members of the professional support team shall be compensated in accordance with the fee schedule approved by the State Board of Education.

Revised: August 27, 2008
The Board of Education believes that children benefit when parent(s) or legal guardian(s) recognize and discharge a responsibility to encourage and support the learning process.

Parent(s) or legal guardian(s) can help children learn by:

1. Requiring that children obey all school rules and by accepting responsibility for a child's improper conduct;

2. Sending children to school with proper attention to health, personal cleanliness, and dress;

3. Maintaining an active interest in each child's daily work and making it possible for the child to complete assigned homework by providing a quiet place and suitable conditions for study;

4. Reading communications from the school and signing and returning them promptly when so requested;

5. Attending conferences arranged for the exchange of information on the child's progress in school; and

6. Scheduling family matters to minimize interference with school time.

Adopted: August 27, 2008
The Board of Education encourages all teaching staff members to enroll in programs of advanced education and will provide additional compensation to those who successfully complete such programs.

The Board reserves the right to approve a change in the salary of a teaching staff member who meets the following standards for advanced studies:

1. Courses must have been offered by an accredited institution of higher education, except as this requirement is waived by the Superintendent;

2. A total of eight out of district in service credits will be accepted toward placement on the salary guide during a staff members term of service.

3. An unlimited number of Cliffside Park Staff Development In-Service credits will be accepted toward placement on the salary guide during a staff member’s term of service.

4. Courses must be those offered for the attainment of a graduate degree or those specifically related to a member’s assigned duties;

5. Staff members receiving an M.A. degree will be placed at the M.A. level on the salary guide regardless of the number of credits earned in the M.A. program.

6. Course registration must be approved in advance by the Superintendent for all courses taken above the M.A. level.

7. Graduate courses taken prior to the awarding of an M.A. degree or graduate courses taken parallel to an M.A. program
will not be carried over to the M.A.+ level. That is, when a staff member receives an M.A. degree, he or she will be placed on the M.A. level regardless of any courses taken prior to or outside of the M.A. program.

6. Course credit will be given on the salary guide only for the successful completion of the course, which may be demonstrated by an earned grade of D or better on a transcript submitted directly to the Superintendent by the institution in which the course was taken.

Where initial placement on the salary guide recognizes an employee's academic achievements by degrees conferred and credits awarded by an accredited college or university in accordance with Policy No. 3411, proof of academic achievement must be by official transcript issued by the college or university.

Revised: August 27, 2008
CLIFFSIDE PARK SCHOOL DISTRICT
POLICY GUIDE

5701. PLAGIARISM

A. Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

1. Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other students' papers, exchanging information with other students orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities.

2. Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on line services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.

3. Falsifications, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader's markings, and other acts that allow for falsely taking credit.

B. A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for all of the work that is plagiarized.

C. A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

1. Reprimand the student orally and/or in writing. The teacher is also authorized to withhold credit in the work tainted by the academic dishonesty.

2. If warranted, the teacher shall file a written complaint against the student with the Principal, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Principal.

3. The Principal will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.

4. If the pupil is not in agreement with the disciplinary action of the Principal, he/she may appeal the action to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

Adopted: August 27, 2008

161
POLICY GUIDE
CLIFFSIDE PARK BOARD OF ED

Teaching Staff Members

3240. PROFESSIONAL DEVELOPMENT (M)

3240. PROFESSIONAL DEVELOPMENT (M)

[See POLICY ALERT 145]

The Board of Education encourages all teaching staff members to pursue a program of continuing professional development by course work or matriculation in institutions of higher learning, participation in workshops and conferences, membership in professional organizations, and independent scholarship.

The Board will offer additional compensation in recognition of the completion of graduate courses of study in accordance with the appropriate negotiated salary schedule.

The Superintendent will permit teaching staff members to visit other schools and classrooms; attend local, regional, or national conferences; and participate in committees, workshops, and panels, both within and outside this district. Requests for participation in such professional development activities must be submitted in writing to the Superintendent for approval and must demonstrate a nexus between the activity and the employee's professional responsibilities.

Teaching staff members will be reimbursed, to a pre-approved limit for the actual costs of their participation in an approved professional development activity.

A teaching staff member who has been granted time off and/or reimbursed for a professional development activity shall submit to the Superintendent 14 days a written report of the activity.

Each active teacher shall be required to complete 100 clock hours of State-approved continuing professional development and/or in-service every five years pursuant with N.J.A.C. 6:11-13.1 et seq. Professional activities/meetings referenced in this Policy must be included as a State-approved experience, as recommended by the Professional Teaching Standards Board (N.J.A.C. 6:11-13.4) and approved by the Commissioner of Education to satisfy the 100-hour requirement.

The Superintendent shall prepare and distribute to all teaching staff members regulations governing professional development activities. The Superintendent shall report regularly to the Board on the professional development activities of teaching staff members.

N.J.A.C. 6:8-2.8(a)4; 6:11-13.1 et seq.

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162
Professional Standards of Decorum

The professional reputation of a teacher, sometimes referred to as "Academic Press", is not only affected by how well pupils achieve but also by how he or she is perceived in and out of the classroom. There have been instances of teachers losing their jobs because of lack of discretion in their behavior. To help gain a proper perspective on professional decorum, the follow is a list of behaviors to be avoided:

- Inappropriate language, risqué jokes, double entendres, etc.
- Drinking, drugs, and partying in the presence of students
- Intimate relationships with pupils, seeking to be their "pals", "buddies"
- Discussing colleagues with students/parents
- Discussing students with parents of another student
- Probing into a student's personal life
- Publicly embarrassing a pupil
- Publicly arguing with a colleague or parent
- Sharing inappropriate personal history with pupils or parents
- Covering-up for student misbehavior (cheating, tardiness, plagiarism)
- Failing to return parent phone calls
- Failure to comply with an administrative directive
- Personal use of school equipment including email and the internet
- Misuse of leaves for personal reasons, sickness, or illness in family
- Failure to report suspected cases of child abuse, sexual harassment (including comments made by students toward other students), suicide threats, life threats, weapons, tobacco, or suspected drug use of possession by students
- Failure to address bullying.
POLICY GUIDE
Cliffside Park School District
Operations

8462. REPORTING POTENTIALLY MISSING OR ABUSED CHILDREN (M)

The Board of Education recognizes early detection of missing, abused, or neglected children is important in protecting the health, safety, and welfare of all children. In recognition of the importance of early detection of missing, abused, or neglected children, the Board of Education adopts this Policy pursuant to the requirements of N.J.S.A. 18A:36-25. The Board provides this Policy for its employees, volunteers, or interns to provide for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities pursuant to N.J.S.A. 18A:36-25 and N.J.S.A. 9:6-8.10.

Employees, volunteers, or interns working in the school district shall immediately notify designated child welfare authorities of incidents of alleged missing, abused, and/or neglected children. Reports of incidents of alleged missing, abused, or neglected children shall be reported to the New Jersey State Central Registry (SCR) at 1-877 NJ ABUSE. If the child is in immediate danger a call shall be placed to 911 as well as to the SCR.

The person having reason to believe that a child may be missing or may have been abused or neglected may, prior to notifying designated child welfare authorities, inform the Building Principal or designee if the action will not delay immediate notification. The person notifying designated child welfare authorities shall inform the Building Principal or designee of the notification, if such had not occurred prior to the notification. Notice to the Building Principal or designee need not be given when the person believes that such notice would likely endanger the reporter or pupil involved or when the person believes that such disclosure would likely result in retaliation against the pupil or in discrimination against the reporter with respect to his or her employment.

The Building Principal or designee upon being notified by a person having reason to believe that a child may be missing or may have been abused or neglected, must notify appropriate law enforcement authorities of incidents of potentially missing, abused, or neglected child situations. Notification to appropriate law enforcement authorities shall be made for all reports by employees, volunteers, or interns working in the school district. Confirmation by another person is not required for a school district employee, volunteer, or intern to report the suspected missing, abused, or neglected child situation.

School district officials will cooperate with designated child welfare and law enforcement authorities in all investigations of potentially missing, abused, or neglected children in accordance with the provisions of N.J.A.C. 6A:16-11.1(a)5.

The district designates Superintendent as the school district’s liaison to designated child welfare authorities to act as the primary contact person between the school district and child welfare authorities with regard to general information sharing and the development of mutual training and other cooperative efforts. The district designates Superintendent as the school district’s liaison to
law enforcement authorities to act as the primary contact person between the school district and law enforcement authorities, pursuant to N.J.A.C. 6A:16-6.2(b)1, consistent with the memorandum of understanding, pursuant to N.J.A.C. 6A:16-6.2(b)13.

An employee, volunteer, or intern working in the school district who has been named as a suspect in a notification to child welfare and law enforcement authorities regarding a missing, abused, or neglected child situation shall be entitled to due process rights, including those rights defined in N.J.A.C. 6A:16-11.1(a)9.

The Superintendent shall provide training to school district employees, volunteers, and/or interns on the district’s policy and procedures for reporting allegations of missing, abused, or neglected child situations. All new school district employees, volunteers, and/or interns shall receive the required information and training as part of their orientation.

There shall be no reprisal or retaliation against any person who, in good faith, reports or causes a report to be made of a potentially missing, abused, or neglected child situation pursuant to N.J.S.A. 9:6-8.13.

N.J.A.C. 6A:16-11.1

Revised: March 26, 2008
3362 Sexual Harassment

The Board of Education recognizes that an employee's right to freedom from employment discrimination includes the opportunity to work in an environment untainted by sexual harassment. Sexually offensive speech and conduct are wholly inappropriate to the harmonious employment relationships necessary to the operation of the school district and intolerable in a workplace to which the children of this district are exposed.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature that would not have happened but for the employee's gender. Whenever submission to such conduct is made a condition of employment or a basis for an employment decision, or when such conduct is severe and pervasive and has the purpose or effect of unreasonably altering or interfering with work performance or creating an intimidating, hostile, or offensive working environment, the employee shall have cause for complaint.

The sexual harassment of any employee of this district is strictly forbidden. Any employee or agent of this Board who is found to have sexually harassed an employee of this district will be subject to discipline, which may include termination of employment. Any employee who has been exposed to sexual harassment by any employee or agent of this Board is encouraged to report the harassment to an appropriate supervisor. An employee may complain of any failure of the Board to take corrective action by recourse to the procedure by which a discrimination complaint is processed. The employee may appeal the Board's action or inaction to the United States Equal Employment Opportunity Commission or the New Jersey Division of Civil Rights. Complaints regarding sexual harassment shall be submitted following the procedures outlined in Regulation No. 1530, Equal Employment Opportunity.

The Superintendent shall instruct all employees and agents of this Board to recognize and correct speech and behavior patterns that may be sexually offensive with or without the intent to offend.

Revised: August 27, 2008
The Board of Education shall grant sick leave, in accordance with law, to teaching staff members absent from work because of personal disability or quarantine. Each steadily employed employee eligible for sick leave will be entitled annually to the number of paid sick leave days negotiated with the employee's majority representative or provided in this policy.

An employee who has been employed in the district at least twelve months and for at least one thousand two hundred fifty hours in the previous twelve months is eligible for sick leave under the federal Family and Medical Leave Act. When any such employee with a serious health condition has exhausted his/her entitlement to paid sick leave,

The Board reserves the right to require of any employee who claims sick leave, sufficient proof, including a physician's certification, of the employee's illness or disability. As a minimum, no day will be considered to be a sick leave day on which the employee has engaged in or prepared for other gainful employment, has participated in a work stoppage, or has engaged in any activity that would raise doubts regarding the validity of the sick leave request.

The Superintendent will prepare rules for the administration of the Board's policy on sick leave, which shall be binding on all employees.

The Superintendent will submit to the Board the names of those employees absent for non-compensable cause or whose claim for sick leave pay cannot be justified. The willful misuse of sick leave will be considered a serious infraction and is subject to discipline.

If an employee exhausts all of his or her sick and personnel leave days, he or she may petition the board for additional compensation during an extended sick leave if:

“If an employee exhausts all of his or her sick and personnel leave days, he or she may petition the Board for additional compensation. The employee shall submit a letter to the Superintendent requesting compensation which, if approved, will be equal to the difference from the daily rate of pay for a substitute and the employee's daily rate. The Board of Education will review each petition on an individual basis while exercising the right to deny and/or approve each case based on the specific circumstance of the situation.”

Revised: August 27, 2008
CLIFFSIDE PARK BOARD OF EDUCATION
POLICY GUIDE

3216. DRESS AND GROOMING

Dress and Grooming

The Board of Education believes that the appearance and dress of staff members is an important component of the educational program of this school district. In order to create an aimed atmosphere of respect for staff with a dignified educational environment the Board of Education establishes the following rules for the dress of staff members in the performance of their professional duties.

1. Female staff members may wear:
   a. Dresses
   b. Skirts or pants with a blouse or sweater
   c. Skirts or dresses must be longer than arm’s length.
   d. No jeans, sneakers, flip flops or tank tops.

2. Male staff members may wear:
   a. Suits
   b. Slacks with a shirt and tie
   c. Slacks with a sport coat and dress shirt/collared knit shirt/turtleneck (no tie)
   d. No jeans, sneakers, or flip flops

3. September 1-30 and June 1-End of School Year
   a. Male staff may wear in addition to above a dress shirt without a tie.
   b. Female staff may wear open sandals.

4. Summer School Programs
   a. Business casual for both Male and Female staff.

5. The clothing and appearance of all teaching staff members shall be clean, neat and professional.
6. No clothing may be worn that constitutes a danger to the health and safety to the wearer or to others, and no clothing may be
worn that interferes with the instructional program.

7. A teaching staff member may request a waiver of this dress code for the performance of particular duties; such waivers must be requested in advance and may be granted by the superintendent.

8. The physical education staff may wear shorts or other physical education attire, during their gym athletic teaching assignments. During their other assignments and lunch they must dress as outlined in #1 or #2 or they may wear a jogging outfit, neat and clean sweatpants with a collared knit shirt or a matching non-hooded sweat suit top. This portion of the policy is applied during physical education gym assignments.

9. The building principal shall determine whether a violation of this dress code has occurred and discuss the violation with the staff member concerned:
   a. A staff member’s first violation will result in a verbal explanation of the violation.
   b. A staff member’s second violation will result in a verbal and written reprimand which will be placed in the staff member’s file.
   c. A staff member’s third and subsequent violation will require immediate conformity to the dress code regulations. The staff member will not be compensated for the time taken to change into proper attire. Refusal to comply with the dress code will be deemed professional insubordination and requires that the principal notify the superintendent and the association immediately.

10. Any clarification requests or questions regarding the policy and procedures relating to the dress policy may be submitted in advance to the superintendent. It shall be the policy of the Board to review this professional dress code at intervals of not less than three years and invite the comments of appropriate staff members in that review.

Revised: August 27, 2008


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36 Washington Street, Suite 1A, Toms River, NJ, 08753
ph:(732)349-0777 fax:(732)349-9330
5200. ATTENDANCE (M)

The Board of Education requires the pupils enrolled in the schools of this district attend school regularly in accordance with the laws of the State. The educational program offered by this district is predicated on the presence of the pupil and requires continuity of instruction and classroom participation. The regular contact of pupils with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

Attendance at school may be excused for certain absences as defined by the Board. All absences for reasons other than excused, shall be unexcused.

Pupils absent from school for any reason are responsible for the completion of assignments missed because of their absence. No pupil excused for a religious holiday shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive the pupil of the classroom experience deemed essential to learning and may result in retention at grade level.

For districts with secondary school(s)

or loss of credit toward the high school diploma in accordance with policies of this Board.

Pupils shall be subjected to the school district response for unexcused absences during the school year as outlined in N.J.A.C. 6A:16-7.8(a)4 and Regulation 5200. In addition, unexcused absences from school or from classes within the school day shall subject a pupil to the disciplinary rules of the Board, which may include the denial of a pupil’s participation in co-curricular activities and/or athletic competition. Repeated truancies that interfere with efforts of this Board and its staff in the maintenance of good order and the continuity of classroom instruction may result in the suspension or expulsion of any pupil from the course of study during which absences have occurred or the suspension or expulsion in accordance with Policy Nos. 5610 and 5620.

The Superintendent shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate for the district or for a school in the district does not meet the New Jersey Department of Education requirements, the Superintendent or designee shall develop performance objectives to improve pupil attendance pursuant to N.J.A.C. 6A:32-12.2(a)3.

Adopted/Revised: March 28, 2007
POLICY GUIDE
CLIFFSIDE PARK BOARD OF ED

5410. PROMOTION AND RETENTION (M)

Pupils

5410. PROMOTION AND RETENTION (M)

[See POLICY ALERT No. 96 and 153]

The Board of Education recognizes that each child develops and grows in a unique pattern and that pupils should be placed in the educational setting most appropriate to their social, physical, and educational needs. Each pupil enrolled in this district shall be moved forward in a continuous program of learning in harmony with his/her own development.

Standards for pupil promotion shall be related to the New Jersey Core Curriculum Content Standards and district goals and objectives and to the accomplishments of pupils. A pupil in the elementary grades will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Promotion policies and procedures will be provided to parent(s) or legal guardian(s) as appropriate. Parent(s) or legal guardian(s) and pupils shall be regularly informed during the school year of the pupil's progress toward meeting promotion standards. A teacher who determines that a pupil's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the pupil and offer immediate consultation to the pupil's parent(s) or legal guardian(s). Every effort shall be made to remediate a pupil's deficiencies before retention is recommended. The parent(s) or legal guardian(s) and, where appropriate, the pupil shall be notified of the possibility of the pupil's retention at grade level in advance and, whenever feasible, no later than 10 weeks prior to the end of the school year.

School attendance shall be a factor in the determination of a pupil's promotion or retention. Only extenuating circumstances should permit the promotion of a pupil who has been in attendance fewer than half the number of days during the school year.

Classroom teachers shall recommend to the building principal the promotion or retention of each pupil. Parent(s) or legal guardian(s) and adult pupils may appeal a promotion or retention decision to the Principal whose decision shall be final.

Retention Policy for 6th Grade Students
1. Summer school will be recommended for any student that fails 1 subject. A conference with the principal is mandatory.
2. If a student fails 2 subjects (Language Arts, Mathematics, Science, Social Studies) summer school is required. A conference with the principal is mandatory.
3. Students who fail 3 subjects (Language Arts, Mathematics, Science, Social Studies) will be retained in 6th grade. A conference with the principal is mandatory.


Cross reference: Policy Guide No. 5200

Adopted/Revised: March 28, 2007

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36 Washington Street, Suite 1A, Toms River, NJ, 08753
ph:(732)349-0777 fax:(732)349-9330
TITLE: Teacher

QUALIFICATIONS: Possession of a Standard New Jersey Teachers Certificate

REPORTS TO: Superintendent of Schools, Principal, and Vice Principal

TERMS: 10 Months

RESPONSIBILITIES INCLUDE:

1. To create an optimal learning environment.

   Evaluation Criteria
   • Organizes and presents lessons carefully.
   • Provides opportunity for student participation.
   • Obtains good student rapport.
   • Uses multimedia aids when applicable
   • Shows concern for physical or aesthetic conditions of rooms and corridors.

2. To guide the learning process towards the development and achievement of curriculum goals and objectives.

   Evaluation Criteria
   • Shows skill in directing learning activities with attention given to student's growth and achievement.
   • Follows time schedule and proceeds in an orderly and controlled manner.
   • Recognizes individual differences and show understanding in handling pupil problems.
   • Provides purposeful activities to stimulate interest, and encourages pupil involvement.
   • Demonstrates good communication skills.
   • Conducts pre and post test assessment functions.
   • Prepares lessons carefully.

3. To encourage students to set and maintain standards of school behavior.

   Evaluation Criteria
   • Follows school rules in and out of the classroom.
   • Maintains an orderly classroom and homeroom.
   • Encourages cooperation and good sportsmanship during class activities and/or extra curricular activities.
4. To maintain discipline and conduct of students under teacher’s supervision.

   Evaluation Criteria
   • Maintains order at the commencement of class and during the day.
   • Avoids problems by taking preventative measures.

5. To recognize unusual conditions, mental or physical, in the pupil, under his/her supervision and refer such to the proper authorities.

   Evaluation Criteria
   • Views each student as an individual.
   • Show an awareness of any changes in student’s demeanor, affect on behavior.
   • Evaluates any information obtained through colleagues, other students and the community, concerning the emotional and physical well being of the student in question.
   • Reports such information to the proper authorities.

6. To confer with parents in a professional manner and when necessary to advise on student needs and progress.

   Evaluation Criteria
   • Initiates Parent-Teacher inter-action.
   • Initiates Parent-Teacher communication.
   • Displays teacher initiative and self-motivation.

7. To maintain necessary records according to school requirements and/or school policy.

   Evaluation Criteria
   • Is prompt.
   • Displays neatness.
   • Displays accuracy.

8. To report to the Principal and/or nurse any potential safety hazards or injuries incurred at any time or place under the school’s jurisdiction.

   Evaluation Criteria
   • Looks for possible safety hazards.
   • Reports injuries promptly.
   • Follows prescribed procedures for injuries and illness.
9. To work cooperatively with administration and staff.

Evaluation Criteria
- Cooperates with other staff members in a professional manner.
- Implements and observes school rules and regulations conscientiously.
- Participates at faculty, committee and/or departmental meetings.
- Serves on school and/or district in-service committees.

10. To assist in the various functions that contributes to the total school operation.

Evaluation Criteria
- Maintains good attendance.
- Participated in developing courses of study.
- Is punctual.
- Displays interest in subject areas and conferences.
- Is dependable in performance of duties.

11. To carry out policies, rules and regulations of the Board of Education and designees.

Evaluation Criteria
- Checks existing policy, rules ad regulations with building Principal.
- Show good faith compliance.
- Expresses disagreements with policy, or interpretation of such policy, through appropriate channels.
- Reports punctually and departs at appropriate time.
- Maintains good attendance record.

12. To improve his/her capabilities.

Evaluation Criteria
- Performs self-evaluation, if required by administration.
- Demonstrates interest in personal improvement.
- Responds well to suggestions.
- Accepts responsibility.

13. To exhibit a mature attitude in the performance of duties, and in relationship to administrators, staff, parents and pupils.

Evaluation Criteria
• Shows self-control.
• Is tactful.
• Is dependable.
• Responds well to suggestions.
• Accepts responsibility.
• Maintains professional appearance, i.e. grooming, etc.

14. To know and carry out the policies, rules, program and curriculum of his/her school and the district as it may apply to his/her class.

15. To direct, and/or supervise extra-curricular activities, which may be reasonable assigned by the administration.

16. To perform other duties, which may be within the scope of his/her employment and certification as, may be assigned by his/her superior(s) under authority of the Board of Education.
POLICY GUIDE
CLIFFSIDE PARK BOARD OF ED

Teaching Staff Members

3222. EVALUATION OF TENURED TEACHING STAFF MEMBERS (M)

3222. EVALUATION OF TENURED TEACHING STAFF MEMBERS (M)

[See POLICY ALERT No. 175]

The Board of Education recognizes that the continuing evaluation of tenured teaching staff members is essential to the achievement of the educational goals of this district. The purpose of a program of evaluation will be to promote professional excellence and improve the skills of tenured teaching staff members, improve pupil learning and growth, and provide a basis for the review of teaching staff member performance. The Board will provide leadership, adequate resources for supervision and professional development, time for the proper conduct of evaluations, and time for in-service training.

Each tenured teaching staff member except the Superintendent and administrators, who will be evaluated in accordance with Board Policy Nos. 1240 and 3223, shall be evaluated annually by appropriately certified and trained administrators or supervisors against criteria that evolve logically from the instructional priorities and program objectives set forth in the teaching staff member's job description.

The Superintendent shall develop, in consultation with tenured teaching staff members, job descriptions and evaluation criteria for each teaching staff member position. Job descriptions will be clearly and concisely stated and will be provided to the Board for its approval.

The Superintendent shall distribute to each teaching staff member, no later than October 1 of each school year, a copy of this policy and the teaching staff member's job description and evaluation criteria; any amendments made subsequently to these documents will be distributed no later than ten days after their adoption.

The Superintendent shall develop, in consultation with teaching staff members, procedures for the evaluation of tenured teaching staff members that include, as a minimum:

1. The collection and reporting of data that is appropriate to the job description and includes as a minimum the observation of classroom instruction;

2. Observation conferences between the tenured teaching staff member and the evaluating supervisor;

3. The preparation of individual professional improvement plans;
4. The preparation by the supervisor of an annual written performance report, which shall include the teaching staff member's performance areas of strength and weakness, an individual professional improvement plan developed by the member and the supervisor, and a summary of the results of formal and informal assessments of the member's pupils along with a statement as to how these pupil indicators relate to the effectiveness of the overall program and to the member's performance;

5. The conduct of an annual summary conference between the supervisor and the member that will include a review of the member's performance, progress toward the objectives set forth in the professional improvement plan developed at the previous annual conference, pupil assessments and growth toward program objectives, and the written performance report prepared by the supervisor; and

6. The signing of the annual written performance report within five working days of the annual summary conference and the provision that the member may, within ten working days of the signing of the report, augment the report with additional performance data.

N.J.A.C. 6A:32-4.4

Adopted/Revised: March 28, 2007
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ph:(732)349-0777 fax:(732)349-9330
Suggestions for the First Day

You've written your name, the course and room number on the board. You and your room are all prepared when the beginning of the period bell sounds. You go to the door to welcome the students as they begin to file in.

The specifics of what you say are less important than the main objective of revealing yourself to the students as someone who does know what you are doing, who is warm and caring, but also unwilling to tolerate any disrespect. If you have a sense of humor, show it. But whatever you do, set the tone for what will follow throughout the year.

Make sure you have their attention when you speak. Project your voice and remind students to check their schedules and state your name clearly so students will be able to pronounce it.

Be positive as you briefly introduce both yourself and your course. Set your expectations of them as students and list activities, textbook, projects, etc. that they will be involved with.

Inform students of what supplies they will need - notebook, journal, folders, binder, pencil, paper, or, subject related equipment - and when they will need them. Remember, not all parents may be able to take their children to the store, or provide funds necessary for equipment the first night, so set a reasonable deadline.

Also, be prepared to be tested by someone early in your introduction, some student looking for attention, or just being playful. Do not overreact, but you must respond. Remain respectful, calm, poised, clear and, most of all, firm. You might show a sense of humor, but treat the student with respect and don't tolerate disrespect.

You have probably reached the limits of how long students can sit quietly without doing something. At times, one of the functions of a student who acts out is to let you know it is time to change the movement, flow, and energy of the class.

One option is to have students fill out the index cards so that they become active participants in the activities of the day.

Toward the end of the period, draw the students' attention to the topic of class rules. You can present the rules of your class at this time, reinforced and in concert with school rules. Rule setting is constructive discipline. You are setting the parameters within which respectful dialog may take place so that productive teaching and learning may result. You are setting a behavior code that will avoid conflict and provide an environment conducive to learning. Examples might be:

Students should be in their seats when the late bell sounds.
Homework is due at the beginning of the period.
Textbooks, notebooks, etc. are to be brought to class every day.
Raise your hand and wait to be recognized before speaking.
Book covers must be used on all texts.
Be courteous and considerate of all students and faculty.

Talk to seasoned teachers and find out what rules they feel are important to give students the first day.

If there is time, and there probably will not be until you gain experience, start a lesson. The easiest way to do this is to pose a question related to your subject, or teach them something new, but simple, so that when they leave they have a new idea, interest, piece of information, skill, or unanswered question.

Finally, do not let the bell end your class; you end it. This is important first because it is respectful of you and, secondly, because a day will come when you will need to tell them something, make a point, etc. and
you will not be happy if in the middle of a sentence they all get up and walk out. Remind students if there is any homework due, say goodbye and make eye contact, or say a few words to as many kids as you can as they file out of the room. A kind word to a student you needed to correct during the period is also appropriate at this time.
Knowing Your Students

Learning the names of students quickly is only one of your initial tasks; you will also want to accumulate some basic, but sensitively and prudently selected, data on each of your students.

One straightforward way to collect information on your students is to ask them to fill out index cards on the first day of class. You can also ask them to suggest how to pronounce their names correctly. Not all students go by their given names, so this might also be noted. For example, my name is Carlito but call me Cary.

On succeeding lines of the index card students might be asked to provide:

➢ Date of Birth
➢ Address
➢ Parent/Guardian Name(s)
➢ Home telephone number(s)
➢ Work telephone number(s)
➢ What is the best time to contact the parent/guardian
➢ What is your first language; what language is spoken at home; what languages do you read in
➢ What interests and activities do you enjoy - sports, music, etc.
➢ What do you like to read
➢ Do you have an after school job - if so what is it and how many hours do you work
➢ Is there anything you would like me as a teacher to know about you

The cards provide an opportunity for your class members to tell the teacher something about themselves in a private, professional, nonthreatening manner.

In the beginning of the school year the cards might be organized alphabetically, for taking attendance, record keeping, etc. Later they can be arranged in other ways, for example calendar sequence to acknowledge birth dates. The back of the cards can be used to keep records of parental, counselor, administrative contacts.

Though it is essential to maintain a professional relationship with your students, getting to know, within appropriate bounds, each student's personality and his or her needs and interests will go a long way to helping you as a teacher perform your job. Treating students with respect and a display of professional interest will very likely encourage them to respond with respect and interest in learning.
Lesson Plans

Research indicates that the greater the structure of a lesson and the more precise the directions are for the activities and tasks, the higher the achievement rate of students.

1. Motivational Activity (Activity):
Begin the lesson promptly, preferably with an appropriate activity that involves students as quickly as possible with the lesson of the day. A "focus and review" activity to get students' attention and to relate the current lesson to previous learning would be appropriate. A motivational introduction to get students involved early is an important factor in a successful learning experience and helps to avoid giving students the time and opportunity to engage in non-productive, or, in a worst case scenario, disruptive behavior.

2. Topic (Instructional goal and/or behavioral objective):
Students should also be aware of what they are to focus on for the day. Write at the board the topic of the day and, if appropriate, have students write it in their journal, or notebook.

3. Procedure:
An effective lesson plan includes the teaching strategies and activities that will be used.

4. Resources:
What is needed for a learning activity to succeed should be planned for well in advance of the activity. Focus question papers, worksheets, review sheets, and the like should be prepared and ready for distribution before the day they are needed. Computer labs, overhead projectors and other equipment should be reserved early and cited in the lesson plan.

5. Homework:
A homework assignment for further practice of mastered skills, or, research, or reading, and so on, should be part of each lesson.

As an extension of the state we are responsible for addressing the Core Curriculum. Students will be responsible for successfully passing the High School Proficiency Assessment, which is based upon mastery of concepts, and skills imbedded within that curriculum. It is each teacher's responsibility to know the content of that curriculum. However, due to limited space in the lesson plan book, it is only necessary to cite the standard reference number found in front of each standard. For example, C. S. 3.1 would refer to Reading on page 8 of the new booklet. Also, note that more than one standard might be a major component of a learning experience.
7. Outline for Sample Lesson:

Activity:
Topic:
Procedure:
Resource(s):
Home work:
C. S.

Note you may abbreviate the above words if you wish, but each lesson should contain all components.

8. Submission of plans for review:
High school plan books are to be submitted by non-tenured teachers every Friday, or the last day of the week, if Friday is a holiday, before 3:00, starting September 12. They may be placed in either Mr. Fabiano's, or Mr. Romagnino's mailbox. Plan to have your plan book in on time.

9. Mission Statement and Beliefs:
Each plan book should contain a copy of Cliffside Park High School's mission statement and beliefs. It may be attached to the inside front cover of the book.
Exception to the daily lesson plans - The first days' lesson plan: First Impressions.

The following lesson plan is, of course, not mandatory, but offered as an experienced teacher's suggestion of what might be done on one of the most important days of the year. The way the educational process transpires on this day will in many ways determine how it transpires the rest of the year.

Welcome
State your name.
Identify the room and subject.
For this day use your student list to generate a seating chart based upon the room arrangement - you can concern yourself at a later date with pairing, grouping, desk pattern, etc. The faster you get to know your students, the faster a partnership in learning has a chance to start. Students are young people, and prefer to be called correctly by name, so as you assign them a seat ask if the way you are pronouncing their name is acceptable. This process will also help with attendance.

Briefly introduce the class
Describe the topics of study, and hand out proficiencies.
Describe possible future projects, papers, products, trips, or activities.

Class rules
Present them with a core set of rules, explaining that they are just that - a core set in conjunction with general school rules and others which might be necessary to add later. For example:

a. Students should be in their seats when the late bell rings.
b. Raise your hand and wait to be recognized before speaking.
c. Book covers must be used on all texts.
d. Be respectful, courteous and considerate to all students and faculty.
e. Textbooks, journals, notebooks, pencil and/or pen, and whatever else deemed important should be brought to class each day.
f. Homework is due at the beginning of the period.

Hand out the text and book receipts informing students they are responsible for the care of their texts.

Dismissal and Farewell:
Dismissal should be timely but, formal and courteous. Instruction should be bell-to-bell and students should respectfully remain seated if the lesson is not completed while the teacher makes every effort to end a.s.a.p. and dismiss the class.
Student Learning

Differentiated instruction is a key component within the educational setting of a classroom. Metacognition is intricately tied to student success.

A Brief overview of Metacognitive Strategies

1. Advanced organization - looking through material ahead of time to determine its' organization to prepare for an upcoming task.
2. Monitoring - listening for mistakes and correcting them, preferably before they slip out. (includes both behavior and speech)
3. Homework planning - student plans where, when, and how they will do their homework for the best results.
4. Directed attention - student ability to focus on important elements of a task and ignore extraneous ones.
5. Anticipation - includes being prepared for class, paying attention in class, and being able to predict what will occur next.
6. Evaluation - a self-checking of where the student is in successfully accomplishing a task.
7. Self-awareness - the students understanding about how they learn best.
8. Setting goals - an immediate goal might to do the homework, a long-term goal might be an assigned project.
9. Selecting tasks - If a teacher provides choice in task completion, students, who are aware of the way they learn best, will select those tasks that capitalize on their strengths.
DATE: February 28, 2007

TO: All Staff

FROM: Michael J. Romagnino
Acting Superintendent of Schools

RE: WORKERS' COMPENSATION CLAIMS

I am sending this memo as a reminder of the procedure that must be followed when presenting a Workers' Compensation Report. When an injury occurs, an accident report must be filled out and reported to Qual Care, our workers' compensation provider. Even if you do not need immediate medical attention, you should report the occurrence to Qual Care in the event that you may experience discomfort at a later date. The number for Qual Care (1-800-425-3222) is on the accident report form. Under no circumstances should you go to your own doctor; Qual Care will refer you to an approved doctor.

Also, please note that if the above procedure is not followed and you go to your own doctor you will not receive workers' compensation but will be charged sick day(s) and your medical bills will be charged to your own medical insurance. Of course, if there is an emergency situation arrange to go to the nearest hospital emergency room. A report may be filled out later.

Attached is an Employee Accident Report Form for your use. Feel free to call me if you need any further information.

MJR/rc
Attach.
RE: Workers' Compensation
QualCare - 1-800-425-3222

QualCare is the Cliffside Park Board of Education's work-related injury provider. If you are injured, while at work, you must fill out an accident report (available in your school in the main office or at the nurse's office) and call 1-800-425-3222 to report your injury. You cannot go to a doctor without the approval of QualCare. Of course, if there is an emergency situation, go to the nearest hospital emergency room for treatment, then call QualCare.

Feel free to call my office if you need or want more information.

MJR/rc
CLIFFSIDE PARK SCHOOL DISTRICT
CLIFFSIDE PARK, NJ

STAFF ABSENCE FORM

PART A: PERSONAL/SCHOOL BUSINESS
Permission to be excused from school duties on:

Date(s) ________________________________

Vacation Days ________________________________

Personal Business* ________________________________

School Business** ________________________________

Funeral Day(s)*** ________________________________

* must give reason if three (3) consecutive days or before/after a school holiday
** must give reason and complete 54A if expenses are to be reimbursed
*** immediate relative only (spouse, parent, sibling, progeny)

_________________________________________  ______________________________________
Signature of employee                  Print name of employee

_________________________________________
Principal's signature

_________________________________________
Superintendent's signature

Approved ☐    Denied ☐

Reason for denial ________________________________

PART B: PERSONAL ILLNESS
My absence(s) on ________________________________ was due to

Date(s)

_________________________________________, I notified ________________________________ on
reason ________________ name ________________ on

________________________ at __________ O'Clock ☐ PM ☐ FULL date

_________________________________________
Signature of employee

_________________________________________
Print name of employee

_________________________________________
Principal's signature

SUBMIT THIS FORM IN DUPLICATE
Cliffside Park School District

Student Application For Use Of
A Network Account

Application must be renewed each academic year.

STUDENT

Student Name: ___________________________ Grade: __________

School: ________________________________

- I have read and agree to comply with the Acceptable Use Procedures.
- I have discussed this policy with my parent or guardian and my sponsoring teacher/staff member.
- I understand these policies.

Student Signature: ______________________ Date: __________

-----------------------------------------------

SPONSORING TEACHER/STAFF MEMBER

After discussion with the above student, I agree to sponsor and to supervise his/her responsible use of the network as defined by the District policies while he/she is in school.

Teacher/Staff Signature: __________________ Grade: __________

-----------------------------------------------

PARENT OR GUARDIAN

- I have read the Use of Telecommunications Policy and Rules and Regulations of telecommunications.
- I will monitor my child's use of the network and his/her potential access to the Internet, and will accept responsibility for supervising him/her when he/she is not in a school setting.
- I understand that my child may be subject to certain disciplinary consequences if he/she violates these rules.
- I realize that under law I may be held financially responsible for the willful, malicious or unlawful damage of property by my minor child.
- I will not hold the Cliffside Park School District responsible for controversial materials acquired while on-line.
- I give my permission for my child to be allowed to use a District account and certify that the information on this form is correct.

Print Name: ______________________ Date: __________

Signature: _________________________________

Home Address: __________________________ 189

HomePhone: ____________________________ Business Phone: __________
CLINIC REFERRAL

Name ______________________________
Date ______________________________
Time ______________________________
Complaint/Problem ____________________
Teacher ____________________________

CLINIC REFERRAL

Name ______________________________
Date ______________________________
Time ______________________________
Complaint/Problem ____________________
Teacher ____________________________
EMPLOYEE ACCIDENT REPORT FORM

<table>
<thead>
<tr>
<th>NAME:</th>
<th>Date of Accident:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS:</td>
<td>Time of Accident:</td>
</tr>
<tr>
<td>HOME PHONE:</td>
<td>Date of Birth:</td>
</tr>
<tr>
<td>JOB TITLE:</td>
<td>SS #:</td>
</tr>
<tr>
<td>SCHOOL:</td>
<td>Salary:</td>
</tr>
<tr>
<td>DEPT. WHERE EMPLOYED:</td>
<td></td>
</tr>
<tr>
<td>WHERE DID ACCIDENT OCCUR: (school, etc.)</td>
<td></td>
</tr>
<tr>
<td>HOW DID ACCIDENT OCCUR:</td>
<td></td>
</tr>
<tr>
<td>WHAT WAS EMPLOYEE DOING WHEN INJURED: (be specific)</td>
<td></td>
</tr>
<tr>
<td>OBJECT OR SUBSTANCE THAT DIRECTLY INJURED EMPLOYEE:</td>
<td></td>
</tr>
<tr>
<td>NATURE OF INJURY OR ILLNESS AND PART OF BODY AFFECTED:</td>
<td></td>
</tr>
<tr>
<td>NURSE’S ASSESSMENT:</td>
<td></td>
</tr>
<tr>
<td>FIRST AID TREATMENT:   (if any)</td>
<td></td>
</tr>
<tr>
<td>ADMINISTERED BY:</td>
<td></td>
</tr>
<tr>
<td>REPORTED TO QUALCARE (1-800-425-3222)</td>
<td>(circle one) YES NO</td>
</tr>
<tr>
<td>NAME OF DOCTOR: (if any)</td>
<td></td>
</tr>
<tr>
<td>ADDRESS OF DOCTOR:</td>
<td></td>
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<tr>
<td>NAME OF HOSPITAL: (if any)</td>
<td></td>
</tr>
<tr>
<td>ADDRESS OF HOSPITAL:</td>
<td></td>
</tr>
<tr>
<td>NAMES OF WITNESSES: (if any)</td>
<td></td>
</tr>
<tr>
<td>REMARKS:</td>
<td></td>
</tr>
</tbody>
</table>

Date of Report: ___________________________  Principal’s Signature: ___________________________
CLIFFSIDE PARK PUBLIC SCHOOL DISTRICT
Cliffside Park, NJ
SCHOOL TRIP APPROVAL FORM

DATE: ____________

School No.: ____________ Grade: ____________ Date of Trip: ____________

Leaving time: ____________ Returning time: ____________

Cost per student: $ ____________ No. of students attending: ____________

No. of teachers, aides & parents: ____________

Trip to: ____________________________________________

____________________________________________________

Purpose of trip- i.e. educational, recreational, etc.: __________________________________________

Transportation provided by: ______________________________________________________________

No. Of buses needed: __________________________________________________________________

Name of Bus Company’s Insurance Carrier: (if out of district buses are used)

____________________________________________________________________________________

PERMISSION SLIPS SIGNED BY PARENTS: ______ yes ______ no

Substitute needed: ______ yes ______ no

This is ______ trip for my class this year.

Names of teachers going on trip: _________________________________________________________

____________________________________________________________________________________

Class teacher: __________________________

Principal: ____________________________

Approved: ____________________________

Superintendent of Schools

THIS FORM MUST BE SUBMITTED TO THE CENTRAL OFFICE TWO WEEKS PRIOR TO THE TRIP

**IMPORTANT: SUBMIT THIS FORM IN QUADRUPLE 3/5/08**
CLIFFSIDE PARK PUBLIC SCHOOLS

PROFESSIONAL DEVELOPMENT PROGRAM

COURSE PROPOSAL FORM

Name ___________________________ School ___________________________

Course Title ___________________________ Course Hours (Minimum, 3 hrs) ______

Course Description:

Goals of Course:

Materials/Equipment requested:

Course will be offered to staff who teach in grades and/or subject areas: ______

Please return this form to: Mrs. Linda Ludwikowski, Program Director, School #6

or email to: lludwikowski@cliffsidepark.edu
CLIFFSIDE PARK PUBLIC SCHOOLS

STAFF DEVELOPMENT - FALL 2008
PROFESSIONAL DEVELOPMENT

REGISTRATION FORM

NAME: ________________________________

SCHOOL: ______________________________

PHONE (DAYTIME): ________________________

PLEASE REGISTER ME IN THE FOLLOWING COURSES:

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>TITLE</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

(SIGNATURE)

PLEASE RETURN COMPLETED FORM TO:
MRS. LINDA LUDWIKOWSKI – PROGRAM DIRECTOR – SCHOOL #6

194
TO: Certificated Staff

FROM: Michael J. Romagnino, Superintendent of Schools

Teachers who have obtained MA level and want to apply for the MA+ degree level must submit this form prior to enrollment in any graduate level course(s). The graduate level course(s) must be in the applicant's field of area certification and directly related to current job skills. Each course must be approved by the Superintendent of Schools prior to its first meeting.

This form must be submitted no later than September 10 of any year for Fall semester course(s), January 15 for Spring semester course(s), June 1 for Summer course(s).

PRIOR APPROVAL BY THE SUPERINTENDENT OF SCHOOLS MUST BE OBTAINED

If you want to claim salary credit later for any of these courses, COMPLETE THE FORM* BELOW AND SUBMIT IT TO YOUR PRINCIPAL FOR APPROVAL BEFORE THE FIRST MEETING OF THE COURSE.

*forward forms to the Superintendent after signed by Principal

School Year: ____________________________

Please list the certificates you currently hold:

1. _____________________________________________
2. _____________________________________________
3. _____________________________________________
4. _____________________________________________

<table>
<thead>
<tr>
<th>Semester</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE/UNIVERSITY</td>
<td>COURSE NUMBER</td>
<td>COURSE TITLE</td>
<td>NUMBER OF CREDITS</td>
</tr>
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</table>

Name of Teacher: ____________________________ School: ___________ Grade: _________ Subject: ___________

Principal’s Signature: __________________________ Date: __________________________

Approved: __________________________ Denied: __________________________ Reason: __________________________

Superintendent of Schools __________________________ Date: __________________________

**Please submit two copies

195 Revised 9/1/07
CLIFFSIDE PARK PUBLIC SCHOOLS  
CLIFFSIDE PARK, NJ 07010

REQUEST FOR CHANGE IN SALARY CLASSIFICATION  
FOR SCHOOL YEAR 20____20____

In any given school year this form should be completed only when a course is concluded and transcripts are ready to be forwarded. Requests must be submitted by September 1st for change of salary classification for the ensuing school year.

Employee: ___________________________  School No. __________

Present Position: _____________________  Date: __________

I hereby apply for a change in my salary classification as follows: (circle one in each category)

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>MA</td>
</tr>
<tr>
<td>BA + 10</td>
<td>MA + 10</td>
</tr>
<tr>
<td>BA + 20</td>
<td>MA + 20</td>
</tr>
<tr>
<td>BA + 30</td>
<td>MA + 30</td>
</tr>
<tr>
<td>MA + 30</td>
<td>MA + 45</td>
</tr>
</tbody>
</table>

Official transcripts have been forwarded on ______________________ to the Superintendent’s Office, The Municipal Complex, 525 Palisade Avenue, Cliffside Park, NJ 07010.

The particular courses which substantiate the request for change in classification are as follow:

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>COURSE NUMBER</th>
<th>TITLE OF COURSE</th>
<th>NUMBER OF CREDITS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Comments: _______________________________________________________

______________________________________________________________

Transcript received: ______________________ Date

Approved: ___________________________  Denied: ___________________________

Superintendent of Schools ___________________________ Signature  Date: __________

*complete in duplicate  

196  Rev 9/1/07
CLIFFSIDE PARK PUBLIC SCHOOLS
Cliffside Park, New Jersey 07010

TEACHER OBSERVATION/EVALUATION REPORT

Teacher ___________________________ Tenured ___ Non-Tenured ___

Subject or Grade ___________________ School _______________________

Observation Date ________________ Time / Period ________________

Conference Date ________________

Lesson Objective


Narrative


Commendations


Recommendations


Teacher Evaluation Observation Form
## Instructional Management

<table>
<thead>
<tr>
<th>S</th>
<th>NI</th>
<th>U</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of child growth and development</td>
<td></td>
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</tr>
<tr>
<td>Demonstrates knowledge of content area</td>
<td></td>
<td></td>
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<tr>
<td>Uses appropriate questioning techniques</td>
<td></td>
<td></td>
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<tr>
<td>Integrates technology into the curriculum</td>
<td></td>
<td></td>
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<tr>
<td>Designs/organizes lesson structure allowing for appropriate pacing, reflection and closure</td>
<td></td>
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<tr>
<td>Incorporates innovative and creative techniques and strategies</td>
<td></td>
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<tr>
<td>Provides for the development of higher order thinking skills</td>
<td></td>
<td></td>
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<tr>
<td>Engages all students to create an environment of active learners</td>
<td></td>
<td></td>
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<tr>
<td>Establishes the focus for lessons by communicating clearly expressed objectives</td>
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<tr>
<td>Demonstrates proficiency in the application of CCCS</td>
<td></td>
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<tr>
<td>Assists students during group and cooperative learning activities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Recognizes learning styles</td>
<td></td>
<td></td>
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<tr>
<td>Employs an interdisciplinary approach</td>
<td></td>
<td></td>
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<tr>
<td>Uses a well modulated voice</td>
<td></td>
<td></td>
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<tr>
<td>Is clear and concise</td>
<td></td>
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<tr>
<td>Provides for learning how to learn (Metacognition)</td>
<td></td>
<td></td>
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<tr>
<td>Links new learning to previous learning</td>
<td></td>
<td></td>
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<tr>
<td>Provides for individual differences</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Classroom Management/Environment

<table>
<thead>
<tr>
<th>S</th>
<th>NI</th>
<th>U</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains discipline, order and control to create a safe and organized classroom environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes and maintains clear, consistent and fair rules and procedures</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates warmth of expression and enthusiasm towards students</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Adheres to a prompt beginning and dismissal of classes</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Attends to the appearance and physical condition of the classroom</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Provides opportunities for extra help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes expectations for learning and high quality work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

## Professional and Personal Qualities

<table>
<thead>
<tr>
<th>S</th>
<th>NI</th>
<th>U</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains accurate records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercises effective planning and preparation</td>
<td></td>
<td></td>
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<tr>
<td>Models respectful behavior</td>
<td></td>
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<tr>
<td>Presents a neat appearance and professional demeanor</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Carries out assignments willingly and effectively</td>
<td></td>
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</tr>
<tr>
<td>Demonstrates a good working relationship with colleagues, supervisors and administration</td>
<td></td>
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<tr>
<td>Accepts constructive criticism and suggestions from administration</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates a command for spoken and written language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares ideas and strategies with colleagues</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
CLIFFSIDE PARK PUBLIC SCHOOLS

Professional and Personal Qualities, Cont.  

Understands and enforces rules, regulations and policies of the District Board  
Establishes and maintains an effective line of communication with parents  
Is involved in the school community  
Other  

Assessment of Student Progress  
Uses a variety of assessment strategies  
Provides ongoing checks for student understanding and makes appropriate adjustments  
Provides timely and appropriate feedback to students, parents and professional staff  
Encourages students to assess their progress towards achieving personal goals  
Other  

Professional Development  
Utilizes reflective teaching to enhance professional growth and development  
Collaborates with peers in providing high quality student instruction  
Engages in ongoing professional development  
Stays abreast of and utilizes current educational research and theory  
Other  

Key  
U = Unsatisfactory  
NI = Needs Improvement  
S = Satisfactory  
NA = Not Applicable  

TEACHER'S COMMENTS (OPTIONAL)  

Teacher's Signature  
Signature of Observer  

Please sign and return this Observation/Evaluation Form within 10 days.  

The teacher's signature does not imply agreement with the above report, but merely signifies he or she has read this report.
Cliffside Park School District
Instructional Staff Summative Evaluation Report

Teacher ____________________ School ____________________ Date __________
School Year ____________________ Assignment ____________________

Assessment Key: Satisfactory, In Need of Improvement, Unsatisfactory

I. Curriculum, Instruction and Assessment – formal and informal observations demonstrate that the skill and knowledge to determine what is to be taught, how it is to be taught and how to assess the learning outcome are ____________________.

Comments: ____________________

II. A. Student Learning and Development – formal and informal observations demonstrate that the knowledge and skills to make effective decisions and teaching strategies to meet the needs of children being taught and how to create an optimal environment for student learning and development are ____________________.

Comments: ____________________

B. Available Indicators of Pupil Progress and Growth – In order to comply with NJAC 6:3-4.1, (d), 4, the teacher shall provide a written document summarizing available indicators of pupil progress and growth. Please submit one of the following:

1. A summary of knowledge and/or skills students have acquired as of the date of this conference as compared to the beginning of the school year;
2. A check-off of the skills/knowledge acquired in the scope and sequence of each Curriculum;
3. Other – to be agreed upon in writing in advance by the principal and the teacher.

N.B. Teachers of pupils with IEP’s shall provide a percentage distribution of the goals and objectives as of the most recent marking period for each of their students. Teachers having to implement modifications and accommodations as per an IEP are to
provide assessments of the effectiveness and frequency of use of modifications and accommodations along with a recommendation for continuation or discontinuation.

The summary of available indicators of pupil progress and growth demonstrates that the teacher's contribution to the effectiveness of the overall program of the Cliffside Park School district is ____________________________.

Comments:

III. A. Professional Conduct, Development and School Relations – formal and informal observations demonstrate that the skills and knowledge to make effective decisions regarding how to participate in various school activities and functions and how to participate in professional meetings, workshops, in service courses are ____________________________.

Comments:

B. Attendance: Number present □ Percent present □ as of □

Evaluation:

Comments:

IV. Additional Comments and Recommendations by Evaluator

201
V. Review of Professional Improvement Plan

Year

Please review your Professional Improvement Plan (PIP) for the current school year as outlined in last year’s Annual Summary Report and then answer the following questions:

A. Please explain the progress you made toward meeting your goal or objective.

B. If, in your opinion, you’ve satisfactorily met your goal or objective, please explain what you did and/or the methods you employed to achieve your objective.

C. If, in your opinion, your goal or objective was not satisfactorily met, please explain why and what steps will be taken to meet your goal. (Include a time frame in your explanation)
VI. Professional Improvement Plan

Professional Development includes district and individual professional development experiences, and other opportunities offered by a New Jersey registered provider. Goals and activities may be modified throughout the calendar year to meet emerging needs of the staff member.

A. My professional development goals include:

B. Indicate how the above goals relate to the New Jersey Standards of Professional Development:

C. Suggested activities to accomplish my goals are: (Participation in professional development activities that are a part of the approved district professional plan and are relevant to the teacher’s goals are considered to be included in the PIP and must be documented on the Record of Professional Development Hours.)

203
VII. Record of Professional Improvement Hours
(ATTACH RELEVANT DOCUMENTATION WHERE APPLICABLE)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DATES</th>
<th># HOURS</th>
<th>DOCUMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Total number of hours completed
Total number of hours completed for five year cycle which began on ___________(month, year)__________________________

- A copy of this form shall be kept in the staff member's personnel file.
- Participation in district professional development activities, which are a part of the approved district professional development plan, must be recorded on this form.

VIII. Recommendation:

Please check:  

___ I recommend re-employment

___ I recommend annual increment and/or adjustment increment

___ I DO NOT recommend annual and adjustment increments

___ I DO NOT recommend for re-employment

Date of Summative Evaluation Conference: __________________________

N.B. The teacher has ten days from the date of the Summary Evaluative Conference to submit a written disclaimer to its contents.

Evaluator's Signature ________________________ Date ________________

Signature indicates that a conference was held and receipt of this report. It does not indicate either agreement or disagreement with the contents of the report. Please return one copy of this report to the office within five days of the conference.

Teacher's Signature ________________________ Date ________________
Summary of Pupil Progress Indicators and Growth

In order to comply with NJAC 6:3-4.1, (d), 4, the teacher shall provide summary indicating available indicators of pupil progress and growth. Indicators may include; achievement test results, performance based assessment, evidence of social and personal growth of students or any other criteria which measures pupil progress.

Please submit a summary for each teaching assignment.
Clifftside Park Public Schools

TEXTBOOK EVALUATION FORM

Title:

Author:

Publisher:

Copyright Date:

Grade Level:

<table>
<thead>
<tr>
<th></th>
<th>3 Fully Evident</th>
<th>2 Mostly Evident</th>
<th>1 Partially Evident</th>
<th>0 Little or No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurate and up to date</td>
<td></td>
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<tr>
<td>Meets NJCCCS</td>
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<tr>
<td>Appropriate reading level</td>
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<tr>
<td>Contains various assessments</td>
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<tr>
<td>Interdisciplinary lessons</td>
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<tr>
<td>Encourages higher-level thinking</td>
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<tr>
<td>Activities are teacher-friendly</td>
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<tr>
<td>Addresses needs of diverse learners</td>
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<tr>
<td>ELL Modifications</td>
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<tr>
<td>Special Education Modifications</td>
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<td>TOTAL</td>
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<tr>
<td></td>
<td>3 Fully Evident</td>
<td>2 Mostly Evident</td>
<td>1 Partially Evident</td>
<td>0 Little or No Evidence</td>
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<tr>
<td>ORGANIZATION</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Useful table of contents</td>
<td></td>
<td></td>
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<tr>
<td>glossary, index</td>
<td></td>
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<tr>
<td>Logical arrangement</td>
<td></td>
<td></td>
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<tr>
<td>Clear, comprehensive introductions and summaries</td>
<td></td>
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</tr>
<tr>
<td>Contains helpful references and bibliographies</td>
<td></td>
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<tr>
<td>Format is visually appealing</td>
<td></td>
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</tr>
<tr>
<td>Online Access</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td></td>
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</tr>
<tr>
<td>Physical Aspects</td>
<td>3 Fully Evident</td>
<td>2 Mostly Evident</td>
<td>1 Partially Evident</td>
<td>0 Little or No Evidence</td>
</tr>
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<td>------------------</td>
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<tr>
<td>Size &amp; weight appropriate</td>
<td></td>
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<tr>
<td>Font and style age-appropriate</td>
<td></td>
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<tr>
<td>Durable binding, cover, pages</td>
<td></td>
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</tr>
<tr>
<td>Visually appealing to students</td>
<td></td>
<td></td>
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<tr>
<td>Page layout uncluttered and balanced</td>
<td></td>
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<tr>
<td>Balanced representation: sexes, cultures and physical conditions</td>
<td></td>
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</tbody>
</table>

**TOTAL**
<table>
<thead>
<tr>
<th></th>
<th>3 Fully Evident</th>
<th>2 Mostly Evident</th>
<th>1 Partially Evident</th>
<th>0 Little or No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive, organized, easy to use</td>
<td></td>
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<tr>
<td>Objectives clearly stated</td>
<td></td>
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<tr>
<td>Provides suggestions for adaptations to needs</td>
<td></td>
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<tr>
<td>Includes technology compatible to hardware in CP</td>
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</table>
TITLE I PARENT/SCHOOL COMPACT

In an effort to share the responsibility of ensuring high student performance, the school district of Cliffside Park, in conjunction with parents and students, commits to the following agreement:

The Cliffside Park staff will provide high quality curriculum and instruction in a supportive and effective environment. This will allow children to meet the State of New Jersey’s student performance standards. We will report student progress, schedule parent/teacher conferences and be accessible to meet with parents so they may participate in decisions relating to the education of their children.

Parents will support the efforts of the school by ensuring regular attendance, monitoring homework assignments and preparation for school, limiting television viewing, volunteering and participating in their child’s education and helping their children use their extra curricular time positively.

Students will attend school regularly and punctually, be prepared for school, complete all class and homework assignments, and demonstrate their best performance at all times.

Your signature below signifies your willingness to uphold your responsibilities as described in this compact.

__________________________________________
Student’s Name

__________________________________________
Title I Teacher

__________________________________________
Parent’s Signature

__________________________________________
Student’s Signature

Date

Date

Date

__________________________________________

PLEASE SIGN AND RETURN

211
Cliffside Park Public Schools
Title I Services

INDIVIDUAL STUDENT IMPROVEMENT PLAN

**Part A: Basic Information**

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Grade:</th>
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<tbody>
<tr>
<td>Address:</td>
<td></td>
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<tr>
<td>Telephone:</td>
<td></td>
</tr>
<tr>
<td>Name of Parent/Guardian:</td>
<td></td>
</tr>
<tr>
<td>Date of ISIP Development:</td>
<td></td>
</tr>
<tr>
<td>Content Area:</td>
<td></td>
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<tr>
<td>Instructional Setting:</td>
<td></td>
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</tbody>
</table>

**Part B: Individual Needs Assessment**

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Assessment</th>
<th>Level of Performance</th>
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</thead>
<tbody>
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</tbody>
</table>

Skills Identified as Deficient:

Comments:
Part C: Instructional Program

<table>
<thead>
<tr>
<th>Skill</th>
<th>Materials &amp; Activities</th>
<th>Evaluation of Performance</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Part D: Parental Contacts

<table>
<thead>
<tr>
<th>DATE:</th>
<th>Type of Communication (e.g. Letter, email, phone, conference)</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

(Teacher’s Signature)  (Date)
Cliffside Park Public Schools
TITLE I TEACHER RECOMMENDATION FORM

SUBJECT:

TEACHER:                       GRADE:

<table>
<thead>
<tr>
<th>STUDENT'S NAME</th>
<th>NOTES/OBSERVATIONS/TEST SCORES</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
TO: Superintendent of Schools

FROM: ____________________________________________

(Print Name)

I hereby request reimbursement for expenses incurred while attending:

__________________________
List Title of Convention, Conference, Workshop, Etc.

to be held on __________________________
(Date or Dates)

at __________________________
(Place) (Address)

My estimated expenses are as follows:

<table>
<thead>
<tr>
<th>Date of Travel</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Total Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Registration Fee (If Any)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Transportation (Plane, Train, Etc.)</td>
<td></td>
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<td>3. Car Allowance (Miles @ .32¢ - per contract)</td>
<td></td>
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<td></td>
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<tr>
<td>4. Tolls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>5. Accommodations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>6. Other Expenses (*List Below) (Parking, Etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>$</td>
</tr>
<tr>
<td>TOTAL EACH DAY</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<td>$</td>
</tr>
</tbody>
</table>

* ____________________________ $ ____________________________

* ____________________________ $ ____________________________

Remarks: ____________________________________________
CLIFFSIDE PARK BOARD OF EDUCATION  
THE MUNICIPAL COMPLEX, 525 PALISADE AVENUE 
CLIFFSIDE PARK, NJ 07010

Application for use of school facilities as follows:

<table>
<thead>
<tr>
<th>DATE</th>
<th>FROM (time)</th>
<th>TO (time)</th>
<th>SCHOOL</th>
<th>ROOM OR AREA</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

The following extra facilities are also requested:
______________________________
(stage, microphones, etc.)
______________________________
(tables, chairs, special setup)

Number of persons expected for this activity: ____________________________

Please check one:

□ No money will be required for attendance
□ Voluntary offering will be collected

□ Admission of $_________ per person will be charged

If this application is granted, the organization listed below, and its agent, agrees to assume full responsibility for personal injuries and for the loss or damage to property of the Board of Education arising out of said organization's use of the premises and further assumes full responsibility for the preservation of order in those portions of the premises set forth in this application and full responsibility for the proper observance of the Board policy and regulations to the extent that they are not inconsistent with this application.

Organization: __________________________________________ Date: __________________

Street: __________________________ Phone No.: __________________________

City: __________________________ State: __________ Zip: __________________

_________________________ (Signature) 
_________________________ (Print Name)

FIRE ALARM NOTICE:
ALL CLIFFSIDE PARK SCHOOLS ARE EQUIPPED WITH AUTOMATIC FIRE DETECTION DEVICES. IN THE EVENT OF A FIRE THE ALARMS WILL SOUND... VACATE THE BUILDING IMMEDIATELY AND DO NOT RETURN UNTIL ADVISED.

BOARD OF EDUCATION USE ONLY

APPROVED: __________________________ (Principal)

APPROVED: __________________________ (Superintendent of Schools)

APPROVED: __________________________ (Board President)

*Submit four copies to the Board of Education Office
CLIFFSIDE PARK SCHOOL DISTRICT

TECHNOLOGY REQUEST FORM

NAME:

DATE:

ROOM #:

SCHOOLS

- SCHOOL #3
- MIDDLE SCHOOL
- SCHOOL #4
- EARLY LEARNING CENTER
- SCHOOL #5
- HIGH SCHOOL
- SCHOOL #6

Principal Signature:

Please forward to Technology Department after receiving Principal signature

Computer Repair

New Computer Request

Software/Hardware Installation

Other

Laptop Cart Reservation

DATE: ___________________  Time: ___________________  Period: ___________________

Laptop/Projector Reservation

DATE: ___________________  Time: ___________________  Period: ___________________

REPAIR ISSUE: (Please be as specific as possible)

Software/Hardware Installation: (Please be as specific as possible)

Other: (Please be as specific as possible)

TECHNOLOGY DEPARTMENT ONLY

Request Completed by:

Solution:

Date Completed:

217
Cliffside Park School District
Cliffside Park, NJ 07010

**Work Order**

Name ____________________________ School ____________________________

Date of Report ______________________ Location of Work ______________________

Priority Level: Urgent ________ High ________ Average ________ Low ________

Describe Work Requested:


Approved: ____________________________ Date ____________________________

---

**OFFICE USE ONLY!!**

Scheduled date to be completed: ____________________________

Supplies needed: ____________________________

__________________________

Trades needed: ____________________________

Estimated man hours: ____________________________

Date completed: ____________________________

Employees who worked on job: ____________________________ Hours ________ Hourly Rate ____________________________

__________________________

__________________________

__________________________

Employees who worked on job: ____________________________ Hours ________ Hourly Rate ____________________________

__________________________

__________________________

__________________________

Aggregate cost of labor: ____________________________

Materials/Supplies needed to complete job: ____________________________ 218

Approved: ____________________________