

**SOUTH AMBOY BOARD OF EDUCATION
Business/Public Meeting Agenda
April 30, 2018 – 6:00 p.m. Open Meeting & immediately go into Executive/Closed
Session
Public Meeting begins at 6:30 P.M. – Middle/High School Cafeteria**

1. Meeting Called to Order (6:00 p.m.)

2. Roll Call

Mr. Conrad		Mr. Perez		Mr. Diaz, Supt.	
Mr. Dragotta		Mr. Simko		Mr. Frascella, SBA/BS	
Mrs. Gonzalez		Mrs. Taggart		Mr. Silvestro, Atty.	
Mrs. Kasics		Mr. Walsh			
Mrs. McLaughlin				B. Henry, Student Rep.	

3. Adjourn to Executive Session

- On a motion by _____ and seconded by _____, the board adjourns into Closed Session at _____ p.m.
- Mr. Frascella reads the closed session notice:

BE IT RESOLVED, pursuant to the Sunshine Act, N.J.S.A. 10:4-12 and 13, the South Amboy Board of Education will now meet in closed session to discuss:

The aforesaid subjects are within the exemptions permitted to be discussed in closed session in accordance with N.J.S.A. 10:4-13. Information regarding the Board’s closed session discussion will be disclosed to the public as soon as the need for confidentiality no longer exists. The Board will reconvene in public session at the conclusion of the closed session in approximately 30 minutes.

4. Re-Convene to Public Session (6:30 p.m.)

- On a motion by _____ and seconded by _____, the Board reconvenes into the public portion of the meeting at _____ p.m.

5. Reading of Public Notice – P. Frascella

The New Jersey Open Public Meeting Law was enacted to insure the right of the public to have advance notice of and to attend the meetings of the public bodies at which any business affecting their interest is discussed or acted upon.

In compliance with the Open Public Meeting Law, the South Amboy Board of Education has caused notice of this meeting setting forth the time, date, and location to be submitted for publication to the Home News Tribune and Star Ledger and posted at the Board Office, Middle/High School, Elementary School, City Hall, Library and Senior Citizens Center Bulletin Boards at least 48 hours in advance of this meeting. Members of the public who wish to address the Board will be given the opportunity before the Board adjourns for the evening.

6. Salute to the Flag

7. Review/Comment/Approval of Agenda Items (Committee Chairs)

MINUTES

1. ACCEPTANCE OF MINUTES

A motion was made by _____ and seconded by _____.

I would like to make a motion that the Board of Education accepts the minutes of the following meetings as submitted:

March 19, 2018	Business-Public Meeting
March 19, 2018	Closed Session/Business Meeting

On a roll call vote:

Mr. Conrad		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	
Mrs. Gonzalez		Mr. Perez		Mr. Simko	

EDUCATION & CURRICULUM

1. CURRICULUM/2018-2019 SCHOOL YEAR

That the Board of Education approves the following curriculum subject areas for the 2018-2019 school year, as presented, and as recommended by the Superintendent.

- US History II

2. APPROVAL OF REVISED SCHOOL CALENDAR/2017-2018 SCHOOL YEAR

That the Board of Education approves the revised School Calendar for the 2017-2018 school year. Due to the exhaustion of emergency closing days, the last day of school will be June 25, 2018 as recommended by the Superintendent.

PUBLIC COMMENT ON EDUCATION & CURRICULUM ITEMS

MOTION TO APPROVE EDUCATION & CURRICULUM MOTION

A motion was made by Lynn Kasics and seconded by _____.

I would like to make a motion that the Board of Education approves items One through Two of the Education & Curriculum section of the Business/Public Meeting Agenda as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	
Mrs. Gonzalez		Mr. Perez		Mr. Simko	

POLICY

1. REVISED CONDUCT AND DISCIPLINE POLICY

That the Board of Education adopts the revised Conduct and Discipline Policy, #5131, as attached and recommended by the Superintendent. (Attachment A)

2. REVISED HARASSMENT, INTIMIDATION AND BULLYING POLICY

That the Board of Education adopts the revised Harassment, Intimidation and Bullying Policy, #5131.1, as attached and recommended by the Superintendent. (Attachment B)

3. REVISED VIOLENCE AND VANDALISM POLICY

That the Board of Education adopts the revised Violence and Vandalism Policy, #5131.5, as attached and recommended by the Superintendent. (Attachment C)

4. REVISED SUBSTANCE ABUSE POLICY

That the Board of Education adopts the revised Substance Abuse Policy, #5131.6, as attached and recommended by the Superintendent. (Attachment D)

5. REVISED EQUAL EDUCATIONAL OPPORTUNITY POLICY

That the Board of Education adopts the revised Equal Educational Opportunity Policy, #5145.4, as attached and recommended by the Superintendent. (Attachment E)

6. REVISED SPECIAL EDUCATION (IN THE ADDENDUM) POLICY

That the Board of Education adopts the revised Special Education (in the Addendum) Policy, #6171.4, as attached and recommended by the Superintendent. (Attachment F)

7. SECOND READING AND ADOPTION OF GENDER IDENTITY AND EXPRESSION POLICY

That the Board of Education approves the second reading of the Gender Identity and Expression Policy, #5145.7, as attached and recommended by the Superintendent. (Attachment G)

PUBLIC COMMENT ON POLICY ITEMS

MOTION TO APPROVE POLICY MOTIONS

A motion was made by Shannon Gonzalez and seconded by _____.

I would like to make a motion that the Board of Education approves items One through Seven of the Policy section of the Business/Public Meeting Agenda as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	
Mrs. Gonzalez		Mr. Perez		Mr. Simko	

PERSONNEL

1. MATERNITY/CHILD REARING LEAVE OF ABSENCE/MICHELLE MASELLA

That the Board of Education approves the maternity/child rearing leave of absence request of Michelle Masella, Guidance Counselor at the Elementary School, for a period from June 15, 2018 through June 25, 2018 (or the last day of school) in accordance with Article XVI., Paragraph B., of the collective negotiations agreement between the Board and the South Amboy Education Association. Ms. Masella's unpaid leave shall commence following her exhaustion of her allowable accrued paid leave. Ms. Masella's unpaid leave days will be counted against her entitlement to unpaid leave pursuant to the Family and Medical Leave Act of 1993, 29 U.S.C. §2601 et seq., and the New Jersey Family Leave Act, N.J.S.A. 34:11B-1 et seq., as appropriate and as recommended by the Superintendent.

2. REHIRE OF TENURED PERSONNEL

That the Board of Education approves the reemployment of the attached list of tenured personnel for the 2018-2019 school year as recommended by the Superintendent. The salaries and steps will reflect negotiated agreements with the Board of Education. Due to reorganization and budget constraints, and consistent with contractual and certification requirements, personnel may be transferred to any position subject to approval by the Board of Education. (Attachment H)

3. REHIRE OF NON-TENURED PERSONNEL

That the Board of Education approves the reemployment of the attached list of non-tenured personnel for the 2018-2019 school year as presented and as recommended by the Superintendent. Salaries and steps will reflect negotiated agreements with the Board of Education. Due to reorganization and budget constraints, and consistent with contractual and certification requirements, personnel may be transferred to any position subject to approval by the Board of Education. (Attachment H)

4. MEDICAL LEAVE OF ABSENCE/LINDA LEWIS

That the Board of Education approves the medical leave of absence request of Linda Lewis, Health & Physical Education Teacher, at the Middle High School, for a period from May 2, 2018 through June 25, 2018, in accordance with Article XIV., Paragraph A., of the collective negotiations agreement between the Board and the South Amboy Education Association. Ms. Lewis' unpaid leave shall commence following the exhaustion of her allowable accrued paid leave. Ms. Lewis' unpaid leave days will be counted against her entitlement to unpaid leave pursuant to the Family and Medical Leave Act of 1993, 29 U.S.C. §2601 et seq., as appropriate and as recommended by the Superintendent.

5. RESIGNATION/JANICE MAGGI

That the Board of Education accepts the resignation of Janice Maggi, Paraprofessional at the Elementary School, effective April 9, 2018 with sincere appreciation for her dedicated service to our district as recommended by the Superintendent.

6. RESIGNATION/JAMES CAREY

That the Board of Education accepts the resignation of James Carey, Substitute Custodian, effective April 10, 2018 with sincere appreciation for his dedicated service to our district as recommended by the Superintendent.

7. ADDITIONAL SUBSTITUTE CUSTODIANS/2017-2018 SCHOOL YEAR

That the Board of Education approves the appointment of the following Substitute Custodians for the 2017-2018 school year as recommended by the Superintendent. Employment is contingent upon completion of the Criminal History Background Check:

- | | | |
|--------------------|--------------------------------|--------------------|
| • Michele Elitchko | Position: Substitute Custodian | Rate: \$16.00/hour |
| • Janice Colacci | Position: Substitute Custodian | Rate: \$16.00/hour |

8. SICK LEAVE/2017-2018 SCHOOL YEAR/BUS DRIVER/SANDRA DELPRETE

That the Board of Education approves the sick leave of Sandra Delprete, Bus Driver for a period of May 24, 2018 until July 5, 2018.

9. RESIGNATION/BRUCE MARCINCZYK

That the Board of Education accepts the resignation of Bruce Marcinczyk, Attendance Officer, effective March 20, 2018 with sincere appreciation for his dedicated service to our district as recommended by the Superintendent.

10. SUSPENSION OF EMPLOYMENT

That the Board of Education approves the suspension of employment, with pay, of Employee #4439, effective March 23, 2018, as recommended by the Superintendent.

11. APPROVAL/JOB DESCRIPTION/TEACHER COACH

That the Board of Education approves the job description for the position of Teacher Coach as recommended by the Superintendent. (Attachment I)

PUBLIC COMMENT ON PERSONNEL ITEMS

MOTION TO APPROVE PERSONNEL MOTIONS

A motion was made by Amy McLaughlin and seconded by _____.

I would like to make a motion that the Board of Education approves items One through Eleven of the Personnel section of the Business/Public Meeting Agenda as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	
Mrs. Gonzalez		Mr. Perez		Mr. Simko	

OTHER MOTION

1. ACCEPTANCE OF HARASSMENT, INTIMIDATION & BULLYING (HIB) INCIDENT REPORT/APRIL 30, 2018

That the Board of Education accepts the Harassment, Intimidation & Bullying (HIB) Incident Report for HIB incidents reported to the Board of Education on April 30, 2018. (Attachment J)

PUBLIC COMMENT ON OTHER MOTIONS

MOTION TO APPROVE OTHER MOTION

A motion was made by _____ and seconded by _____.

I would like to make a motion that the Board of Education accepts the Harassment, Intimidation & Bullying (HIB) Incident Report for HIB incidents reported to the Board of Education on April 30, 2018 as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	
Mrs. Gonzalez		Mr. Perez		Mr. Simko	

BUDGET AND FINANCE

1. BUDGETARY TRANSFERS

The Board of Education approves the attached transfers for March 2018 in conjunction with the requirements of N.J.S.A. 18A:22-8-1 and N.J.A.C. 6A:23A-16.10. (Attachment K)

2. EXPENDITURES FOR 3/20/2018-4/30/2018 (Attachment L)

The Board of Education approves the following expenditures for 3/20/18-4/30/18

Bills For	Amount
Regular Bills	475,627.59
3/15/18 Payroll	462,847.15
3/31/18 Payroll	428,019.00
TOTAL	\$ 1,366,493.74
March Agency	760,034.19

3. ACCEPT THE SECRETARY AND TREASURER REPORT – MARCH 2018

BE IT RESOLVED that the South Amboy Board Secretary, pursuant to N.J.A.C. 6A:23A-16.10 (c) 3, does hereby certify that as of the date of the reports, no line item account has encumbrances and expenditures, which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10 (a); the monthly financial reports of the Secretary and the Treasurer; and further recommends, in compliance with N.J.A.C. 6A:23A-16.10 (c) 4, that the Board of Education certifies that no major account has been over expended in violation of N.J.A.C. 6A:23A-16.10

(b), and that as of this report sufficient funds are available to meet the District's financial obligations for the remainder of the year. (Attachment M)

4. ACCEPT THE MARCH 2018 ORGANIZATIONAL FUND BALANCES

The Board of Education accepts the attached March 2018 Organizational Fund Balances. (Attachment N)

5. ACCEPT THE MARCH 2018 ATHLETIC FUND BALANCES

The Board of Education accepts the attached March 2018 Athletic Fund Balances. (Attachment O)

6. APPROVE TRAVEL AND REIMBURSEMENT

The Board of Education approves the following under the "Travel and Reimbursement Policy" of the South Amboy Board of Education as recommended by the Superintendent of Schools:

Staff/Board Member	Program Date	Program Title or Event	Fees	GAAP Account
Jorge E. Diaz	May 16-18, 2018	NJASA/NJAPSA Spring Leadership Conference	\$550	11-000-230-585-01-01

7. FIELD TRIP REQUESTS

The Board of Education approves the attached field trip requests for the 2017-2018 school year as recommended by the Superintendent. (Attachment P)

Trip # E-18041

Trip # MH-18013-MH-18017

8. APPROVE PRIOR YEAR TUITION ADJUSTMENT – NEW HOPE FOUNDATION, INC

That in accordance with N.J.A.C. 6A:23A-18.3(m) the South Amboy Board of Education approves the tuition adjustment of \$1,100 for the 2015-2016 school year. (Copy of invoice is on file in the Board Office).

9. APPROVE COORDINATED TRANSPORTATION AGREEMENT – MONMOUTH-OCEAN EDUCATIONAL SERVICES COMMISSION

The Board of Education approves a Resolution for Participation in Coordinated Transportation with the Monmouth-Ocean Educational Services Commission from July 1, 2018 through June 30, 2023. (Copy of agreement is on file in the Board Office).

10. ACCEPTANCE OF THE E.S.C.N.J. FOR NONPUBLIC TITLE I: 2018-2019 SCHOOL YEAR

The Board of Education approves the Educational Services Commission of New Jersey to provide Nonpublic Title I services to students determined eligible by South Amboy for the 2018-2019 school year. Copy of contract is on file in the Board Office.

11. EMERGENCY PURCHASE – TRANE U.S.A., INC.

The Board of Education approves the emergency purchase of HVAC equipment and services to repair the Elementary School HVAC/Boiler System in the amount of \$8,900.

12. SUBMITTAL OF PLANS AND AMENDMENT OF LONG RANGE FACILITIES PLAN FOR THE HVAC REPLACEMENT AT THE MIDDLE/HIGH SCHOOL

RESOLVED, upon the recommendation of the Superintendent, that the (South Amboy Board of Education), in the County of (Middlesex), New Jersey authorizes Parette Somjen Architects to submit all necessary plans and paperwork to the Department of Education concerning the (Roof Top Unit Replacement) at (South Amboy High School) to serve as an application to the Office of School Facilities and an amendment to the District's Long Range Facility Plan; and

BE IT FURTHER RESOLVED, this project shall be an "Other Capital" project and the Board of Education is NOT seeking State funding but will fund the Project through the District's Capital Reserve Account.

BE IT FURTHER RESOLVED, that the Board authorizes the Business Administrator and Parette Somjen Architect to solicit a public bid for the purpose of completing this is project.

13. CAFETERIA IMPROVEMENTS AT SOUTH AMBOY ELEMENTARY SCHOOL – REJECTION OF BIDS

That the Board of Education rejects all bids received on April 25, 2018 for Cafeteria Improvements at South Amboy Elementary School Project. Rejection made in accordance with N.J.S.A. 18A:18A-22 (a), the lowest bid substantially exceeds the cost estimates for the goods or services.

<u>Bids Received From</u>	<u>Amount Rejected</u>
Pharos Enterprises	\$1,133,000
Apex Enterprises	\$1,395,000
Altec Building Systems	\$1,534,350

14. RTU REPLACEMENT AT SOUTH AMBOY MIDDLE/HIGH SCHOOL – AWARD OF BIDS

That the Board of Education approves the award of the following bid for the RTU Replacement at the South Amboy Middle/High School to Epic Mechanical, Inc. This award is made in accordance with N.J.S.A. 18A:18A-1 et seq to the lowest responsible bidder.

<u>Bids Received From</u>	<u>Bid Amount</u>	<u>Award Amount</u>
Epic Mechanical Inc.	\$325,550	\$325,550
Central Pack Eng.	\$343,000	
ICC	\$346,108	
Bill Leary HVAC	\$357,000	
Direct Digital Control	\$364,000	
C. Dougherty and Co.	\$367,000	
Gabe Sanga Inc.	\$392,000	
EACM Corp.	\$409,500	
Sunnyfield Corporation	\$437,000	

APPROVE BUDGET AND FINANCE MOTIONS

A motion was made by Anthony Conrad and seconded by _____

I would like to make a motion that the South Amboy Board of Education approves items One through Fourteen of the Budget and Finance section of the regular public meeting agenda of April 30, 2018 as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	
Mrs. Gonzalez		Mr. Perez		Mr. Simko	

- A. BOARD OF EDUCATION COMMENTS**
- B. STUDENT REPRESENTATIVE REPORT**
- C. PUBLIC COMMENTS**

PUBLIC BUDGET HEARING

Convene to Public Hearing

On a motion by _____ and seconded by _____ the Board convenes to the public hearing portion of the meeting at ____ p.m. All in favor:_____.

OPENING REMARKS

Jorge E. Diaz, Superintendent of Schools

SLIDE PRESENTATION

Mr. Frascella, SBA will review the slide presentation

COMMENTS/QUESTIONS (BUDGET)

A. Board of Education

B. Public

1. ADOPTION OF THE 2018-2019 PROPOSED BUDGET

BE IT RESOLVED, that the South Amboy Board of Education hereby readopts the following budget for the 2018-2019 school year, as originally approved by the Middlesex County Executive County Superintendent and as recommended by the Budget and Finance Committee and the Superintendent of Schools.

The proposed budget includes sufficient funds to provide curriculum and instruction which will enable all students to achieve Educational Standards, and is in compliance with N.J.S.A. 18A and N.J.A.C. Title 6 and 6A.

Appropriations

Revenue

General Current Expense	\$16,552,877	Budgeted Fund Balance	\$ 158,747
		Local Tax Levy	\$ 9,547,666
		Miscellaneous Revenue	\$ 75,000
		State Aid	\$ 6,737,860
		SEMI	\$ 33,304
		Interest from Cap Reserve	\$ 300
Special Revenue Fund	\$ 1,300,910	State Restricted Entitlements	\$ 0
		Pre School Early Childhood	\$ 720,738
		Federal Restricted Entitlements	\$ 580,172
Repayment of Debt	\$ 600,990	Local Debt Service Tax Levy	\$ 597,763
		Budgeted Fund Balance	\$ 3,227
Total Appropriations:	<u>\$18,454,777</u>	Total Revenues:	<u>\$18,454,777</u>

2. APPROVAL OF TAX LEVY PAYMENT SCHEDULE FOR 2018-2019

The Board of Education approves the following tax levy payment schedule to be presented to the City of South Amboy for the period of July 1, 2018 to June 30, 2019:

Due Date	Total Due
July 5, 2018	\$845,454.00
August 5, 2018	\$845,452.00

September 5, 2018	\$845,452.00
October 5, 2018	\$845,452.00
November 5, 2018	\$845,452.00
December 5, 2018	\$845,452.00
2018 Total	\$5,072,714.00
January 5, 2019	\$845,455.00
February 5, 2019	\$845,452.00
March 5, 2019	\$845,452.00
April 5, 2019	\$845,452.00
May 5, 2019	\$845,452.00
June 5, 2019	\$845,452.00
2019 Total	\$5,072,715.00
2018-2019 Total	\$10,145,429.00

2017-2018 BUDGET MOTIONS

A motion was made by Anthony Conrad and seconded by _____.

I would like to make a motion that the South Amboy Board of Education approves Budget items One and Two as recommended by the Budget & Finance Committee and the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	
Mrs. Gonzalez		Mr. Perez		Mr. Simko	

This concludes the Public Hearing on the 2018-2019 School Budget.

C. ADJOURNMENT

A motion by _____ seconded by _____ that there being no further business the meeting be adjourned at _____. Roll call vote: _____.

Respectfully submitted,

Peter T. Frascella

Business Administrator/Board Secretary

SOUTH AMBOY BOARD OF EDUCATION
 South Amboy, New Jersey

FILE CODE: 5131

 Monitored Mandated Other Reasons**Policy**CONDUCT/DISCIPLINE

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

- A. Foster the health, safety, and social and emotional well-being of students;
- B. Support the establishment and maintenance of civil, safe, secure, supportive and disciplined school environments conducive to learning;
- C. Promote achievement of high academic standards;
- D. Prevent the occurrence of problem behaviors;
- E. Establish parameters for the intervention and remediation of problem student behaviors at all stages of identification; and
- F. Establish parameters for consistent responses to violations of the code of student conduct that take into account, at a minimum, the severity of offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors as appropriate.

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

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

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

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

Code of Conduct

The chief school administrator shall oversee the development of and the board shall approve a code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The code of conduct may be based on parent/guardian and student. The chief school administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1

CONDUCT/DISCIPLINE (continued)

and N.J.A.C. 6A:16-7.5.

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

The district code of conduct shall contain:

- A. A description of student responsibilities that includes expectations for academic achievement, behavior and attendance;
- B. A description of behaviors that will result in suspension or expulsion;
- C. A description of the students' rights to:
 1. Advance notice of behaviors that will result in suspensions or expulsions;
 2. Education that supports student development into productive citizens;
 3. Attendance in safe and secure school environment;
 4. Attendance in school irrespective of marriage, pregnancy, or parenthood;
 5. Due process and appeal procedures in accordance with law and board policy;
 6. Parent notifications consistent with board policy and law for law enforcement interviews (5145.11 Questioning and Apprehension), short-term and long-term suspension (5114 Suspension and Expulsion), due process and appeal procedures, and attendance (5113 Attendance, Absences and Excuses);
 7. Records and privacy protections (5125 Student Records).
- D. A description of comprehensive behavioral supports that promote positive student development and assist each student in fulfilling the district behavioral expectations established including:
 1. Positive reinforcement for good conduct and academic success;
 2. Supportive interventions and referral services;
 3. Remediation of problem behavior that takes into account the behavior's nature, the students' developmental ages and the students' histories of problem behaviors and performance; and
 4. Behavioral interventions and supports for students with an IEP or accommodation plans.
- E. A description of responses to violations of behavioral expectations that, at a minimum, are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behaviors that shall:
 1. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;
 2. Be consistent with other responses as required by law for serious offences including firearms, weapons and assault offenses;
 3. Ensure that the code of student conduct is applied equitably without regard to race, color, religion, ancestry, national origin, nationality, sex, gender, sexual orientation, gender identity or expression, marital, domestic-partnership, or civil-union, mental, physical, or sensory disability, or any other distinguishing characteristic;
 4. Be consistent with the provisions of N.J.S.A. 18A:6-1 regarding the corporal punishment of pupils.
- F. Expectations and consequences consistent board policies and procedures 5113 Attendance, Absences and excuses and 5131.1 Harassment, Intimidation and Bullying;

CONDUCT/DISCIPLINE (continued)

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

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

Student Behavioral Infractions

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

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

Any student who commits an assault (as defined by N.J.S.A. 2C:121) upon a board member, teacher, administrator or other employee of the board of education shall be suspended from school immediately according to procedural due process, and suspension in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.2, N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.4. However, one incident alone is not sufficient cause for an expulsion. Proceedings shall begin no later than 30 calendar days from the date of the student's suspension.

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

Substance Abuse

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

Weapons Offenses

Any student who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school bus or at a school-sponsored function shall be immediately removed from the school's regular education program for a period of not less than one calendar year. The chief school administrator may modify this suspension on a case-by-case basis. Each student so removed shall be placed in an alternative educational program or on home instruction pending alternative education program placement and shall be entitled to a hearing before the board. The hearing shall take place no later than 30 days following the day the student is removed from the regular education program and shall be closed to the public.

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

CONDUCT/DISCIPLINE (continued)

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

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

Harassment, Intimidation or Bullying

The board expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. This type of behavior interferes with a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

The board prohibits acts of harassment, intimidation or bullying against any student in accordance with board policy 5131.1 Harassment, Intimidation and Bullying, and law.

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

- A. A reasonable person should know, under the circumstances, will have the effect of physically or mentally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or mental harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any student or group of students; or
- C. Creates a hostile educational environment by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

"Electronic communication" means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager, that takes place on school grounds, at any school-sponsored function or on a school bus.

Students with Disabilities

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

- A. The student's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the student's needs.

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

Policy and Procedure Development, Review and Dissemination

The standards and procedures developed to implement this policy shall be aligned with the board

CONDUCT/DISCIPLINE (continued)

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

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

- A. Parent, student and community involvement which represents, where possible, the composition of the schools and community;
- B. Consideration of the findings of the annual reports of student conduct, suspensions and expulsions; and incidences reported under the ~~Electronic Violence and Vandalism Reporting System (EVVRS)~~ Student Safety Data System (SSDS).

Implementation

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

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

- C. The chief school administrator shall report as required by law to the New Jersey Department of Education on student conduct, including all student suspension and expulsion and incidences reported under the ~~Electronic Violence and Vandalism Reporting System (EVVRS)~~ Student Safety Data System (SSDS).

Employees shall receive annual training on the code of student conduct, including training on the prevention, intervention, and remediation of student conduct that violates the code of student conduct. Information on the code of student conduct shall be incorporated into the orientation for new employees.

Adopted: January 28, 2008

NJSBA Review/Update: February 2010

Readopted: June 14, 2010

Revise: June 13, 2011, January 30, 2017, April 30, 2018

Key Words

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

Legal References:	<u>N.J.S.A. 2A:4A-60 et al.</u>	Disclosure of juvenile information; penalties for disclosure
	<u>N.J.S.A. 2C:12-1</u>	Definition of assault
	<u>N.J.S.A. 2C:3319</u>	Paging devices, possession by students
	<u>N.J.S.A. 2C:39-5</u>	Unlawful possession of weapons
	<u>N.J.S.A. 18A:61</u>	Corporal punishment of pupils
	<u>N.J.S.A. 18A:111</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:252</u>	Authority over pupils
	<u>N.J.S.A. 18A:36-19a</u>	Newly enrolled students; records and identification
	<u>N.J.S.A. 18A:37-1 et seq.</u>	Discipline of Pupils
	<u>See particularly:</u>	
	<u>N.J.S.A. 18A:37-13.2, -14</u>	
	<u>N.J.S.A. 18A:37-15 et seq.</u>	
	<u>N.J.S.A. 18A:40A-1 et seq.</u>	Substance Abuse
	<u>N.J.S.A. 18A:5420</u>	Powers of board (county vocational schools)

CONDUCT/DISCIPLINE (continued)

N.J.A.C. 6A:14-2.8 Discipline/suspension/expulsions
N.J.A.C. 6A:16-1.1 et seq. Programs to Support Student Development
See particularly:
N.J.A.C. 6A:16-2.4
 -4.1, -5.1, -5.4, -5.6, -5.7 -6.1, -6.2,
 -7.1 through -7.5
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

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

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

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

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

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

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

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

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

Possible

Cross References: *1220 Ad hoc advisory committees
 *1410 Local units
 3517 Security
 *3541.33 Transportation safety
 *4131/4131.1 Staff development; inservice education/visitation conferences
 4138/4238 Employee protection
 *4231/4231.1 Staff development; inservice education/visitation conferences
 5000 Concepts and roles in pupil personnel
 5010 Personal goals and objectives for pupils
 *5020 Role of parents/guardians
 *5113 Absences and excuses
 *5114 Suspension and expulsion
 *5124 Reporting to parents/guardians
 *5127 Commencement activities
 *5131.1 Harassment, intimidation and bullying
 *5131.5 Vandalism/violence
 *5131.6 Drugs, alcohol, tobacco (substance abuse)
 *5131.7 Weapons and dangerous instruments
 5132 Dress and grooming
 5145 Rights
 5145.2 Freedom of speech/expression
 *5145.4 Equal educational opportunity
 *5145.6 Pupil grievance procedure

CONDUCT/DISCIPLINE (continued)

*5145.11	Questioning and apprehension
*5145.12	Search and seizure
*6145	Extracurricular activities
*6164.4	Child study team
*6171.4	Special education
*6172	Alternative educational programs

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

SOUTH AMBOY BOARD OF EDUCATION
South Amboy, New Jersey

FILE CODE: 5131.1
 X **Monitored**
 X **Mandated**
 X **Other Reasons**

Policy

HARASSMENT, INTIMIDATION AND BULLYING

The South Amboy Board of Education believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

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

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

The board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The chief school administrator shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the chief school administrator shall ensure that this policy is applied to incidents of harassment, intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The chief school administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.5.

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

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

HARASSMENT, INTIMIDATION AND BULLYING (continued)

- A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any student or group of students; or
- C. Creates a hostile educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

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

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

Consequences and remedial measures for a student who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior; the nature of the student's disability, if any and to the extent relevant; the developmental age of the student and the student's history of problem behaviors and performance. Consequences shall be consistent with the board approved code of student conduct and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

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

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. 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 (short-term or long-term);
9. Legal action; and
10. Expulsion.

B. Remedial Measures

1. Personal

- a. Restitution and restoration;
- b. Mediation;
- c. Peer support group;
- d. Recommendations of a student behavior or ethics council;
- e. Corrective instruction or other relevant learning or service experience;

HARASSMENT, INTIMIDATION AND BULLYING (continued)

- f. Supportive student interventions, including participation of the intervention and referral services team;
 - g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
 - h. Behavioral management plan, with benchmarks that are closely monitored;
 - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
 - j. Involvement of school disciplinarian;
 - k. Student counseling;
 - l. Parent conferences;
 - m. Student treatment; or
 - n. Student therapy.
2. Environmental (Classroom, School Building or School District)
- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - b. School culture change;
 - c. School climate improvement;
 - d. Adoption of research-based, systemic bullying prevention programs;
 - e. School policy and procedures revisions;
 - f. Modifications of schedules;
 - g. Adjustments in hallway traffic;
 - h. Modifications in student routes or patterns traveling to and from school;
 - i. Supervision of students before and after school, including school transportation;
 - j. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
 - k. Teacher aides;
 - l. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
 - m. General professional development programs for certificated and non-certificated staff;
 - n. Professional development plans for involved staff;
 - o. Disciplinary action for school staff who contributed to the problem;
 - p. Supportive institutional interventions, including participation of the intervention and referral services team;
 - q. Parent conferences;
 - r. Family counseling;
 - s. Involvement of parent-teacher organizations;

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

- A. The student's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the student's needs.

Staff

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

- A. Consequences
 - 1. Admonishment;
 - 2. Temporary removal from the classroom;

HARASSMENT, INTIMIDATION AND BULLYING (continued)

3. Deprivation of privileges;
4. Referral to disciplinarian;
5. Withholding of Increment
6. Suspension;
7. Legal action; and
8. Termination

B. Remedial Measures

1. Personal

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

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

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

Reporting Harassment, Intimidation and Bullying Behavior

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

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

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

HARASSMENT, INTIMIDATION AND BULLYING (continued)

- A. All acts of harassment, intimidation, or bullying shall be reported verbally to the school principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;
- B. The principal shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services; and
- C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying.

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

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

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

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

District Anti-Bullying Coordinator

The chief school administrator shall appoint a district anti-bullying coordinator. The chief school administrator shall make every effort to appoint an employee of the school district to this position. The district anti-bullying coordinator shall:

- A. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of students;
- B. Collaborate with school anti-bullying specialists in the district, the board of education, and the chief school administrator to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;
- C. Provide data, in collaboration with the chief school administrator, to the Department of Education regarding harassment, intimidation, and bullying of students; and
- D. Execute such other duties related to school harassment, intimidation, and bullying as requested by the chief school administrator.

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

HARASSMENT, INTIMIDATION AND BULLYING (continued)School Anti-Bullying Specialist

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

- A. Chair the school safety/school climate team;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety/School Climate Team

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

The school safety/school climate team shall consist of the principal or his or her designee; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of students that have been reported to the principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- C. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- E. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- F. Participate in the training required pursuant to the provisions of (N.J.S.A.18A:37-13 et seq.) and other training which the principal or the district anti-bullying coordinator may request;
- G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of students; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator.

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

HARASSMENT, INTIMIDATION AND BULLYING (continued)Investigating Reported Harassment, Intimidation and Bullying

To protect the victim, the chief school administrator shall take into account the circumstances of the incident when communicating with parents/guardians and when following the investigation procedures.

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

- A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:
 1. Taking of statements from victims, witnesses and accused;
 2. Careful examination of the facts;
 3. Support for the victim; and
 4. Determination if alleged act constitutes a violation of this policy.
- B. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.
- C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.
- D. The results of the investigation shall be reported to the chief school administrator within two school days of the completion of the investigation, and in accordance with law and board policy. The chief school administrator may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
- E. The results of each investigation shall be reported to the board of education no later than the date of the next board meeting following the completion of the investigation, and include:
 1. Any services provided;
 2. Training established;
 3. Discipline imposed; or
 4. Other action taken or recommended by the chief school administrator.
- F. The chief school administrator or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:
 1. The nature of the investigation;
 2. Whether the district found evidence of harassment, intimidation, or bullying; or
 3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying.
- G. Investigations of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation.

Range of Ways to Respond to Harassment, Intimidation or Bullying

HARASSMENT, INTIMIDATION AND BULLYING (continued)

The board of education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

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

- A. School and community surveys;
- B. Mailings;
- C. Focus groups;
- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community; and
- H. The involvement of law enforcement officers, including school resource officers.

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

- A. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);
- B. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;
- C. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;
- D. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

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

Retaliation and Reprisal Prohibited

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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

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

A. Students

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

B. School Employees

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

C. Board Members

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

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

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

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

A. Consequences

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

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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

B. Remedial Measures

1. Personal

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

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

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

Appeal Process

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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

At the next board of education meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision. The board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the 90 days after the issuance of the board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

Approved Private Schools For Students With Disabilities (PSSDs)

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

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

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

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

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

Parents or guardians of students who are parties to harassment, intimidation, or bullying investigations conducted by this district or an approved PSSD in which their child is placed may request a hearing before the board of education concerning the information received about an investigation. Any request for a hearing

HARASSMENT, INTIMIDATION AND BULLYING (continued)

before the board of education shall be filed within 60 calendar days after the written information about the harassment, intimidation, or bullying investigation is received by the district and the parents or guardians. The hearing before the board shall be scheduled in collaboration with the approved PSSD and held by the board within 10 business days of the request. The approved PSSD and the board shall coordinate the policies and procedures for conducting such hearings.

Week of Respect

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

Training

A. School Leaders

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

B. Teaching Staff Development

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

C. Board Members

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

D. Staff, Student and Volunteer Training

The school district shall:

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

The board shall annually examine the training needs of school employees and volunteers who have significant contact with students for the effective implementation of the harassment, intimidation, or

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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

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

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

Reporting to the Board

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

- A. The number of reports of harassment, intimidation, or bullying;
- B. The status of all investigations;
- C. The nature of the bullying based on one of the protected categories identified in N.J.S.A. 18A:37-14 such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
- D. The names of the investigators;
- E. The type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying; and
- F. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

Reporting to the Department of Education

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

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

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

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

HARASSMENT, INTIMIDATION AND BULLYING (continued)

school and district.

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

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

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

Program Assessment and Review

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

Policy Development and Review

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

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

Publication, Dissemination and Implementation

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

The chief school administrator shall take the following steps to publicize this policy:

*Note: revision needed for districts with one school

- A. Provide a link to this policy on a prominent place on the district website;
- B. Provide a link to this policy on a prominent place on each school's website;
- C. Distribute this policy annually to all staff, students and parents/guardians; and

HARASSMENT, INTIMIDATION AND BULLYING (continued)

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

The district shall notify students and parents/guardians that the policy is available on the district's website. The district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator on the home page of the district website. Each school within the district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator and their school anti-bullying specialist on the home page of the school's website. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the Department of Education's website.

Additionally, the district shall make available, in an easily accessible location of its website, the Department of Education's guidance document for the use by parent/guardians, students and district staff to assist in resolving complaints concerning student harassment, intimidation or bullying.

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

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

Adopted: August 29, 2011
 NJSBA Review/Update:
 Readopted: January 29, 2018
 Revised: April 30, 2018

Key Words

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

<u>Legal References:</u>	<u>N.J.S.A. 2A:4A-60 et al.</u> disclosure <u>N.J.S.A. 10:5-1 et seq.</u> <u>N.J.S.A. 18A:6-112</u> <u>N.J.S.A. 18A:111</u> <u>N.J.S.A. 18A:12-33</u> <u>N.J.S.A. 18A:17-46</u> annual report; public hearing (acts of violence) <u>N.J.S.A. 18A:252</u> <u>N.J.S.A. 18A:26-8.2</u> professional development <u>N.J.S.A. 18A:36-19</u> <u>N.J.S.A. 18A:36-19a</u> <u>N.J.S.A. 18A:37-1 et seq.</u> <u>N.J.S.A. 18A:37-13 et seq.</u> See particularly: <u>N.J.S.A. 18A:37-14, -15, -17</u> <u>N.J.S.A. 18A:5420</u> <u>N.J.A.C. 6A:14-2.8</u> <u>N.J.A.C. 6A:16-1.1 et seq.</u>	Disclosure of juvenile information; penalties for Law Against Discrimination Instruction on suicide prevention for public school teaching staff General mandatory powers and duties Training program; requirements Reporting of certain acts by school employee; Authority over students School leader defined; training as part of Student records; creation, maintenance and retention, security and access; regulations; nonliability Student records (Newly enrolled students; transfers of records, identification) Submission of Students to Authority (Discipline) <u>Anti-Bullying Bill of Rights Act</u> Harassment, intimidation, and bullying Powers of board (county vocational schools) Discipline/suspension/expulsions (students with disabilities) Programs to support student development (includes
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HARASSMENT, INTIMIDATION AND BULLYING (continued)

See particularly: student conduct code)
N.J.A.C. 6A:16-7.1,
 -7.5, -7.6, -7.7
N.J.A.C. 6A:30-1.4 et seq. Evaluation process for the annual review

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

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

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

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

Possible

Cross References:

*1220	<u>Ad hoc</u> advisory committees
*1410	Local units
3517	Security
*3541.33	Transportation safety
*4131/4131.1	Staff development; inservice education/visitation conferences
4148/4248	Employee protection
*4231/4231.1	Staff development; inservice education/visitation conferences
5000	Concepts and roles for students
5010	Goals and objectives for students
*5020	Role of parents/guardians
*5113	Attendance, absences and excuses
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5131	Conduct and discipline
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5131.7	Weapons and dangerous instruments
5132	Dress and grooming
*5142	Student safety
5145	Rights
5145.2	Freedom of speech/expression
*5145.4	Equal educational opportunity
*5145.6	Student grievance procedure
*5145.1	Questioning and apprehension

HARASSMENT, INTIMIDATION AND BULLYING (continued)

*5145.1	Search and seizure
*6145	Extracurricular activities
*6164.4	Child study team
*6171.4	Special education
*6172	Alternative educational programs

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

SOUTH AMBOY BOARD OF EDUCATION
South Amboy, New Jersey

FILE CODE: 5131.5

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

Policy

VANDALISM/VIOLENCE

Vandalism

The South Amboy Board of Education views vandalism against school property by pupils as reprehensible. The causes of such misbehavior often are complex, calling for careful study by parents/guardians, school staff and appropriate community officials.

The board believes that pupils should respect property and take pride in the schools of this district. Whenever a pupil has been found to have done willful and malicious damage to property of the board, the principal of the school shall notify the chief school administrator. The board will hold the pupil or his/her parents/guardians liable for the damage caused by him/her.

When vandalism is discovered, the administration is directed to take such steps as are necessary to identify the vandals. If pupils have taken part in the vandalism, the appropriate administrator shall:

- A. Identify the pupils involved;
- B. Call together persons, including the parents/guardians, needed to study the causes;
- C. Decide upon disciplinary and/or legal action possibly including suspension. Should parents/guardians fail to cooperate in the discussions, the administration may charge the pupil with being delinquent by a petition stating the offense and requesting appearance in juvenile court;
- D. Take any constructive actions needed to try to guard against further such pupil misbehavior;
- E. Seek appropriate restitution.

Violence

Physical violence including assault with or without a weapon, against another pupil, a staff member or board member is prohibited and will result in the disciplinary sanctions included in policies on suspension and expulsion and conduct/discipline. Disruptive behavior that is characterized by violence, even though not directed toward another person, should be reported by the classroom teacher to the school principal, unless instructed otherwise, so that possible program adjustments may be identified.

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

Any school employee observing or having direct knowledge from a participant or victim of an act of violence in the district public school(s) should complete the standard report form and submit it to the school principal who is responsible for preparing the official report to the chief school administrator. Staff will report accurately and not falsify information.

The board shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements pursuant to N.J.S.A. 18A:17-46.

VANDALISM/VIOLENCE (continued)

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

Threats of Violence

The board is committed to promoting healthy relationships and a safe learning environment. Therefore, it shall not tolerate pupil threats of harm to self or others or other threatening behaviors, including threats to damage school property. Threatening behaviors shall not be tolerated on school property or at activities under the jurisdiction of the board of education.

Pupils shall inform a teacher, guidance counselor or principal when he/she is in possession of knowledge of such threats. Staff shall immediately notify the principal of any threat or threatening behavior that he/she has knowledge of, has witnessed or received. All such threats shall be promptly reported to the appropriate law enforcement agency.

Pupils who perpetrate threatening behaviors shall be disciplined in accordance with policy and regulations on suspension and expulsion and conduct/discipline.

Unsafe School Choice Option

The chief school administrator shall comply with all requirements of the Unsafe School Choice Option policy adopted by the State Board of Education for schools in districts that receive funds under the Every Student Succeeds Act of 2015 (ESSA). He/she shall keep the board informed of all state requirements and actions taken to implement the policy.

Particularly, if a school in the district is designated as "persistently dangerous" as defined in the policy, corrective action plans shall be prepared and presented to the board for review. The corrective action plans shall be in the format provided by the Department of Education and shall describe how the schools will reduce the number of incidents of violence as determined by the ~~Electronic Violence and Vandalism Reporting System (EVVRS)~~ Student Safety Data System (SSDS).

Likewise, if a student while at school or on school grounds becomes a victim of a violent criminal offense as defined by state statute, he/she shall be offered the option of transferring to another safe school within the district.

Parents/Guardians shall be informed according to law and policy.

The board shall be provided with access to a copy of the current statewide Unsafe School Choice Option Policy.

School Violence Awareness Week

This school district shall observe School Violence Awareness Week, the week beginning on the third Monday in October of each year. Organized activities focused on the prevention of school violence will be offered to students, employees and board members. Local law enforcement personnel will be invited to participate.

Violence and Vandalism Reporting

The chief school administrator will biannually submit a report utilizing the ~~Electronic Violence and Vandalism Reporting System (EVVRS)~~ Student Safety Data System (SSDS) accurately reporting on each incident of violence, vandalism and alcohol and other drug abuse and harassment, intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the board of education using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(f). Board action shall be based on a consideration of the nature of the conduct, the circumstances under which it occurred, and the employee's

VANDALISM/VIOLENCE (continued)

prior employment record.

Implementation

The chief school administrator shall oversee the development of implementing regulations on all aspects of this policy, including the establishment of procedures for cooperation between school staff and law enforcement officials for all situations involving firearms or other deadly weapons.

Adopted: October 15, 2007

NJSBA Review/Update: January 2010

Readopted: June 14, 2010

Revised: October 25, 2010, June 13, 2011, January 30, 2017, April 30, 2018

Key Words

Conduct, Discipline, Pupil Conduct, Student Conduct, Vandalism, Violence

Legal References: <u>N.J.S.A. 2A:4A-60 et al.</u>	Disclosure of juvenile information; penalties for disclosure
<u>N.J.S.A. 2A:53A-15</u>	Liability of parent or guardian for willful destruction of property by infant under 18
<u>N.J.S.A. 2C:39-5</u>	Unlawful possession of weapons
<u>N.J.S.A. 18A:17-46</u>	Act of violence; report by school employee; notice of action taken; annual report,
<u>N.J.S.A. 18A:25-2</u>	Authority over pupils
<u>N.J.S.A. 18A:36-5.1</u>	School Violence Awareness Week
<u>N.J.S.A. 18A:37-1 et seq.</u>	Discipline of Pupils
<u>See particularly:</u>	
<u>N.J.S.A. 18A:37-2, -2.1</u> through -2.5, -3, -7 through -12	
<u>N.J.S.A. 18A:37-13 et seq.</u>	<u>Anti-Bullying Bill of Rights Act</u>
<u>N.J.A.C. 6A:14-2.8</u>	Discipline/suspension/expulsion
<u>N.J.A.C. 6A:16-1.1 et seq.</u>	Programs to Support Student Development
<u>See particularly:</u>	
<u>N.J.A.C. 6A:16-5.1,</u> -5.2, -5.3, -5.5, -5.6, -5.7, -6.1	

"H.A." v. Warren Hills Regional School District, 1976 S.L.D. 336

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

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

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

Unsafe School Choice Option Policy, New Jersey Department of Education, June 30, 2003

Possible

Cross References: *1120	Board of education meetings
*3250	Income from fees, fines, charges
3517	Security

VANDALISM/VIOLENCE (continued)

- *4131/4131.1 Staff Development, Inservice Education, Visitations, Conferences
- 4148/4238 Employee protection
- *5114 Suspension and expulsion
- *5119 Transfers
- *5124 Reporting to parents/guardians
- *5131 Conduct/discipline
- *5131.1 Harassment, intimidation and bullying
- 5131.4 Campus disturbances
- *5131.6 Drugs, alcohol, tobacco (substance abuse)
- *5131.7 Weapons and dangerous instruments
- *6114 Emergencies and disaster preparedness
- *6172 Alternative educational programs

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

SOUTH AMBOY BOARD OF EDUCATION
South Amboy, New Jersey

FILE CODE: 5131.6

Monitored
 Mandated
 Other Reasons

Policy

DRUGS, ALCOHOL, STEROIDS, TOBACCO
 (Substance Abuse)

It is the responsibility of the South Amboy Board of Education to safeguard the health, character, citizenship, and personality development of the students in its schools. The board of education recognizes that the misuse of drugs, alcohol, steroids, and tobacco threatens the positive development of students and the welfare of the entire school community. We, therefore, must maintain that the use of drugs, alcohol, steroids, and tobacco and the unlawful possession of these substances is wrong and harmful. The board of education is committed to utilizing wellness strategies that encourage the prevention, intervention, and cessation of drug, alcohol, steroid, and tobacco abuse.

The board of education recognizes that tobacco is a gateway drug and highly addictive and that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and school facilities. The board believes that the use of tobacco products on school grounds, in school buildings and facilities, on school property or at school-related or school-sponsored events is detrimental to the health and safety of students, faculty/staff and visitors. The board acknowledges that adult employees and visitors serve as role models for students. The board recognizes that it has an obligation to promote positive role models in schools and to promote a healthy learning and working environment, free from unwanted smoke and tobacco use for the students, employees, and visitors on the school campus. Finally, the board recognizes that it has a legal authority and obligation pursuant to P.L. 2005, Chapter 383 New Jersey Smoke-Free Air Act as well as the federal Pro-Children's Act, Title X of Public Law 103-227 and the No Child Left Behind Act, Part C, Environmental Smoke, Section 4303.

Students

For the purpose of this policy, "drug" includes all controlled dangerous substances set forth in N.J.S.A. 24:21-1 et seq. and all chemicals that release toxic vapors set forth in N.J.S.A. 2C:35-10.4 et seq.

A. The board of education prohibits the use, possession and/or distribution of any drug, alcohol, or steroids on school premises, and at any event away from the school provided by the board. Compliance with a drug-free standard of conduct at all school functions is mandatory for all students. Pupils suspected of being under the influence of drugs, alcohol, or steroids will be identified, evaluated, and reported in accordance with the law. Assessment will be provided by individuals who are certified by the New Jersey State Board of Examiners as student assistance coordinators or by individuals who are appropriately certified by the New Jersey Board of Examiners and trained in alcohol and other drug abuse prevention. A pupil who uses, possesses, or distributes drugs, alcohol, or steroids on school premises or while attending a school-sponsored activity will be subject to drug screening and discipline that may include suspension or expulsion, and may be reported to appropriate law enforcement personnel. Pupils suspected of involvement with alcohol, drugs or steroids away from school premises will be advised of appropriate treatment and remediation (N.J.S.A. 18A:40A-10). Treatment services for students who are affected by alcohol or other drug use will be provided by individuals who are certified as student assistance coordinators or who are otherwise appropriately trained in drug and alcohol prevention, intervention, and follow-up. Treatment will not be at the board's expense.

B. The board directs the establishment of a program designed to provide short-term counseling and support services for pupils who are in care or returning from care for alcohol and other drug dependencies. Pursuant to N.J.S.A. 18A:40A-16 the district shall establish a parent/guardian substance abuse program offered at times and places convenient to the parents/guardians of the district on school premises or other facilities.

SUBSTANCE ABUSE (continued)Enforcement of Drug-Free School Zones

The board of education recognizes its responsibility to ensure continuing cooperation between school staff and law enforcement authorities in all matters relating to the use, possession, and distribution of controlled dangerous substances and drug paraphernalia on school property. The board further recognizes its responsibility to cooperate with law enforcement authorities in planning and conducting law enforcement activities and operations on school property. The board shall, therefore, establish a formal Memorandum of Agreement with the appropriate law enforcement authorities and set forth the following policies and procedures after consultation with the county prosecutor and approval by the executive county superintendent of schools. The Memorandum of Agreement shall be consistent with the *Uniform State Memorandum of Agreement between Education and Law Enforcement Officials*.

Law Enforcement Liaison

In order to ensure that such cooperation continues, the board directs the chief school administrator to designate a school district liaison(s) to law enforcement agencies and to prescribe the roles and responsibilities of the school liaison(s). Such assignment shall be in accordance with the district's collective bargaining agreement, if applicable.

Undercover Operations

The board hereby recognizes that the chief school administrator may request that law enforcement authorities conduct an undercover operation in the school if he/she has reason to believe that drug use and/or drug trafficking is occurring in the school and that a less intrusive means of law enforcement intervention would be ineffective. The board hereby authorizes the chief school administrator to request such intervention under these circumstances. The board recognizes that the chief school administrator is not permitted to ask the board's approval for his/her action and is not permitted to discuss any aspect of the undercover operation until authorized to do so by law enforcement authorities.

The board recognizes that law enforcement authorities may contact the chief school administrator to request that an undercover operation be established in a district school. The board recognizes that the chief school administrator is prohibited from discussing the request with the board. The board hereby authorizes the chief school administrator to act upon any such request in the manner that he/she determines is in conformity with the law and the Attorney General's Executive Directive 1988-1 and that is in the best interests of the students and the school district.

The board directs the chief school administrator and school principal to cooperate with law enforcement authorities in the planning and conduct of undercover school operations. The chief school administrator, principal, or any other school staff or district board member who may have been informed about the undercover operation is required to immediately communicate information to the county prosecutor or designee if the integrity of the undercover school operation has been compromised in any way.

At the completion of an undercover operation in a school, and with the consent of the appropriate law enforcement authority, the chief school administrator shall report to the board regarding the nature of the operation, the result of the operation, and any serious problems encountered during the operation.

Summoning Law Enforcement Authorities onto School Property for the Purpose of Conducting Investigations, Searches, Seizures, and Arrests

Any school employee who has reason to believe a student(s) or a staff member(s) is using or distributing controlled dangerous substances, including anabolic steroids, or drug paraphernalia on school premises shall bring that information to the school principal who, in turn, shall report same to the chief school

SUBSTANCE ABUSE (continued)

administrator. The chief school administrator shall immediately report that information to the appropriate law enforcement agency. If, after consultation with the law enforcement official, it is determined that further investigation is necessary, the chief school administrator will cooperate with the law enforcement authorities in accordance with the law and administrative code. He/she will provide the officials with a room in an area away from the general student population in which to conduct their law enforcement duties. If law enforcement officials do not choose to investigate the incident, the chief school administrator may continue the investigation to determine if any school rules have been broken and whether any school discipline is appropriate.

If an arrest is necessary, and no exigent circumstances exist, the chief school administrator and staff will cooperate with the law enforcement officials and provide them access to the office of a school administrator or some other area away from the general student population. Every effort shall be made to enable law enforcement personnel to carry out the arrest in a manner that is least disruptive to the educational environment. The chief school administrator or the principal shall immediately notify the student's parent/guardian whenever a pupil is arrested for violating any laws prohibiting the possession, use, sale, or distribution of any controlled substance or drug paraphernalia.

Whenever the police have been summoned to a school building by the chief school administrator, the chief school administrator shall report the reason the police were summoned and any pertinent information to the board at its next regular meeting. If confidentiality is required, the report shall be made in executive session.

Student Searches and Securing Physical Evidence

The principal or his/her designee may conduct a search of a student's person or belongings if the search is necessary to maintain discipline and order in the school, and the school official has a reasonable suspicion that the student is concealing contraband. All searches and seizures conducted by designated school staff shall comply with the standards prescribed by the United States Supreme Court in State in re T.L.O., 94 N.J. 331 (1983), reversed on other grounds, New Jersey v. T.L.O. 569 U.S. 325 (1985) and the New Jersey School Search Policy Manual.

If, as a result of the search, a controlled dangerous substance or drug paraphernalia is found, or if a controlled dangerous substance or drug paraphernalia is by any means found on school property, the individual discovering the item or substance shall immediately notify the building principal; the principal shall immediately notify the chief school administrator who shall immediately, in turn, notify the appropriate law enforcement agency. The principal shall ensure that the controlled or dangerous substance and/or drug paraphernalia is labeled and secured in a locked cabinet or desk until law enforcement officials pick it up. The principal shall then contact the student's parents/guardians to inform them of the occurrence.

Whenever law enforcement officials have been called into the school, and a search of a student's person or belongings is necessary, or an interrogation is to be conducted, the chief school administrator shall request that the law enforcement officials conduct the search, seizure, or interrogation.

Police Presence at Extracurricular Activities

The chief school administrator is hereby authorized to contact the appropriate law enforcement agency and arrange for the presence of an officer(s) in the event of an emergency or when the chief school administrator believes that uniformed police presence is necessary to deter illegal drug use or trafficking or to maintain order or crowd or traffic control at a school function.

Resolving Disputes Concerning Law Enforcement Activities

The board authorizes the chief school administrator to contact the chief executive officer of the law enforcement agency involved with any dispute or objection to any proposed or ongoing law enforcement operation or activity on school property. If for any reason the dispute or objection is not satisfactorily

SUBSTANCE ABUSE (continued)

resolved with the chief executive officer of the agency, the chief school administrator shall work in conjunction with the county prosecutor and, where appropriate, the division of criminal justice to take appropriate steps to resolve the matter. Any dispute that cannot be resolved at the county level shall be reported to the board and shall be resolved by the attorney general whose decision will be binding.

Confidentiality of Pupil Involvement in Intervention and Treatment Programs

Nothing in this policy shall be construed in any way to authorize or require the transmittal of any information or records that are in the possession of a substance-abuse counseling or treatment program including, but not limited to, the school district's own substance abuse programs. All information concerning a pupil's or staff member's involvement in a school intervention or treatment program shall be kept confidential. See 42 CFR 2 and N.J.A.C. 6A:16-6.5.

Tobacco

Tobacco use is now recognized as a chronic disease and public health hazard. Tobacco use is associated with conditions such as heart disease, emphysema, asthma, high blood pressure, diabetes, and many other chronic diseases. The most effective strategy for discouraging tobacco use by young people is a wellness strategy that supports prevention, intervention, and cessation.

A. Tobacco Use and Possession

1. No student, faculty/staff member or school visitor is permitted to use any tobacco product or electronic smoking device:
 - a. In any building, facility, or vehicle owned, leased, rented or chartered by the district;
 - b. On any school grounds and property—including athletic fields and parking lots—owned, leased, rented, utilized (e.g., adjacent parking lots) or chartered by the board of education;
 - c. At any school-sponsored or school-related event on-campus or off-campus (e.g., field trips, proms, sporting events off campus, etc).
2. In addition, school district employees, school volunteers, contractors or other persons performing services on behalf of the school district (e.g., bus drivers) also are prohibited from using tobacco products at any time while on duty in accordance with their contracts or in the presence of students, either on or off school grounds.
3. Further, no student is permitted to possess a tobacco product while in any school building, while on school grounds or property or at any school-sponsored or school-related event, or at any other time that students are under the authority of school personnel.

B. Definition of Tobacco Products, Tobacco Use, and Electronic Smoking Device

For the purposes of this policy:

1. "Tobacco product" is defined to include but is not limited to cigarettes, cigars, blunts, bidis, pipes, chewing tobacco and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products (excluding quit products);
2. "Tobacco use" includes smoking, chewing, dipping, or any other use of tobacco products;
3. "Electronic smoking device" means an electronic device that can be used to deliver nicotine or other substances to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, cigarillo, or pipe.

C. Signage

SUBSTANCE ABUSE (continued)

Signs will be posted in a manner and location that adequately notify students, faculty/staff and visitors about the Comprehensive Tobacco-Free School Policy.

D. Compliance for Students

In recognition that tobacco use is a public health issue and that tobacco is a gateway drug and highly addictive, the board of education recognizes that intervention is the most effective way to address violations of this policy, however, students are subject to appropriate discipline consistent with the Student Code of Conduct for the possession and/or use of tobacco products on school property. Students who violate the school district's tobacco-use policy will be referred to the student assistance coordinators (SAC), guidance counselor, a school nurse, or other health or counseling services for all offenses for health information, counseling, and referral.

Parents/guardians will be notified of all violations and actions taken by the school. Schools may also use community service as part of the consequences.

E. Compliance for Faculty, Staff, and Visitors

As with students, intervention rather than punishment is the most effective way to address adult violations of this policy. Faculty or staff who violate the school district's tobacco-use policy will be referred to the Employee Assistance Program (EAP) or a tobacco cessation program. Employees who repeatedly violate the policy or do not comply with intervention or cessation referrals may be subject to consequences in accordance with district policy and their contract. Visitors using tobacco products will be informed about the policy and asked to refrain while on school property. Visitors who continue to violate the policy will then be asked to leave the premises. Law enforcement officers may be contacted to escort the person off the premises or cite the person for trespassing if the person refuses to leave the school property.

F. Opportunities for Cessation

The administration will consult with the county health department and other appropriate health organizations (e.g., American Lung Association, American Cancer Society, etc.) to provide students and employees with information and access to support systems, programs and services (e.g., NJDHSS Quitline 1 866 NJSTOPS (657-8677) and njquitline.org) to encourage them to abstain from the use of tobacco products.

G. Prevention Education

The administration will consult with appropriate health organizations to identify and provide programs or opportunities for students to gain a greater understanding of the health hazards of tobacco use and the impact of tobacco use as it relates to providing a safe, orderly, clean and inviting school environment.

H. Procedures for Implementation

The administration will develop a plan for communicating the policy that may include information in student and employee handbooks, announcements at school-sponsored or school-related events, and appropriate signage in buildings and around campus. A process that identifies intervention and referrals for students, faculty/staff, and visitors who violate the policy will be created and communicated to all students, faculty/staff and parents.

Ongoing Implementation of this Policy

A. Prevention Education for Students

SUBSTANCE ABUSE (continued)

The board will enforce the laws of New Jersey requiring a program of drug, alcohol, steroid, and tobacco education. The chief school administrator shall prepare and submit to the board for its approval a comprehensive curriculum for such instruction in grades seven through 12 of alcohol and other drug education in accordance with department of education chemical health guidelines, pursuant to N.J.S.A. 18A:40A-1 *et seq.* Drug, alcohol, steroid, and tobacco education shall be integrated with the health curriculum

B. Faculty Education and Inservice Training

All district personnel shall be alert to signs of alcohol, drug, steroid, and tobacco use by pupils and shall respond to those signs in accordance with procedures established by the chief school administrator of schools. The board of education will provide inservice training to assist teaching staff members in identifying the pupil who uses drugs, alcohol, steroids, and/or tobacco and in helping pupils with drug-, alcohol-, steroid-, and tobacco-related problems in a program of rehabilitation. The chief school administrator will ensure that all district employees receive annual inservice training to make them aware of their responsibilities in accordance with board policies and N.J.A.C. 6A:16-3.1.

C. Annual Review and Distribution of Policy

The board will review annually the effectiveness of these policies and the Memorandum of Agreement entered into with the appropriate law enforcement agency. As part of this review, the board will consult with the executive county superintendent, local community members, and the county prosecutor's office.

In accordance with N.J.S.A. 18A:40A-10, copies of the policy statement shall be distributed to pupils and their parents/guardians at the beginning of each school year. Board policy and procedures shall disseminated be annually to all school staff, students and parents through its website or other means (N.J.A.C. 6A:16-4.2).

D. Administrative Regulations

The chief school administrator may develop administrative regulations for:

1. A comprehensive program of drug, alcohol, steroid, and tobacco education;
2. The identification and remediation of pupils involved with drugs, alcohol, steroids, and tobacco;
3. The examination and treatment of pupils suspected of being under the influence of drugs, alcohol, steroids, or tobacco to determine the extent of the pupil's use or dependency;
4. The treatment of pupils who use, possess or distribute drugs, alcohol, steroids, and tobacco in violation of law or this policy through referral to an appropriate drug/alcohol/tobacco abuse program as recommended by the department of health; and
5. The readmission to school and treatment of pupils who have been convicted of drug, alcohol, steroid, or tobacco offenses.

E. Reporting and Liability

The chief school administrator will biannually submit a report utilizing the ~~Electronic Violence and Vandalism Reporting System (EVRS)~~ Student Safety Data System (SSDS) accurately reporting on each incident of violence, vandalism including harassment, intimidation and bullying, and alcohol and other drug abuse within the school district. Any allegations of falsification of data will be reviewed by the board of education using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g). Board action shall be based on a consideration of the nature of the conduct, the circumstances under which it occurred, and the employee's prior employment record.

SUBSTANCE ABUSE (continued)

At an biannual hearing the chief school administrator shall report to the board all acts of violence and vandalism and incidents of alcohol and other drug abuse that occurred during the previous school year.

Any staff member who reports a pupil to the principal or his/her designee in compliance with the provisions of this policy shall not be liable in civil damages as a result of making such a report as provided for under N.J.S.A. 18A:40A-1 et seq.

F. Confidentiality Requirements

All policies and procedures must comply with the confidentiality requirements established in federal regulation found at 42 CFR Part II.

G. Parental Compliance

Substance abuse in the district is considered a health risk. It is the expressed position of the district that when school rules have been violated, and when a student's health is at risk, we must notify the student's parents/guardians and attempt to involve the family in the rehabilitation plan subject to the confidentiality restrictions of 42 CFR Part II.

Adopted: No date

NJSBA Review/Update: January 2010

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Key Words

Drugs, Alcohol, Tobacco, Steroids, Substance Abuse, Smoking, Drinking, Drug Testing

Legal References: N.J.S.A. 2A:62A-4

Reports by educational personnel on dependency upon or illegal use of controlled dangerous substances or use of intoxicating vapor releasing chemicals; immunity from liability

N.J.S.A. 2C:29-3a

Hindering apprehension or prosecution

N.J.S.A. 2C:33-15

Possession or consumption of alcoholic beverage by person under legal age, penalty

N.J.S.A. 2C:33-16

Alcoholic beverages; bringing or possession on school property by person of legal age; penalty

N.J.S.A. 2C:33-17

Offer or service of alcoholic beverage to underage person; disorderly persons; exceptions

N.J.S.A. 2C:33-19

Paging devices, possession by students

N.J.S.A. 2C:35-1 et seq.

New Jersey Comprehensive Drug Reform Act of 1987

See particularly:

N.J.S.A. 2C:35-7, -10

Definitions

N.J.S.A. 2C:35-2

Abuse abandonment, cruelty, and neglect of child; what constitutes

N.J.S.A. 9:6-1 et seq.

Consent by minor to medical care or treatment; venereal disease, sexual assault or drug use or dependency; notice and report of treatment; confidentiality

N.J.S.A. 9:17A-4

Authority over pupils

N.J.S.A. 18A:25-2

Student locker or other storage facility; inspections; notice to students

N.J.S.A. 18A:36-19.2

Submission of pupils to authority

N.J.S.A. 18A:37-1

Causes for suspension or expulsion of pupils

N.J.S.A. 18A:37-2

SUBSTANCE ABUSE (continued)

<u>N.J.S.A.</u> 18A:38-25	Attendance required of children between six and sixteen, exceptions
<u>N.J.S.A.</u> 18A:38-31	Violation of article by parents or guardian, penalties
<u>N.J.S.A.</u> 18A:40A-1 <u>et seq.</u>	Substance abuse
See particularly:	
<u>N.J.S.A.</u> 18A:40A-1, -2, -3, -4, -5, and -9	
<u>N.J.S.A.</u> 18A:40A-22 to -25	Random student drug testing
<u>N.J.S.A.</u> 24:21-2	Definitions (New Jersey controlled dangerous substances)
<u>N.J.S.A.</u> 26:3D-55 <u>et seq.</u>	<u>New Jersey Smoke-Free Air Act</u>
<u>N.J.A.C.</u> 6A:8-3.1	Curriculum and instruction
<u>N.J.A.C.</u> 6A:9B-14.2	Student assistance coordinator
<u>N.J.A.C.</u> 6A:14-2.8	Discipline/suspension/expulsion
<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to Support Student Development
See particularly:	
<u>N.J.A.C.</u> 6A:16-4.4	Voluntary policy for random testing of student alcohol or other drug use.
See also:	
<u>N.J.A.C.</u> 6A:16-1.3, -2.2, -2.4, -3.1, -3.2, -4.1 through -4.3, -5.3, -6.1 -6.5	

Drug Free Workplace Act of 1988 Enacted November, 1988 (Pub. L. 100-690, Title V, Subtitle D) 102 Stat. 4305-4308

Regulations Under Drug Free Workplace Act, C.F.R. 4946 (1/31/89)

42 CFR Part 2--Confidentiality of alcohol and drug abuse patient records

F.G. v. Bd. of Ed. of Hamilton, 1982 S.L.D. 382

G.L.H. v. Bd. of Ed. of Hopewell Valley Regional School District, et al., 1987 S.L.D. April 20, aff'd St. Bd. 1987 S.L.D. Sept. 2

State in re T.L.O., 94 N.J. 331 (1983), reversed on other grounds, New Jersey v. T.L.O., 569 U.S. 325 (1985).

State of New Jersey v. Jeffrey Engerud, 93 N.J. 308 (1983)

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

Vernonia School District v. Acton, 515 U.S. 646 (1995)

In the Matter of the Tenure Hearing of Graceffo, 2000 S.L.D. (September 2002)

Board of Education of Independent School District No. 92 of Pottawatomie County et al. v. Earls et al., 536 U.S. (2002)

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

The New Jersey School Search Policy Manual, New Jersey Attorney General (1998)

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

SUBSTANCE ABUSE (continued)**Possible**

<u>Cross References:</u>	*1120	Board of Education Meetings
	*1330	Use of school facilities
	*1410	Local units
	*4131.1	Inservice education/visitations/conferences
	*4231.1	Inservice education/visitations/conferences
	*5114	Suspension and expulsion
	*5124	Reporting to parents/guardians
	*5125	Pupil records
	*5131	Conduct/discipline
	*5131.7	Weapons and dangerous instruments
	*5141.3	Health examinations and immunizations
	*5141.21	Administering medication
	*5145.12	Search and seizure
	*6145.1/6145.2	Intramural competition; interscholastic competition
	6145.7	Social events/meetings
	*6154	Homework/makeup work
	*6172	Alternative educational programs
	*6173	Home instruction

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

SOUTH AMBOY BOARD OF EDUCATION
South Amboy, New Jersey

FILE CODE: 5145.4

 X **Monitored**

 X **Mandated**

 X **Other Reasons**

Policy

EQUAL EDUCATIONAL OPPORTUNITY

The South Amboy district shall provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services and give them maximum opportunity to achieve their potential regardless of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, liability for service in the Armed Forces of the United States, nationality, place of residence within the district, socioeconomic status, disability, or pregnancy. Enforcement of other district affirmative action/equity policies (2224, 4111.1, 4211.1 and 6121) contribute to this legally required equality of educational opportunity.

Staff members shall maintain professional relationships with pupils at all times and develop wholesome and constructive relationships with them. Staff members shall be expected to regard each pupil as an individual and to accord each pupil the rights and respect that are his/her due.

Staff members shall promote a learning environment that encourages fulfillment of each pupil's potential in regard to his/her program, consistent with district goals and with optimal opportunities for pupils. This goal may be reached by adapting instruction to individual needs, by:

- A. Insisting on reasonable standards of scholastic accomplishment for all pupils;
- B. Creating a positive atmosphere in and out of the classroom;
- C. Extending the same courtesy and respect that is expected of pupils;
- D. Treating all pupils with consistent fairness.

The board of education guarantees all pupils equal access to all academic programs within the learning environment.

Pupils shall respect the rights of other pupils to receive an education in an environment that is conducive to learning and personal growth. No pupil shall have the right to abridge another pupil's right to privacy or right to hold personal beliefs which are different from those of the mainstream.

Service Animals

Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of the school facilities where members of the community, participants in services, programs or activities, or invitees, as relevant, are allowed to go.

Harassment

The district's affirmative action program is part of each academic program regarding all pupils. No one, including pupils, staff members, vendors, volunteers, or visitors--shall commit an act of harassment/discrimination of any kind against any member of the school community on any of the grounds prohibited by law.

“Harassment, intimidation or bullying” is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or

EQUAL EDUCATIONAL OPPORTUNITY (continued)

sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

- A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any student or group of students; or
- C. Creates a hostile educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

All reported incidents of harassment, intimidation or bullying shall be handled according to law and board policy 5131.1 Harassment, Intimidation and Bullying. Harassment may be claimed by a third party. That is, individuals who are not directly involved in the behavior may experience a hostile environment. They shall have the same legal rights to act under this policy as those directly victimized.

Any member of the student body may file a formal grievance related to harassment. The school anti-bullying specialist will receive all complaints and initiate a thorough investigation and will protect the rights of both the pupil making the complaint and the alleged harasser. If the victim is from a protected class, the affirmative action officer will be included in the investigation. Filing of a grievance or otherwise reporting harassment of any kind will not reflect upon the pupil's status nor affect future grades or class assignments.

The administration will inform all pupils that sexual harassment is prohibited in the educational setting. Specifically, no person employed by the district or by a vendor, or acting in a voluntary capacity, shall threaten or insinuate, either directly or indirectly, that a pupil's refusal to submit to sexual advances will adversely affect the pupils standing in the school setting. Pupils are forbidden to harass other pupils or staff members or vendors or volunteers through conduct or communications of a sexual nature within the school setting.

Findings of discrimination in the form of harassment will result in appropriate disciplinary action.

Equity in School

The board of education shall maintain an academic environment that is free from harassment and provide equal and bias free access for all students to all school facilities, courses, programs activities and services, regardless of race, creed, color, national origin, ancestry, age marital status, affectional or sexual orientation, gender identity or expression, religion, disability, nationality or socioeconomic status. The board shall ensure that:

- A. School classrooms and facilities will be barrier free;
- B. Attention will be directed at attaining minority representation within each school that approximates the district's overall minority representation. Exact appointment is not required. The ultimate goal shall be to achieve the greatest degree of racial balance that is feasible and consistent with sound educational values and procedures;
- C. Utilizing on an annual basis a State-approved English language proficiency measure for determining the special needs of English language learners and their progress in learning English;

EQUAL EDUCATIONAL OPPORTUNITY (continued)

- D. Utilizing bias-free multiple measures for determining the special needs of students with disabilities,
- E. The district curriculum will be aligned with the New Jersey Student Learning Standards and address the elimination of discrimination by narrowing the achievement gap by:
 - 1. Providing equity in educational programs and by providing opportunities for students to interact with others proactively regardless of status;
 - 2. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status;
 - 3. Ensuring courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status;
 - 4. Reducing or preventing the underrepresentation of minority, female, and male students in all classes and programs, including gifted and talented, accelerated, and advanced classes;
 - 5. Ensuring schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials, and methods, and ensuring students understand the basic tenets of multiculturalism;
 - 6. Ensuring African-American history, as well as the history of other cultures, is infused into the curriculum and taught as part of U.S. history;
 - 7. Ensuring instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate; and
 - 8. Ensuring that students are not discriminated against because of a medical condition.
- F. All students shall have support services, including intervention and referral services, school health services and counseling services; and
- G. Physical education program and athletic programs shall be equitable and co-educational and do not discriminate based on protected class status.

Procedures shall be made available for pupils and/or parents/guardians who wish to file a grievance protesting alleged discriminatory or sexually (or other) harassing action. An immediate report of the allegation should be made to the affirmative action officer or chief school administrator. Violations of this policy or its related procedures shall be cause for appropriate disciplinary action.

Bias-Related Incidents

An employee of the board who becomes aware in the course of his/her employment that a student or other staff person has committed a bias-related act (hate crime) or is about to commit one shall immediately inform the building principal and chief school administrator. All incidents of bias-related acts shall be reported whether they occur during school hours on school grounds or otherwise. The principal or his or her designee shall promptly notify the local police department and the bias investigation officer for the county prosecutor's office.

The principal or his or her designee shall immediately notify the local police department and the bias investigation officer for the county prosecutor's office where there is reason to believe a bias-related act that involves an act of violence has been or is about to be physically committed against a student, or there is otherwise reason to believe a life has been or will be threatened.

All incidents shall be reported utilizing the ~~Electronic Violence and Vandalism Reporting System (EVRG)~~ Student Safety Data System (SSDS) according to board policy 5131.5 Violence and Vandalism.

Appeals

EQUAL EDUCATIONAL OPPORTUNITY (continued)

Grievances related to equity in school and classroom shall be submitted to the affirmative action officer. Any individual may petition the Commissioner in writing to resolve a dispute arising related to equity in school and classroom.

Implementation

The chief school administrator shall direct development of procedures regarding the implementation of this policy to include sanctions, protection of individual rights to confidentiality and due process, and notification procedures. The chief school administrator shall ensure that, annually, all staff and all pupils (in means and terms that are age-appropriate) be thoroughly informed of this policy, their right to file grievances under this policy and the law and the procedures relative to filing. Further, all staff and pupils shall be informed annually of the identity of the district's affirmative action officer and how he/she may be contacted.

The chief school administrator shall also ensure that staff and pupils participate in educational programs relating to this policy and the maintenance of a safe and nurturing educational environment.

The chief school administrator shall use all customary methods of information dissemination to ensure that the community is informed of its policies on educational equity.

Adopted: No date

NJSBA Review/Update: January 2010

Readopted: June 14, 2010

Revised: December 20, 2010, March 28, 2011, May 19, 2014, April 30, 2018

Key Words

Nondiscrimination, Affirmative Action, Equal Educational Opportunity, Harassment, Sexual Harassment

Legal References: N.J.S.A. 2C:16-1 Bias Intimidation
N.J.S.A. 2C:33-4 Harassment
N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:36-20 Discrimination; prohibition
N.J.S.A. 18A:37-14 Electronic communication, harassment, intimidation or bullying defined
N.J.S.A. 18A:38-5.1 No child to be excluded from school because of race, etc.
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education
See particularly:
N.J.A.C. 6A:7-1.4, -1.7
N.J.A.C. 6A:16-6.3(e) Reporting students or staff members to law enforcement Authorities
N.J.A.C. 6A:17-1.1 et seq. Education of Homeless Children and Students in State Facilities
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
State v. Mortimer, 135 N.J. 517 (1994)
20 U.S.C.A. 1681 - Title IX of the Education Amendments of 1972
20 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

EQUAL EDUCATIONAL OPPORTUNITY (continued)

20 U.S.C.A. 1400 et seq. - Individuals with Disabilities Education Act (formerly Education for All Handicapped Children Act) -Part B

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

28 C.F.R. 35 - Nondiscrimination on the Basis of Disability in State and Local Government Services (covers service animals)

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

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

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

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

Comprehensive Equity Plan, New Jersey State Department of Education

Possible

- Cross References:**
- *2224 Nondiscrimination/affirmative action
 - *4111.1/4211.1 Nondiscrimination/affirmative action
 - *5131.1 Harassment, intimidation and bullying
 - *5134 Married/pregnant pupils
 - *6121 Nondiscrimination/affirmative action
 - *6141 Curriculum design/development
 - *6145 Extracurricular activities
 - *6161.1 Guidelines for evaluation and selection of instructional materials
 - *6171.4 Special education

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

SOUTH AMBOY BOARD OF EDUCATION
South Amboy, New Jersey

FILE CODE: 6171.4

 Monitored Mandated Other Reasons**Policy**SPECIAL EDUCATION

In compliance with State Department of Education interpretation of the administrative code on special education, the board adopts the following policies on providing educational and related services to students identified as having educationally disabling conditions as defined in federal and state law.

Full Educational Opportunity for Students with Disabilities

The board of education is responsible for providing a free and appropriate public education for all children resident in the district including children ages three through 21 identified as having disabilities and students with disabilities who have been suspended or expelled. All reasonable efforts will be made to resolve an enrolled child's learning and adjustment difficulties prior to his/her referral to the child study team for screening and/or evaluation. When a student is found eligible for special education and related services and the board of education cannot provide required instruction and related services from its own resources and facilities, the board will seek appropriate placement outside the district, and will assume such costs of that placement as are required by law.

The board shall ensure that:

- A. Free, appropriate public education is made available to each eligible student begins no later than the student's third birthday and that an individualized education program is in effect for the student by that date;
- B. If a child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP will begin;
- C. A free, appropriate public education is available to any student with a disability who needs special education and related services, even though the student is advancing from grade to grade;
- D. The services and placement to receive a free and appropriate education needed by each student with a disability are based on the student's unique needs and not on the student's disability; and
- E. The services and placement needed by each student with a disability are provided in appropriate educational settings as close to the student's home as possible, and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.

The goal of the board's special education program is to provide full educational opportunity to all resident students ages three through 21 with disabilities, as those terms are defined in federal and state law. The board will make available to parents/guardians of students with disabilities below the age of three information regarding services available through other state, county and local agencies.

The chief school administrator shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports.

The chief school administrator shall also ensure that the district plan for special education is in compliance with administrative code and the approved state plan for special education, according to N.J.A.C. 6A:14-4.1 which sets for the requirements for programs and instruction. This plan shall consist of policies, procedures, assurances, a comprehensive system of personnel development, data collection and an application that describes the use of IDEA Part B funds.

SPECIAL EDUCATION (continued)

The chief school administrator shall ensure that the plan is implemented in this district and shall supervise its operation so that it will accomplish its stated goals and objectives.

Participation of and Consultation with the Parents/Guardians

In order to achieve the district's goal of providing full educational opportunity to all students with disabilities in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process, pursuant to N.J.A.C. 6A:14-2.3 and 2.4. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the student unless it is not feasible to do so, in which case the provisions of administrative code shall be followed (see section below: Parental Consent, Notice, Participation, and Meetings). After parental consent for initial evaluation of a preschool age or school age student has been received, the evaluation, determination of eligibility for services, and, if eligible, development and implementation of the IEP for the student shall be completed within 90 calendar days.

Surrogate Parent (N.J.A.C 6A:14-2.2)

Procedures set out in the administrative code shall be followed when parent/guardian cooperation and/or participation cannot be obtained. When necessary, a surrogate parent shall be appointed to ensure the protection of a student's rights when the parents/guardians cannot be identified or located or the child is a ward of the State of New Jersey. The district shall select and train such surrogate parents in compliance with the administrative code. A surrogate shall be provided to a student in accordance with N.J.A.C. 6A:14-2.2 when:

- A. The parent of the student cannot be identified or located;
- B. An agency of the State has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student;
- C. The student is a ward of the state and no State agency has taken steps to appoint a surrogate parent for the student;
- D. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent and no State agency has taken steps to appoint a surrogate parent for the student;
- E. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.
 1. The district will make reasonable efforts to appoint a surrogate parent within 30 days of its determination that a surrogate parent is required for a student;
 2. The district will appoint a person who will be responsible for appointing surrogate parents and overseeing the process. The responsible person will:
 - a. Determine whether there is a need for a surrogate parent for a student;
 - b. Contact any State agency that is involved with the student to determine whether the State has had a surrogate parent appointed for the student; and
 - c. Make reasonable efforts to select and appoint a surrogate parent for the student within 30 days of determining that there is a need for a surrogate parent for the student.
 3. The district will establish a method for training surrogate parents that includes provision of information with respect to parental rights and procedural safeguards available to parents and students in

SPECIAL EDUCATION (continued)

accordance with N.J.A.C. 6A:14:

- a. The district will appoint a person that will be responsible for training surrogate parents;
 - b. The training of surrogate parents will ensure that surrogate parents have knowledge and skills that ensure adequate representation of the child with a disability;
 - c. The training will be designed to make surrogate parents familiar with State and federal requirements for assessment, individualized education program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
 - d. Surrogate parents will be provided with copies of: the Parental Rights in Special Education booklet; N.J.A.C. 6A:14; the Special Education Process; Code Training Materials from the Department of Education Website; and other relevant materials; and
 - e. Surrogate parents will be provided information to enable them to become familiar with the nature of the child's disability.
4. The district will ensure that:
- a. All persons serving as surrogate parents have no interest that conflicts with those of the student he or she represents;
 - b. All persons serving as surrogate parents possess knowledge and skills that ensure adequate representation of the student;
 - c. All persons serving as surrogate parents are at least 18 years of age;
 - d. If the school district compensates the surrogate parent for providing such services, a criminal history review of the person in accordance with N.J.S.A. 18A:6-7.1 is completed prior to his or her serving as the surrogate parent; and
 - e. No person appointed as a surrogate parent will be an employee of the New Jersey Department of Education, the district board of education or a public or nonpublic agency that is involved in the education or case of the child.

Parental Consent, Notice, Participation, and Meetings (N.J.A.C. 6A:14-2.3)

A. Consent shall be obtained:

1. Prior to conducting any assessment as part of an initial evaluation;
2. Prior to implementation of the initial IEP ;
3. Prior to conducting any assessment as part of a reevaluation, except when the board can demonstrate that reasonable measures were taken to obtain such consent and the parent failed to respond;
4. Prior to the release of student records;
5. Each time a district board of education seeks to access private insurance covering a student with a disability;
6. Prior to the first time a district board of education seeks to access a child's or parent's public benefits or insurance covering the student;
7. Whenever a member of the IEP team is excused from participating in a meeting;
8. Whenever an IEP is amended without a meeting;
9. Whenever a parent/guardian and the board agree to waive a reevaluation;

Written consent may be revoked by the parent, in writing, at any time. Upon receipt of consent, the board ensure that the action for which consent was shall be implemented without delay.

The board shall make reasonable efforts to obtain parental consent for an initial evaluation for any ward of the state. If, after reasonable efforts, the parent cannot be found, or parental rights have been terminated, or subrogated for purposes of consenting to eligibility by the court and consent has been given by an

SPECIAL EDUCATION (continued)

individual the court has appointed, parental consent need not be obtained for an initial evaluation.

- B. When electronic mail is utilized, parents shall be informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. Parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent.
- C. Written notice shall be in language understandable to the general public, and shall be provided in the native language of the parent, unless it is clearly not feasible to do so according to N.J.A.C. 6A:14-2.4. Written notice shall include:
1. A description of the action proposed or denied by the board;
 2. An explanation of why the action is being taken;
 3. A description of any options that were considered and the reasons why those options were rejected;
 4. A description of the procedures, tests, records or reports and factors used in determining whether to propose or deny an action;
 5. A description of any other factors that are relevant to the proposal or refusal of the action;
 6. A statement that the parents/guardians of a student with a disability have protection under the procedural safeguards, the means by which a copy of a description of the procedural safeguards can be obtained and sources for parents to contact to obtain assistance in understanding the provisions of the law; and
 7. In addition, a copy of the procedural safeguards statement published by the New Jersey Department of Education which contains a full explanation of the procedural safeguards available to parents shall be provided only one time per year, except that a copy shall also be provided:
 - a. Upon referral for an initial evaluation;
 - b. Upon request by a parent;
 - c. When a request for a due process hearing is submitted to the Department of Education;
 - d. When a request for a complaint investigation is submitted to the Department; and
 - e. When a student is removed for disciplinary reasons and the removal constitutes a change in placement.
 8. The annual written notice of the procedural safeguards to parents/guardians and/or adult students shall be provided as follows:
 - a. The board shall provide written notice no later than 15 calendar days after making a determination;
 - b. The board shall provide written notice at least 15 calendar days prior to the implementation of a proposed action so that the parents/guardians and/or adult student may consider the proposal;
 - c. The district board of education shall implement the proposed action after the opportunity for consideration (in 2 above) unless parent/guardian disagrees with the proposed action and the district takes action in an attempt to resolve the disagreement; or mediation or a due process hearing is requested.
- D. The parent/guardian shall be given the opportunity to participate in meetings regarding the identification, evaluation, classification, educational placement of, or the provision of a free, appropriate public education to the student.

Location, Referral and Identification (N.J.A.C 6A:14-3.3)

The board directs the chief school administrator to prepare written procedures for identifying those students ages three through 21, including students attending nonpublic schools located within the district regardless of

SPECIAL EDUCATION (continued)

where they reside, who reside within the district with respect to the location and referral of students who may have a disability due to physical, sensory, emotional, communication, cognitive or social difficulties. In order to ensure preschoolers with disabilities have their initial IEPs implemented no later than age three, a written request for initial evaluation shall be forwarded to the district at least 120 days prior to the preschooler attaining age three.

The requirements of law and board policy for identification, location and evaluation shall apply to highly mobile students with disabilities, such as migrant and homeless students, and to students who may have a disability even though they are advancing from grade to grade.

Activities undertaken to locate nonpublic school students with disabilities shall be comparable to activities undertaken to locate public school students with disabilities. In addition, the board shall consult with appropriate representatives of nonpublic students on how to carry out these activities.

When a preschool age or school age student is referred for an initial evaluation to determine eligibility for special education programs and services, a meeting of the child study team, the parent and the regular education teacher of the student who is knowledgeable about the student's educational performance or, if there is no teacher of the student, a teacher who is knowledgeable about the district's programs, shall be convened within 20 calendar days (excluding school holidays, but not summer vacation) of receipt of the written request. The child study team shall determine whether an evaluation is warranted and, if warranted, shall determine the nature and scope of the evaluation. When the child study team determines that an evaluation is not warranted then other appropriate action may be determined. The parent shall be provided written notice of the determination(s), which includes a request for consent to evaluate, if an evaluation will be conducted.

The board shall ensure that all preschool students with disabilities shall have their IEPs implemented no later than their third birthdays. To provide a smooth transition between a child's preschool program and his/her school age program (public or private), particular attention shall be paid to articulation between those programs.

These procedures and arrangements shall be adopted by the board after review and possible revision. The procedures shall include:

1. Utilizing strategies identified through intervention and referral services (N.J.A.C. 6A:16-8) as well as other general education strategies;
2. Criteria for instructional, administrative and other professional staff, parents/guardians and state agencies to refer students for evaluation;
3. Evaluation criteria for the determination of eligibility for special education and related services; and
4. Other educational actions as appropriate.

Case Manager (N.J.A.C. 6A:14-3.2)

A case manager shall be assigned to a student when it is determined that an initial evaluation shall be conducted. Child study team members or speech-language specialists when they act as members of the child study team shall be designated and serve as the case manager for each student with a disability. The case manager shall coordinate the development, monitoring and evaluation of the effectiveness of the individualized education program (IEP). The case manager shall facilitate communication between home and school and shall coordinate the annual review and reevaluation process.

Evaluation and Determination of Eligibility (N.J.A.C. 6A:14-3.5 through N.J.A.C. 6A:14-3.6)

- A. The evaluation process to determine a student's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the

SPECIAL EDUCATION (continued)

provisions of N.J.A.C. 6A:14-2.3, 2.5, 3.4, 3.5, 3.6 and 3.7 dealing with:

1. Parental notice, notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf;
- B. The child study team, the parent and the regular education teacher of the student who has knowledge of the student's educational performance or if there is no teacher of the student, a teacher who is knowledgeable about the district's programs shall:
1. Review existing evaluation data on the student including evaluations and information provided by the parents, current classroom-based assessments and observations, and the observations of teachers and related services providers, and consider the need for any health appraisal or specialized medical evaluation;
 2. Identify what additional data, if any are needed to determine whether the student has a disability;
 3. Determine which child study team members and/or specialists shall conduct each assessment that is part of the evaluation.
- C. Prior to conducting any assessment as part of an initial evaluation, the district shall request and obtain consent to evaluate;
- D. If the parent refuses to provide consent to conduct the initial evaluation, the district may file for a due process hearing according to N.J.A.C. 6A:14-2.7 to compel consent to evaluate;
- E. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services;
- F. After parental consent for initial evaluation of a preschool age or school age student has been received, the evaluation, determination of eligibility for services under this chapter, and, if eligible, development and implementation of the IEP for the student shall be completed within 90 calendar days. This time frame shall not apply if the parent/guardians fails or refuses to produce the child for the evaluation;
- G. An initial evaluation consisting of a multi-disciplinary assessment in all areas of suspected disability shall be conducted. Such evaluation shall include at least two assessments and shall be conducted by at least two members of the child study team in those areas in which they have appropriate training or are qualified through their professional licensure or educational certification and other specialists in the area of disability as required or as determined necessary;
- H. When the suspected disability is a disorder of articulation, voice or fluency, the speech-language specialist shall meet with the parent/guardian and the student's general education teacher about the student's educational performance to review existing data on the student including evaluations and information provided by the parents, current classroom-based assessments and observations, and the observations of teachers and related services providers;
- I. A comprehensive written report of the results of each assessment shall be prepared according to the specifications in law (N.J.A.C. 6A:3.4(h));
- J. When conducting an initial evaluation or reevaluation, the reports and assessments of child study team members or related services providers may be submitted by the parents/guardians to the child study team for consideration. Each report and assessment shall be reviewed and considered by the child study team member or related services provider with relevant knowledge or expertise. A report or component thereof may be utilized as a required assessment, if the assessment has been conducted within one year of the

SPECIAL EDUCATION (continued)

evaluation and the child study team determines the report and assessment meet the state (see N.J.A.C. 6A:14-3.4,h) and district requirements;

- K. Upon receipt of a written referral to the child study team, the school nurse shall review and summarize available health and medical information regarding the student and shall transmit the summary to the child study team for the meeting to consider the need for a health appraisal or specialized medical evaluation.

An audiometric screening according to N.J.A.C. 6A:16-2.2(k)3 shall be conducted for every student referred to the child study team for a special education evaluation.

A vision screening shall be conducted by the school nurse for every student referred to the child study team for a special education evaluation.

The board shall ensure that a variety of assessment tools and strategies shall be applied to gather information to develop and monitor the IEP, including cooperation and input from the parents/guardians. Relevant information shall also be related to enabling the student to be involved in and progress in the general education curriculum or, for preschool children with disabilities to participate in appropriate activities.

Independent Educational Evaluation (N.J.A.C. 6A:14-2.5)

Upon completion of an initial evaluation or reevaluation, a parent may request an independent evaluation if there is disagreement with the initial evaluation or a reevaluation provided the board. A parent shall be entitled to only one independent evaluation at public expense each time an initial evaluation or reevaluation is conducted with which the parent disagrees. The request for an independent evaluation shall specify the assessment(s) the parent is seeking as part of the independent evaluation request. The independent evaluation shall be provided at no cost to the parent unless the school district initiates a due process hearing to show that its evaluation is appropriate and a final determination to that effect is made following the hearing.

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

Individualized Education Program IEP (N.J.A.C. 6A:14-2.3 (k)1 and 3.5 through -3.6)

Eligibility for special education and related services shall be determined collaboratively by the parents/guardians; a teacher who is knowledgeable about the student's educational performance or district's programs; the student, where appropriate; at least one child study team member who participated in the evaluation; the case manager; other appropriate individuals at the discretion of the parent or district; and for an initial eligibility meeting, certified school personnel referring the student as potentially disabled, or the school principal or designee if they choose to participate.

A student shall be determined eligible and classified for special education and related services when it is determined that the student has one or more of the disabilities defined in the administrative code. A student shall be determined eligible for speech-language services when he/she exhibits a speech or language disorder as outlined in the administrative code.

The individualized education program for each student with a disability shall be developed in accordance with the provisions of the administrative code, at N.J.A.C. 6A:14-2.3(k) regarding eligibility meetings for students who are classified and N.J.A.C. 6A:14-3.7 regarding the requirements of individualized education program (IEP).

A meeting to develop the IEP shall be held within 30 calendar days of a determination that a student is eligible for special education and related services or eligible for speech-language services. An IEP shall be in effect

SPECIAL EDUCATION (continued)

before special education and related services are provided to a student with a disability and such IEP shall be implemented as soon as possible following the IEP meeting.

At the beginning of each school year, the board shall have in effect an IEP for every student in the district who is receiving special education and related services. Every student's IEP shall be accessible to each regular education teacher, special education teacher, related services provider, and other service provider who is responsible for its implementation. Each teacher shall be informed of the specific responsibilities related to implementing the student's IEP and the specific accommodations, modifications, and supports to be provided for the student in accordance with the IEP. Teacher aides and the appropriate general or special education teaching staff time shall be provided for consultation on a regular basis as specified in each student's IEP (N.J.A.C. 6A:14-4.5(d)).

The board directs the chief school administrator or his or her designee to maintain documentation that the teacher and provider, as applicable, has been informed of his or her specific responsibilities related to implementing the student's IEP. The board shall ensure that there is no delay in implementing a student's IEP including any case in which the payment source for providing or paying for special education and related services is being determined.

A written individualized education program shall be developed and implemented for each classified student and, in accordance with New Jersey law (see N.J.A.C. 6A:14-3.7), a review shall be conducted by the appropriate staff members annually or more often, if necessary, to evaluate the disabled student's progress and to revise the individualized education program.

Meetings shall be conducted to determine eligibility and to develop, review and revise a student's individualized education program. Such meetings shall be scheduled at a mutually agreed upon time and place, and notice of the meetings shall indicate the purpose, time, location and participants. If the parents/guardians cannot attend the meetings, the chief school administrator/designee shall attempt to ensure parental participation, including the use of individual or conference telephone calls. Documentation shall be maintained of all attempts to secure parent/guardian participation.

Parents/guardians shall receive a copy of the student's IEP and of any revisions made to it.

All communication with parents/guardians, including written notice, notifications and required meetings, shall be conducted in the language used for communication by the parent/guardian and student unless it is not feasible to do so. This shall include providing foreign language interpreters or translators and sign language interpreters for the deaf at no cost to the parents.

The IEP shall be developed and monitored with the cooperation and input of parents/guardians. In addition to educational programming, the IEP shall provide for necessary disciplinary action and specify graduation requirements when appropriate. Any accommodations and/or modifications for the administration of statewide assessments shall be specified in the IEP.

The board of education will provide the kind and quality of those special education-related services prescribed in the IEP to enable students with disabilities to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.

The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP, pursuant to N.J.A.C. 6A:14-4.5(d).

Participation in Regular Educational Programs to the Maximum Extent Appropriate/Least Restrictive Environment (N.J.A.C. 6A:14-4.2)

SPECIAL EDUCATION (continued)

Educational placement decisions made for each disabled student shall always be, insofar as possible, in the least restrictive environment commensurate with the student's educational needs. This means that to the maximum extent appropriate, educationally disabled students shall be educated with children who are not educationally disabled. These decisions should be designed to produce a positive effect on the student and to ensure the quality of services which he/she requires.

The board of education will provide the kind and quality of those special education-related services prescribed in the IEP to enable students with disabilities to participate in regular educational programs to the maximum extent appropriate. Special classes, separate schooling or other removal of a student with a disability from the student's general education class occurs only when the nature or severity of the educational disability is such that education in the student's general education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. All students shall be considered for placement in the general education class with supplementary aids and services including, but not limited to curricular or instructional modifications or specialized instructional strategies: Assistive technology devices and services; teacher aides; related services; integrated therapies; consultation services; and in-class resource programs.

When instruction in general education subjects or content areas is provided to groups consisting solely of students with disabilities, the size of the groups and age range shall conform to the requirements for special class programs. An exception to the age range and group size requirements of law (N.J.A.C. 6A:14-4) may be requested by writing to the Department of Education through the county office.

When students with disabilities participate in physical education, intramural and interscholastic sports, non-academic and extracurricular activities in groups consisting solely of students with disabilities, the age range and group size shall be based on the nature of the activity, needs of the students participating in the activity and the level of supervision required.

The evaluation process to determine a student's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of the administrative code.

In order to ensure a continuum of alternative placements, when the board cannot provide required instruction and related services from its own resources and facilities, it will seek appropriate placement outside the district and will assume such costs of that placement as are required by law.

Placement of a disabled student in the least restrictive environment shall be determined annually and, for a student in a separate setting, activities necessary to transition the student to a less restrictive placement are considered at least annually.

Placement is based on the student's individualized education program. Placement shall be provided in appropriate educational settings as close to home as possible. When the IEP does not describe specific restrictions, the student shall be educated in the school he/she would attend if not a student with a disability.

In determining the least restrictive setting consideration shall be given to whether the student can be satisfactorily educated in the regular classroom with supplemental aids and services; a comparison of the benefits provided in a regular class and the benefits provided in a special education class; and the potential beneficial or harmful effects which a placement may have on the student with disabilities or the other students in the class.

A student with a disability is not removed from the age-appropriate general education classroom solely based on needed modifications to the general education curriculum.

Placement in a program option shall be based on the individual needs of the student.

SPECIAL EDUCATION (continued)

When determining the restrictiveness of a program option, the determination shall be based solely on the amount of time a student with disabilities is educated outside the general education setting.

The board shall provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities; and that each student with a disability participates with nondisabled students to the maximum extent possible.

Reevaluation (N.J.A.C. 6A:14-3.8)

Within three years of the previous classification, a multi-disciplinary reevaluation shall be completed to determine whether the student continues to be a student with a disability. Reevaluation shall be conducted sooner if conditions warrant or if the student's parent or teacher requests the reevaluation. However, a reevaluation shall not be conducted prior to the expiration of one year from the date the parent is provided written notice of the determination with respect to eligibility in the most recent evaluation or reevaluation, unless the parent and district both agree that a reevaluation prior to the expiration of one year as set forth above is warranted. When a reevaluation is conducted sooner than three years from the previous evaluation, the reevaluation shall be completed within 60 days of the date the parent provides consent for the assessments to be conducted as part of the reevaluation or by the expiration of the three year timeframe from completion of the prior evaluation or reevaluation, whichever occurs sooner.

If a parent provides written consent and the district board of education agrees that a reevaluation is unnecessary, the reevaluation may be waived. If a reevaluation is waived, the date of the parent's written consent shall constitute the date upon which the next three-year period for conducting a reevaluation shall commence.

Prior to conducting any assessment as part of a reevaluation of a student with a disability, the district board of education shall obtain consent from the parent.

Reevaluation shall be conducted when a change in eligibility is being considered, except that a reevaluation shall not be required before the termination of a student's eligibility under this chapter due to graduation or exceeding age 21.

Unless the parent and the board agree to waive a reevaluation, all requirements shall be completed within 60 days of the date the parent provides consent for the assessments to be conducted as part of the reevaluation or by the expiration of the three year timeframe from completion of the prior evaluation or reevaluation, whichever occurs sooner.

When a reevaluation is completed:

- A. A meeting of the student's IEP team shall be conducted to determine whether the student continues to be a student with a disability. A copy of the evaluation report(s) and documentation of the eligibility shall be given to the parent at least 10 days prior to the meeting;
- B. If the student remains eligible, an IEP team meeting shall be conducted to review and revise the student's IEP;
- C. By June 30 of a student's last year of eligibility for a program for preschoolers with disabilities, a reevaluation shall be conducted and, if the student continues to be a student with a disability, the student shall be classified according to N.J.A.C. 6A:14-3.5(c) or 3.6(a).

Required Materials and Services

Instructional materials will be provided to blind or print-disabled students in a timely manner, consistent with a

SPECIAL EDUCATION (continued)

plan developed by the district.

For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Developmentally Disabled Uniform Application Act, N.J.S.A. 30:4-25.10 *et seq.* and N.J.A.C. 6A:14-1.2(b)17, the necessary materials to the parent to apply for such services.

Related Services (N.J.A.C. 6A:14-3.4)

Related services including, but not limited to, counseling, occupational therapy, physical therapy, school nurse services, recreation, social work services, medical services and speech-language services shall be provided to a student with a disability when required for the student to benefit from the educational program. Related services shall be provided by appropriately certified and/or licensed professionals as specified in the student's IEP.

Protection of Students Rights: Evaluation and Reevaluation Procedures (N.J.A.C. 6A:14-3.4 and 3.8)

A due process hearing is an administrative hearing conducted by an administrative law judge. For students age three through 21 years, a due process hearing may be requested when there is a disagreement regarding identification, evaluation, reevaluation, classification, educational placement, the provision of a free, appropriate public education, or disciplinary action. For students above the age of 21, a due process hearing may be requested while the student is receiving compensatory educational or related services.

In addition, the district board of education or public agency responsible for the development of the student's IEP may request a due process hearing when it is unable to obtain required consent to conduct an initial evaluation or a reevaluation, or to release student records. The district board of education shall request a due process hearing when it denies a written parental request for an independent evaluation in accordance with N.J.A.C. 6A:14-2.5(c).

Procedures shall provide all due process protection for the rights of the student and his/her parents/guardians whether the student is already enrolled in the schools or has been located through the process for identification as described above.

In order to achieve the district's goal of providing full educational opportunity to all students with disabilities in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the student unless it is not feasible to do so, in which case the provisions of administrative code shall be followed. The chief school administrator shall develop and present to the board for review and adoption procedures for:

- A. Giving notice to parents/guardians and adult students in accordance with N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the student, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians and adult students of their right to review all educational records with respect to the identification, evaluation and educational placement of the student; to appeal these by requesting a due process hearing; and their rights in regard to free and low cost legal services and legal fees;
- B. An independent evaluation at the request of the parent/guardian or adult student in accordance with N.J.A.C. 6A:14-2.5(c). Such independent evaluation shall be at no cost to the parent/guardian if it is conducted in compliance with administrative code. The IEP team shall consider any independent evaluation submitted to it when making decisions regarding special education and/or related services;

SPECIAL EDUCATION (continued)

- C. Mediation, a voluntary process that is available to resolve disputes, when disputes arise during any stage of the special education process which cannot be settled between the original parties. A request for mediation shall not be used to deny or delay the right to request a due process hearing. A due process hearing may be initiated by the board of education, a parent/guardian or adult student;
- D. Ensuring that all evaluation procedures, including but not limited to observations, tests and interviews used to determine eligibility and placement of students with disabilities, shall comply with the requirements of N.J.A.C. 6A:14-3.4, 3.5 and 3.7.

Graduation Requirements (N.J.A.C. 6A:14-4.11)

The IEP of a student with a disability who enters a high school program shall specifically address the graduation requirements. A disabled student must meet all state and local high school graduation requirements according to N.J.A.C. 6A:8-5.1(c) in order to receive a state-endorsed high school diploma except as specified in his/her IEP. When a student has been exempted from any graduation requirement, his/her IEP shall specify which requirements would qualify the student with a disability for the State endorsed diploma issued by the district.

Graduation with a State endorsed diploma is a change of placement that requires written notice in language understandable to the general public, and shall be provided in the native language of the parent/guardian (according to law N.J.A.C. 6A:14-2.3 and as described below). The parent/guardian shall be provided with a copy of the procedural safeguards statement published by the Department of Education (see 6171.4 Exhibit). The parent may resolve a disagreement with the proposal to graduate the student by requesting mediation or a due process hearing prior to graduation. A reevaluation shall not be required.

Beginning at age 14, the individualized education program (IEP) shall include a statement of the state and local graduation requirements that the student shall be expected to meet. The statement shall be reviewed annually. If a student with a disability is exempted from, or there is a modification to, local or state high school graduation requirements, the statement shall include the rationale for the exemption or modification based on the student's educational needs; and a description of the alternate proficiencies to be achieved by the student to qualify for a State endorsed diploma.

The annual review of the IEP for an elementary school student with disabilities shall be completed by June 30 of the student's last year in the elementary school program. The annual review shall include input from the staff of the secondary school. The IEP shall include a statement of the student's transition from an elementary program to the secondary program which shall be determined by factors including number of years in school; social, academic and vocational development; and chronological age.

If a district board of education grants an elementary school diploma, a student with a disability who fulfills the requirements of his or her IEP shall qualify for and receive a diploma.

Students with disabilities who meet the standards for graduation shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

Assessment (N.J.A.C. 14-4.10)

The board shall ensure that all students with disabilities participate in statewide assessments in each content area of the general statewide assessment for their grade. Accommodations or modifications approved by the Department of Education shall be provided when determined necessary by the IEP team. Students with disabilities shall participate in the alternate proficiency assessment in each content area where the nature of the student's disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment and the student cannot complete any of the types of

SPECIAL EDUCATION (continued)

questions on the assessment in the content area(s) even with accommodations and modifications.

A statement of any individual modifications in the administration of statewide or districtwide assessments of student achievement needed for the student to participate in such assessment shall be included in the student's IEP. If the IEP team determines that the student shall not participate in a particular general statewide or districtwide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the student according to N.J.A.C. 6A:14-4.10 and a statement of how that student shall be assessed and which assessment methodology is appropriate for the student shall be included in the student's IEP.

Following the 11th grade, students with disabilities who are required to pass a Department of Education approved high school proficiency assessment for graduation and have not done so shall participate in the dynamic learning map (DLM; formerly SRA and APA) in accordance with N.J.A.C. 6A:8. If a student is participating in a Department of Education alternative proficiency assessment determined by the IEP team, the student shall not be required to again participate in the high school proficiency assessment and pass that assessment.

Compilation, Maintenance, Access to and Confidentiality of Student Records (see board policy 5125 Student Records, N.J.A.C. 6A:32-7.4 through -7.6).

The board directs that the names and other personally identifiable data concerning students with disabilities shall be kept confidential and shall not be included in the public acts and public records of this district. Such names and data shall be reduced to code for inclusion in the public record. A special confidential file shall be maintained listing the names of students with disabilities on whose behalf the board of education must take public action. Motions concerning disabled students made at public meetings shall be anonymous and referred to this confidential file. This file shall be maintained in accordance with N.J.A.C. 6A:32-7.1.

The chief school administrator or his or her designee shall be responsible for the security of student records maintained in the school district and shall devise procedures for assuring that access to such records is limited to authorized persons.

The student records shall be maintained according to N.J.A.C. 6A:32-7 and board policy 5125 Student Records.

- A. The parent/guardian, adult student or their designated representative shall be permitted to inspect and review the contents of the student's records maintained by the district board of education under N.J.A.C. 6A:32 without unnecessary delay and before any meeting regarding the IEP.

Any consent required for students with disabilities under N.J.A.C. 6A:32-7 shall be obtained according to N.J.A.C. 6A:14-1.3 "consent" and 2.3(a) and (b) as follows:

1. The board shall make reasonable efforts to obtain parental consent for an initial evaluation for any ward of the state. If, after reasonable efforts, the parent cannot be found, or parental rights have been terminated, or subrogated for purposes of consenting to eligibility by the court and consent has been given by an individual the court has appointed, parental consent need not be obtained for an initial evaluation.
2. When a parent refuses to provide consent for implementation of the initial IEP, no IEP shall be finalized and the board may not seek to compel consent through a due process hearing. However, if a parent refuses special education and related services on behalf of a student, the board shall not be determined to have denied the student a free, appropriate public education because the student failed to receive necessary special education and related services nor shall the board be determined in violation of its child-find obligation solely because it failed to provide special education or related services to a student whose parents refused to provide consent for implementation of the initial IEP. If

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a parent refuses to provide consent and the district and the parent have not agreed to other action, prior to conducting any assessment as part of an initial evaluation or reevaluation and prior to the release of student records the district may request a due process hearing according to N.J.A.C. 6A:14-2.7(b) to obtain consent.

- B. Records may be released with the consent of the parent/guardian or adult student having legal responsibility for educational decision making. Consent shall be agreed to in writing. The board shall ensure that the parent/guardian or adult student having legal responsibility for educational decision making:
1. Has been fully informed of all information relevant to the activity for which consent is being sought, in his or her native language or other mode of communication;
 2. Understands and agrees in writing to the implementation of the activity for which consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom;
 3. Understands that the granting of consent is voluntary and may be revoked at any time; and
 4. If the parent/guardian or adult student having legal responsibility for educational decision making revokes consent, that revocation is not retroactive (that is, it does not negate an action that has occurred after the consent was given and before the consent was revoked).
- C. To ensure proper accessibility and confidentiality, the records of students with disabilities shall be gathered, updated, maintained, stored, transferred, made accessible and finally disposed of in accordance with the district policy 5125 Student Records in general. To assure the security of special education records:
1. Provision shall be made for access and security of electronic records of students with disabilities;
 2. Clerical and secretarial tasks related to such records shall be performed only under the supervision of appropriately certified staff.

As with all student records, access shall be guaranteed to persons authorized according to N.J.A.C. 6A:32-7.5 within 10 days of the request, but prior to any review or hearing conducted in accordance with State Board of Education regulations.

For the district's general policy and regulation on student records see 5125, which deals with all requirements common to students with disabilities and general student records including enumeration and description of records, provisions for access, notice to parents/guardians of their rights in regard to the child's records, etc.

Procedural Safeguards (N.J.A.C. 6A:14-2.3 through -2.4):

The board of education directs the chief school administrator to establish and implement the required procedural safeguards.

Procedural safeguards shall include:

- A. Ensuring that the rights of a student are protected through the provision of an individual to act as surrogate for the parent and assume all parental rights when a parent cannot be identified, located, and agency of the State has guardianship of the student, or the student is an unaccompanied homeless youth;
- B. Giving notice to parents/guardians per N.J.A.C. 6A:14-2.3 when an initial request is being made for consent prior to conducting any assessment as part of the initial evaluation; prior to the implementation of the initial IEP; prior to conducting any assessment as a part of a reevaluation; prior to the release of student records; each time the board seeks access to private insurance; when a member of the IEP team

SPECIAL EDUCATION (continued)

is excused from participating in a meeting; when the IEP is amended; and when a parent or the board agree to waive a reevaluation. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to legal fees;

- C. Seeking consent of parents/guardians, when such consent is required by law and this policy;
- D. Seeking parent/guardian participation in conferences and determinations as required by law and this policy, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
- E. Protection in the evaluation procedures including the use a variety of assessment tools and strategies to gather relevant functional and developmental information; valid measures that are not racially or culturally discriminatory; assessments that are administered in the language and form most likely to yield accurate information; assessment all areas of suspected disability; and other provisions of N.J.A.C. 6A:14-2.5;
- F. Ensuring that a parent shall be entitled to only one independent evaluation at public expense each time the board conducts an initial evaluation or reevaluation with which the parent disagrees;
- G. Ensuring mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties;
- H. Providing for a due process hearing conducted by an administrative law judge. For students age three through 21 years, a due process hearing may be requested when there is a disagreement regarding identification, evaluation, reevaluation, classification, educational placement, the provision of a free, appropriate public education, or disciplinary action. For students above the age of 21, a due process hearing may be requested while the student is receiving compensatory educational or related services;
- I. Discipline, suspension and expulsion procedures for up to 10 consecutive or cumulative school day that are subject to the same board procedures as nondisabled students. However, at the time of removal, the principal shall forward written notification and a description of the reasons for such action to the case manager and the student's parent(s);
- J. Protection of student information and the maintenance of student records according to board policy 5125 Student records and law (N.J.A.C. 6A:32-7);
- K. Except as provided in N.J.A.C. 6A:14-6.1(a) and required by an administrative law judge when the district failed to provide a free and appropriate education, the board shall not be required to pay for the cost of education, including special education and related services, of a student with a disability if the district made available a free, appropriate public education and the parents elected to enroll the student in a nonpublic school, an early childhood program, or an approved private school for students with disabilities;
- L. Related services including, but not limited to, counseling, occupational therapy, physical therapy, school nurse services, recreation, social work services, medical services and speech-language services shall be provided to a student with a disability when required for the student to benefit from the educational program. Related services shall be provided by appropriately certified and/or licensed professionals as specified in the student's IEP;
- M. The chief school administrator shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports;
- N. These procedures shall provide all due process protection for the rights of the student and his/her parents/guardians. Procedures shall be conducted in strict compliance with the provisions of the

SPECIAL EDUCATION (continued)

administrative code dealing with parental notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf;

- O. To implement achievement of the board's goal for provision of special education, the chief school administrator shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. The plan shall consist of policies, procedures, assurances; a comprehensive system of personnel development; data collection and an application that describes the use of IDEA Part B funds;
- P. Complying with other aspects of the district program for special education and/or requirements of N.J.A.C. 6A:14.

Written Plan

To implement achievement of the board's goal for provision of special education, the chief school administrator shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. After the plan has been approved by the board of education and the executive county superintendent, the chief school administrator shall implement it in this district and supervise its operation so that it will accomplish its stated goals and objectives. The plan, any alterations to it, and an evaluation of its effectiveness will be shared annually with the community.

Discipline

In general, students with disabilities are subject to the same disciplinary constraints and sanctions as nondisabled students. However, before disciplinary action is taken against an educationally disabled student, consideration must be given to whether the behavior is caused by the disabling condition, whether the program that is being provided meets the student's needs, whether a component of the student's IEP covers the behavior, or whether the student is an immediate danger to himself/herself or others.

A disabled student may be removed for disciplinary reasons from his/her current educational placement to an interim alternative educational setting, another setting, or a suspension without the provision of educational services for up to 10 consecutive or cumulative school days in a school year. The building principal/designee must forward a written notice and description of the reasons for the student's removal to the case manager and the student's parents:

- A. In imposing a removal of ten days or less on a classified student, the building principal may, on a case-by-case basis, consider any unique circumstances pertaining to the violation of the student code of conduct. Any such unique circumstance shall be included in the above written description of the reasons for removal;
- B. Special education students are entitled to receive general educational services on or before the fifth day of suspension. A building principal who imposes a suspension of five days or more on a special education student must contact the case manager to ensure that appropriate services are provided.

Preschool students with disabilities shall not be suspended or expelled.

Procedures for imposing and implementing disciplinary sanctions on students with disabilities, including removal to an interim alternative educational setting, suspension for more than 10 school days in a school year, or expulsion, shall be in strict compliance with the provisions of state and federal law and the administrative code. (See N.J.A.C. 6A:14-2.8, 3.7 and Appendix A)

(See board policy 5114 Suspension and Expulsion)

SPECIAL EDUCATION (continued)Disabilities Services Resource (all school districts with grades nine through 12) N.J.S.A. 18A:46-7.3

The board shall designate at least one staff member to serve as a disability services resource for parents. The designated staff member shall be able to demonstrate competency in the various services available through State agencies that serve persons with disabilities, and shall provide information to parents about how to access the services and assistance to parents in contacting the appropriate State agency. The district shall conduct outreach activities to ensure that the parents of children who receive special education services in the district, and local community disability organizations and service providers, are made aware of the name and contact information of the designated staff member.

Early Intervention

When an IEP is developed for a child age three who has been enrolled in an early intervention program and it is determined that the district shall provide a free, appropriate public education for that student by continuing the program in the early intervention program for the balance of that school year the board shall be responsible to ensure:

- A. That a free, appropriate special education and related services to students with disabilities is provided in accordance with N.J.A.C. 6A:14-1.1(d);
- B. A contractual agreement shall be provided between the board and the early intervention program;
- C. Personnel shall be appropriately certified and, if required, licensed; and
- D. Applications for exceptions to program and instruction requirements according to N.J.A.C. 6A:14-4.9 shall be made whenever necessary.

When a child who has been enrolled in the early intervention program requires an extended year program, the district may contract with the early intervention program for the provision of that program.

Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs will experience a smooth transition and have an individualized education program developed and implemented.

Preschool Disabled Program

The chief school administrator shall develop and propose for board adoption programs and related services for students ages three through five who have been identified and classified as preschool disabled. Such programs and services shall be in strict accordance with New Jersey administrative code.

Nonpublic Schools (N.J.A.C. 6A:14-6.1, -6.2)

The board shall provide a genuine opportunity for the equitable participation of students with disabilities who have been enrolled in nonpublic schools by their parents/guardians, in accordance with federal law and regulations. All special education programs and services shall be provided with the consent of parents/guardians.

The board shall make the final decisions with respect to the services to be provided to eligible students with disabilities enrolled in nonpublic schools or early childhood programs and spend an amount of money equal to a proportionate amount of Federal funds available under Part B of the IDEA for the provision of services to students with disabilities who are attending nonpublic schools.

SPECIAL EDUCATION (continued)

The district, after timely and meaningful consultation with representatives of nonpublic schools, shall undertake a child find process in accordance with IDEA and its implementing regulations to determine the number of parentally placed children with disabilities attending nonpublic schools located within the district.

As part of the child find process, the district board of education shall consult with private school representatives and representatives of parents of parentally placed nonpublic school children with disabilities in the design and development of special education and related services for such children.

Students identified as having disabilities attending nonpublic schools located in this district shall receive programs and services as specified in N.J.A.C. 6A:14- 6.2.

Placement Private Schools (N.J.A.C. 6A:14-7.5)

When the board places a student with a disability in an approved residential private school inside or outside the district or state in order to provide the student a free, appropriate public education, such placement shall be at no cost to the parent. The board shall be responsible for special education costs, room and board.

Native Language

Students who do not speak English; speak English but reside in a home where English is not the primary language spoken, and need instruction toward mastery of the English language; or speak some English but are more capable of performing school work in their native language, may have educationally disabling conditions that must be addressed in order to provide them the full educational opportunity that is the goal of the district for every child. Evaluation procedures shall be selected so that the student's cultural background and language abilities are taken into consideration unless it is clearly unfeasible to do so; and shall accurately reflect the student's ability rather than the impairment. All actions regarding parent/guardian notification, consent and participation shall be provided in the native language of the parent, unless that is clearly impossible. In that case, care shall be taken that the facts and procedures are made intelligible to the parents/guardians.

Staff Qualifications and Staff Development (N.J.A.C. 6A:14-1.2(b)13, 14)

All personnel serving students with disabilities shall be appropriately certified and licensed according to the State certification standards N.J.A.C. 6A:9B-11.4, where a license is required, in accordance with State and Federal law.

The chief school administrator shall ensure that the in-service training need for professional and paraprofessional staff who provide special education, general education or related services are identified. Appropriate in-service training shall be provided. The board directs the chief school administrator to maintain information to demonstrate district efforts to:

- A. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
- B. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
- C. Acquire and disseminate to teachers, administrators, school board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;

SPECIAL EDUCATION (continued)

- D. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
- E. Provide for joint training activities of parents and special education, related services and general education personnel.

Cooperation with Other Agencies

The chief school administrator shall investigate the possibilities of working with organizations and agencies providing services for students with disabilities, and shall present feasible programs and relationships to the board for consideration.

Parent Advisory Council (N.J.A.C. 6A:14-1.2(h))

The board shall ensure that a special education parent advisory group is in place in the district to provide input to the district on issues concerning students with disabilities.

Annual Reports

Annually, the board shall submit to the Department of Education a report describing the special education programs and services provided. The end of the year report shall include the numbers of nonpublic school students provided each program or service and such other information as may be required by the Department of Education.

Eligibility for State and Federal Funds

The chief school administrator shall ensure that all requirements for receiving, using and accounting for state and federal funds shall be fulfilled in an accurate and timely manner.

Procurement, control, use and disposition of equipment and supplies purchased with state/federal funds shall be in full compliance with law.

Access

In addition to educational programs, the board directs that the chief school administrator take into consideration physical access to district facilities for students, staff and the community with disabilities in determining location of programs or planning new facilities per state and federal law.

Adopted:
NJSBA Review/Update:
Readopted:

Key Words

Special Education, Disabled, Graduation Requirements, Records, Pupil Records, Student Records, Special Education Pupil Records, Parent Advisory Group

SPECIAL EDUCATION (continued)

6171.4 Special Education Policy Crosswalk

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SPECIAL EDUCATION (continued)

ADDENDUM: TO 6171.4 SPECIAL EDUCATION POLICY

**NEW JERSEY DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS**

**BOARD OF EDUCATION POLICIES AND PROCEDURES
FOR ELIGIBILITY UNDER PART B OF THE IDEA
FOR 2016-2017**

PART I - POLICIES

COUNTY CODE: _____ **COUNTY NAME:** _____

DISTRICT CODE: _____ **DISTRICT NAME:** _____

In accordance with Part B of the IDEA and N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the district board of education shall adopt and assure compliance with the following policies:

Policy #1:

All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

Policy #2:

Homeless students are located, identified and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.

Policy #3:

Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.

Policy #4:

An individualized education program is developed, reviewed, and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

Policy #5:

To the maximum extent appropriate students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.

Policy #6:

Students with disabilities are included in statewide and districtwide assessment programs, with appropriate accommodations, where necessary, according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in statewide assessments or the applicable alternate assessment, in grades 3, 4, 5, 6, 7, 8, and high school in the applicable courses.

Policy #7:

SPECIAL EDUCATION (continued)

Students with disabilities are afforded the procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent as set forth at N.J.A.C. 6A:14-2.2, when appropriate.

Policy #8:

The rules set forth in N.J.A.C. 6A:14 ensure a free appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school:

1. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program is in effect for the student by that date;
2. If a child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP will begin;
3. A free, appropriate public education is available to any student with a disability who needs special education and related services, even though the student is advancing from grade to grade;
4. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and
5. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible, and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.

Policy #9:

Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition and have an individualized education program developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

Policy #10:

Full educational opportunity to all students with disabilities is provided.

Policy #11:

The compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.

Policy #12:

Provision is made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

Policy #13:

Students with disabilities who are placed in private schools by the district board of education, are provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1 and N.J.A.C. 6A:14-7.5(b)3.

Policy #14:

SPECIAL EDUCATION (continued)

All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law, pursuant to N.J.A.C. 6A:14-1.2(b)13.

Policy #15:

Pursuant to N.J.A.C. 6A:14-1.2(b)4, the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The district board of education shall maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. Acquire and disseminate to teachers, administrators, school board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services and general education personnel.

Policy #16:

Instructional materials will be provided to blind or print-disabled students in a timely manner, consistent with a plan developed by the district.

Policy #17:

For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Developmentally Disabled Uniform Application Act, N.J.S.A. 30:4-25.10 et seq. and N.J.A.C. 6A:14-1.2(b)17, the necessary materials to the parent to apply for such services.

Policy #18:

When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14-1.2(b)18.

Policy #19:

The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP, pursuant to N.J.A.C. 6A:14-4.5(d).

***Policy #20:**

The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(c)4.

SPECIAL EDUCATION (continued)***Policy #21:**

The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq.

PART II – PROCEDURES

In accordance with Part B of the IDEA and N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the district board of education shall assure compliance with the following policies and related procedures below:

Policy #1:

All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

AND**Policy #2:**

Homeless students are located, identified and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.

AND**Policy #7:**

Students with disabilities are afforded the procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq. including appointment of a surrogate parent as set forth at N.J.A.C. 6A:14-2.2, when appropriate.

Pursuant to 20 U.S.C. §1412(a)(3), procedures to locate students with disabilities (child find) must ensure that:

1. Person(s) responsible to conduct child find activities are identified.
2. Child find activities are conducted for all children ages three through 21, who reside within the district or attend nonpublic schools within the district.
3. Child find activities are conducted at least annually.
4. Child find activities (meetings, printed materials and/or public service announcements) are conducted in the native language of the population, as appropriate.
5. Child find activities address public and nonpublic students, including highly mobile students such as migrant and homeless students.
6. Child find activities for nonpublic school students are comparable to activities conducted for public school students.
 - a. Child find activities for nonpublic school children provide for consultation with appropriate representatives of the nonpublic school and parents on how to carry out these activities.
7. Child find activities include outreach to a variety of public and private agencies and individuals concerned with the welfare of students, such as clinics, hospitals, physicians, social service agencies and welfare agencies.

SPECIAL EDUCATION (continued)**For charter schools, renaissance schools or state agencies, procedures must ensure that:**

1. Child find activities are limited to the population of students enrolled in the charter or renaissance school or served by the state agency.
2. Person(s) to conduct child find activities are identified.
3. Child find activities are conducted at least annually.
4. Child find activities (meetings, printed materials and/or public service announcements) are conducted in the native language of the population, as appropriate.

Procedures for interventions in the general education program must ensure that:

1. Criteria/steps for initiating interventions in the general education program are identified.
2. Parents, teachers and other school professionals, as appropriate, are informed of the procedures to initiate interventions in the general education program.
3. Activities are in place to determine whether the interventions are effective.
4. School personnel who are responsible for the implementation/evaluation of the interventions are identified; and
5. The type, frequency, duration and effectiveness of the interventions are documented.

Procedures for referral must ensure that:

1. Steps are in place to refer students after it has been determined that interventions in the general education program are not effective in alleviating the educational difficulties.
2. Steps are in place to refer students directly to the child study team when warranted.
3. Steps are in place to refer students who may have a disability but are advancing from grade to grade.
4. Steps for initiating a referral to the child study team by school personnel identify:
 - a. The information/documentation of student performance required in the referral;
 - b. Forms, if any, that are to be submitted by school personnel;
 - c. School personnel who are responsible to process referrals; and
 - d. Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.
5. Steps for processing written referrals received from parents identify:
 - a. School personnel who are responsible to process referrals from parents; and
 - b. Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.
 - c. School personnel, parents and agencies are informed of referral procedures.

For students with disabilities potentially in need of a surrogate parent, procedures must ensure that:

1. A surrogate parent is provided to a student in accordance with N.J.A.C. 6A:14-2.2 when:
 - a. The parent of the student cannot be identified or located.
 - b. An agency of the State has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student.
 - c. The student is a ward of the state and no State agency has taken steps to appoint a surrogate parent for the student.
 - d. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent and no State agency has taken steps to appoint a surrogate parent for the student.
 - e. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a

SPECIAL EDUCATION (continued)

surrogate parent for the student.

2. The district will make reasonable efforts to appoint a surrogate parent within 30 days of its determination that a surrogate parent is required for a student.
3. The district will appoint a person who will be responsible for appointing surrogate parents and overseeing the process. The responsible person will:
 - a. Determine whether there is a need for a surrogate parent for a student;
 - b. Contact any State agency that is involved with the student to determine whether the State has had a surrogate parent appointed for the student; and
 - c. Make reasonable efforts to select and appoint a surrogate parent for the student within 30 days of determining that there is a need for a surrogate parent for the student.
4. The district will establish a method for training surrogate parents that includes provision of information with respect to parental rights and procedural safeguards available to parents and students in accordance with N.J.A.C. 6A:14.
 - a. The district will appoint a person that will be responsible for training surrogate parents;
 - b. The training of surrogate parents will ensure that surrogate parents have knowledge and skills that ensure adequate representation of the child with a disability;
 - c. The training will be designed to make surrogate parents familiar with State and federal requirements for assessment, individualized education program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
 - d. Surrogate parents will be provided with copies of: the Parental Rights in Special Education booklet; N.J.A.C. 6A:14; the Special Education Process; Code Training Materials from the Department of Education Website; and other relevant materials; and
 - e. Surrogate parents will be provided information to enable them to become familiar with the nature of the child's disability.
5. The district will ensure that:
 - a. All persons serving as surrogate parents have no interest that conflicts with those of the student he or she represents;
 - b. All persons serving as surrogate parents possess knowledge and skills that ensure adequate representation of the student;
 - c. All persons serving as surrogate parents are at least 18 years of age;
 - d. If the school district compensates the surrogate parent for providing such services, a criminal history review of the person in accordance with N.J.S.A. 18A:6-7.1 is completed prior to his or her serving as the surrogate parent; and
 - e. No person appointed as a surrogate parent will be an employee of the New Jersey Department of Education, the district board of education or a public or nonpublic agency that is involved in the education or case of the child.

Policy #3:

Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-2.5 and 3.4, no additional written procedures are required.

SPECIAL EDUCATION (continued)

Policy #4:

An individualized education program is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-2.6 and 3.7, no additional written procedures are required.

Policy #5:

To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-4.2, no additional written procedures are required.

Policy #6:

Students with disabilities are included in statewide and districtwide assessment programs, with appropriate accommodations, where necessary, according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in statewide assessments or the applicable alternate assessment, in grades 3, 4, 5, 6, 7, 8, and high school in the applicable courses.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-4.10, no additional written procedures are required.

Policy #8:

A free, appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are suspended or expelled must ensure that:

1. School officials responsible for implementing suspensions/expulsions in the district are identified.
2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager.
3. A system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons.
4. Suspension from transportation is counted as a day of removal if the student does not attend school.
 - a. If transportation is included in the student's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
5. Removal for at least half of the school day is reported via the ~~Electronic Violence and Vandalism Reporting System (EVVRS)~~ Student Safety Data System (SSDS).

SPECIAL EDUCATION (continued)

6. If the district has an in-school suspension program, participation in the program is **not** considered a removal when determining whether a manifestation determination must be conducted if the program provides the following:
 - a. Opportunity for the student to participate and progress in the general curriculum;
 - b. Services and modifications specified in the student's IEP;
 - c. Interaction with peers who are not disabled to the extent they would have in the current placement; and
 - d. The student is counted as present for the time spent in the in-school suspension program.
7. When a series of short-term removals will accumulate to more than 10 school days in the year:
 - a. School officials and the case manager consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2;
 - b. Written documentation of the consultation between school officials and the case manager is maintained;
 - c. If it is determined that there is no change in placement, school officials, the case manager and special education teacher consult to determine the extent to which services are necessary to:
 1. Enable the student to participate and progress appropriately in the general education curriculum; and
 2. Advance appropriately toward achieving the goals set out in the student's IEP; and
 3. Written documentation of the consultation and services provided is maintained.
8. Steps are in place to convene a meeting of the IEP team and, as necessary or required, conduct a functional behavioral assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, Individuals with Disabilities Education Act Amendments of 2004 20 U.S.C. §1415 et seq.

Procedures regarding the provision of a free, appropriate public education to preschool age students with disabilities must ensure that:

Eligible preschool age children who are not participating in an early intervention program have an IEP in effect by their third birthday. Steps include:

1. Responding to referrals according to N.J.A.C. 6A:14-3.3(e)
2. Having a program in place no later than 90 calendar days from the date of consent.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are advancing from grade to grade must ensure that:

A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:

1. As part of a reevaluation, the IEP team determines that the student continues to require specially designed services to progress in the general education curriculum; and
2. The use of functional assessment information supports the IEP team's determination.

Policy #9:

Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition and have an individualized education program developed and implemented according to N.J.A.C. 6A:14-3.3(e) and

SPECIAL EDUCATION (continued)

N.J.A.C. 6A:14-3.7.3

1. A child study team member of the district will participate in the preschool transition planning conference arranged by the designated service coordinator from the early intervention system and will:
 - a. Review the Part C Individualized Family Service Plan for the child;
 - b. Provide the parent(s) written district registration requirements;
 - c. Provide the parents written information with respect to available district programs for preschool students, including general education placement options; and
 - d. Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child's initial IEP meeting.
2. The Part C service coordinator will be invited to the initial IEP meeting for a student transitioning from Part C to Part B.

Policy #10:

Full educational opportunity to all students with disabilities is provided.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-1.1, no additional written procedures are required.

Policy #11:

The compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:32-7, no additional written procedures are required.

Policy #12:

Provision is made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-6.1 and 6.2, no additional written procedures are required.

Policy #13:

Students with disabilities who are placed in private schools by the district board of education, are provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-1.1 and 7.5(b)3, no additional written procedures are required.

SPECIAL EDUCATION (continued)

Policy #14:

All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)13, no additional written procedures are required.

Policy #15:

The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The district board of education shall maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. Acquire and disseminate to teachers, administrators, school board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services and general education personnel.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)14, no additional written procedures are required.

Policy #16:

Instructional materials will be provided to blind or print-disabled students in a timely manner.

Instructional materials will be provided to blind or print-disabled students in accordance with a plan developed by the district. The plan will be the Individualized Education Program of each student with a disability, which will set forth the instructional materials needed, how they will be provided, and address any assistive technology needed to permit the student to utilize the materials.

Policy #17:

For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent to apply for such services.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)17, no additional written procedures are required.

Policy #18:

SPECIAL EDUCATION (continued)

When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)18, no additional written procedures are required.

Policy #19:

The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-4.5(d), no additional written procedures are required.

***Policy #20:**

The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services.

Procedures:

Due to the specificity of the requirements at N.J.A.C. 6A:14-3.7(c)4, no additional written procedures are required.

***Policy #21:**

The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq. The district board of education shall maintain information to demonstrate its efforts to:

1. Select and implement age-appropriate screening instruments for the early diagnosis of dyslexia and other reading disabilities;
2. Ensure that each student enrolled in the district who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using the selected screening tool no later than the student's completion of the first semester of second grade;
3. Develops a procedure to screen eligible newly-enrolled students in accordance with the legislation;
4. Ensures the screening is administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities; and
5. Ensures that students who are diagnosed with dyslexia or other reading disability receive appropriate evidence-based interventions.

Adopted: No date
Revised: April 30, 2018

SPECIAL EDUCATION (continued)

- Legal References:** N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:46-1 et seq. Classes and Facilities for Handicapped Children
See particularly:
N.J.S.A. 18A:46-13
N.J.S.A. 18A:46A-1 et seq. Auxiliary Services
N.J.A.C. 5:23-1 et seq. Uniform construction code
N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
N.J.A.C. 6A:8-1.2 Scope
N.J.A.C. 6A:8-1.3 Definitions
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:8-4.1 et seq. Implementation of the Statewide Assessment System
N.J.A.C. 6A:8-5.1 et seq. Implementation of Graduation Requirements

N.J.A.C. 6A:9B-1.1 et seq. State board of examiners and certification
See particularly:
N.J.A.C. 6A:9B-11.4 Teacher of students with disabilities
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:15-1.4 Bilingual programs for limited English proficient students

N.J.A.C. 6A:23A-1.1 et seq. Fiscal accountability, efficiency and budgeting procedures
See particularly:
N.J.A.C. 6A:23A-17.4 to -17.7, -18.1 et seq.
N.J.A.C. 6A:26-6.1 et seq. Planning and Construction Standards for School Facilities

N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-7.1 et seq. Student Records
N.J.A.C. 6A:32-8.3 School attendance
N.J.A.C. 6A:33-1.1 et seq. School attendance

Every Student Succeeds Act, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.
20 U.S.C.A. 1400 et seq. - 1990 Individuals With Disabilities Education Act, P.L. 101-476 (formerly Education for All Handicapped Children Act--Part B)
29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973
34 CFR 76.1 et seq. - General Administrative Regulation EDGAR
34 CFR 77.1 et seq. - General Administrative Regulation EDGAR
34 CFR 300 - Assistance to States for the Education of Children with Disabilities (IDEA Regulations)

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Agostini v. Felton, 521 U.S. 203 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

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

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204, 1216-17 (C. A.3 1993)

SPECIAL EDUCATION (continued)

Cedar Rapids Community School District v. Garrett F., 526 U.S. 66 (1999)

Possible

<u>Cross References:</u>	*1120	Board of education meetings
	*4112.2	Certification
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*5114	Suspension and expulsion
	*5120	Assessment of individual needs
	*5125	Pupil records
	*5131	Conduct/discipline
	*5200	Nonpublic school pupils
	*6121	Nondiscrimination/affirmative action
	*6145	Extracurricular activities
	*6151	Class size
	*6164.2	Guidance services
	*6164.4	Child study team
	*9322	Public and executive sessions

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

SOUTH AMBOY BOARD OF EDUCATION
South Amboy, New Jersey

FILE CODE: 5145.7

 Monitored Mandated Other Reasons

Policy

GENDER IDENTITY AND EXPRESSION

The South Amboy Board of Education believes that a school culture that supports student achievement, respects the values of all students, and fosters understanding of gender identity and expression within the school community is a safe learning environment. New Jersey law and district policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, gender identity or gender expression. Therefore, in keeping with these mandates, the board is committed to creating a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

The board believes that fostering this understanding successfully requires cooperation and good communication between the parents/guardians, school administration, school staff and the school community. The chief school administrator shall ensure that students with gender identity or expression concerns and their parents/guardians shall be given the opportunity to discuss these issues and participate in the educational planning and programming for their student. The chief school administrator may consult the experiences and expertise of qualified school staff as well as external resources where appropriate.

To proactively plan for a safe learning environment free of discrimination and harassment, students and parents/guardians of students with gender identity and expression concerns are encouraged to alert the school district and schedule a meeting with the chief school administrator or designee. Upon request, the chief school administrator or designee shall schedule a meeting with the parent/guardian and the student for the purpose of evaluating the needs of the student and planning any accommodations that may be considered to facilitate a respectful and comfortable school program that supports the student's achievement.

The board believes the responsibility for determining a student's gender identity rests with the student or, in the case of young students not yet able to advocate for themselves, with the parent. Therefore, the board will accept a student's assertion of his or her gender identity when there is consistent and uniform assertion of the gender identity, or other evidence that the gender identity is sincerely held as a part of the student's core identity. The board will not question or disregard the assertion of a student's gender identity. However, the board authorizes the chief school administrator or designee to question a student's asserted gender when there is a credible basis for believing the student's gender identity is being asserted for some improper purpose.

Definitions:

- A. "Gender Identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. Everyone has a gender identity.
- B. "Transgender" is a term which describes people whose gender identity or gender expression is different from their assigned gender at birth.
- C. "Gender expression" refers to the way a person expresses gender to others in ways that are socially defined as either masculine or feminine, such as through behavior, clothing, hairstyles, activities, voice or mannerisms.
- D. "Gender non-conforming" refers to gender-related identity and/or gender expression which does not

EQUAL EDUCATIONAL OPPORTUNITY (continued)

conform to the social expectations or norms for a person of that gender assigned at birth.

- E. "Transition" refers to the process in which a person goes from living and identifying as one gender to living and identifying as another.

Harassment, Intimidation and Bullying

The board shall make every effort to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation, and/or bullying and free from discrimination on account of actual or perceived race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, nationality, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known, disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, family status or other distinguishing characteristic.

Complaints alleging discrimination shall be reported to the school affirmative action officer according to board policies (2224, 4111.1/4211.1 and 6121 Nondiscrimination/Affirmative Action).

Any student experiencing or observing harassment, intimidation and bullying is encouraged to report the incident to a member of school staff. Any staff member observing or receiving a report of harassment, intimidation or bullying shall report the incident to the principal the same day the incident is observed or the report received according to board policy 5131.1 Harassment, Intimidation and Bullying. All reported incidents of discrimination, harassment, intimidation, and bullying shall be promptly investigated and resolved according to law and board policy.

Confidentiality and Privacy

School personnel may not disclose information that may reveal a student's transgender or gender non-conforming status, except as allowed by law. Under the Family Education Rights Privacy Act (FERPA), only those school employees with a legitimate educational need may have access to a student's records or the information contained within those records. Disclosing confidential student information to other employees, students, parents, or other third parties may violate privacy laws, including but not limited to FERPA. Transgender students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom, and how much of their private information to share with others.

Students who do not want their parents/guardians to know about their transgender status shall be addressed on a case-by-case basis. Prior to notification of any parent or guardian regarding the transition process, school staff should work closely with the student to assess the degree to which, if any, the parents/guardians will be proactively involved in the process considering the health, well-being, and safety of the transitioning student. However, no school staff shall purposely withhold student record information from a minor student's parent/guardian unless providing such information will place the student in immediate harm of abuse or neglect. Additionally, in accordance with law, parents/guardians and/or the appropriate local officials shall be informed when there is any suspicion of injury or harm to the student or other students.

Coordination of School Accommodations

In planning appropriate accommodations for a student who is transgender or transitioning, the chief school administrator or designee, parents/guardians and the student and other qualified staff or consultants, as necessary, shall meet to discuss actions that the district and school personnel may take to create a safe learning environment, including:

EQUAL EDUCATIONAL OPPORTUNITY (continued)

A. Names/Pronouns

School staff shall be directed to address the student by the name and pronoun corresponding to their gender identity that is consistently asserted at school. Students are not required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. To the extent possible and consistent with these guidelines, school personnel shall make efforts to maintain the confidentiality of the student's transgender status.

School documentation such as student IDs shall be issued in the name that reflects a student's gender identity that is consistently asserted at school.

B. Sports and Physical Education

Transgender students shall be provided the same opportunities to participate in physical education as are all other students. Generally, students may be permitted to participate in physical education and sports in accordance with the student's gender identity that is consistently asserted at school. Participation in competitive interscholastic athletic activities will be resolved on a case-by-case basis and according to the standards established by the New Jersey State Interscholastic Athletic Association (NJSIAA).

C. Restroom and Locker Room Accessibility

The district aims to support transgender students while also ensuring the safety and comfort of all students. The chief school administrator together with the parents/guardians, student and other qualified staff or consultants shall evaluate options for the use of restrooms and locker rooms by the transgender students and consider the following factors, including, but not limited to:

1. The transgender student's preference;
2. Protecting student privacy;
3. Maximizing social integration of the transgender student;
4. Minimizing stigmatization of the student;
5. Ensuring equal opportunity to participate;
6. The student's age; and
7. Protecting the safety of the students involved.

Generally students may have access to the restroom or locker room that corresponds to the gender identity or expression that they consistently assert at school and no student shall be forced to accept an accommodation with which he/she disagrees. A transgender or transitioning student who expresses a need or desire for increased privacy may be provided with reasonable alternative arrangements. Reasonable alternative arrangements may include the use of a private area, or a separate changing schedule, or use of a single stall, gender neutral restroom. Any alternative arrangement shall be provided to the extent possible in a way that protects the student's ability to keep his or her transgender status confidential.

A transgender student should not be required to use a locker room or restroom that conflicts with the student's gender identity or expression consistently asserted at school.

D. Gender Segregation in Other Areas

As a general rule, in any other circumstances where students are separated by gender in school activities

EQUAL EDUCATIONAL OPPORTUNITY (continued)

(i.e. overnight field trips), students may be permitted to participate in accordance with the gender identity or expression consistently asserted at school. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors set forth above.

E. Dress Code

Students have the right to dress in accordance with their gender identity or expression that is consistently asserted at school, within the constraints of the school policy for student dress (5132 Student Dress). School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

F. Privacy

The chief school administrator and/or his or her designees are expected to work closely with the student and his or her parents/guardians in formulating an appropriate plan regarding the confidentiality of the student's transgender or transitioning status that works for both the student and the school. Privacy considerations may also vary with the age of the student.

Where the transgender or transitioning student feels more supported and safe when other students are aware that they are transgender or transitioning, school staff shall be given guidance and training appropriate for facilitating a respectful school climate. School personnel may be directed to work closely with the student, parents/guardians, other family members and other staff members on a plan to inform and educate the student's peers. It may also be appropriate to engage external resources to assist with educational efforts.

Resources for Transgender or Transitioning Students

If a school staff member observes that a gender identity issue is creating challenges for a student at school or if a student indicates an intention to transition, the staff member shall alert the school counselor and encourage the student to meet with the school counselor if appropriate. School staff shall make every effort to support the student and encourage the support and respect of student peers and staff during school.

When a student indicates an intention to transition, the school counselor, as appropriate, shall offer assistance and provide the student, and/or their parents/guardians as appropriate, with information, resources and referral services regarding the issues associated with gender identity and expression and/or formal gender transition. The school counselor shall also provide information regarding gender transition planning at school. The counselor shall coordinate the measures planned and taken at school for supporting the student and creating a sensitive supportive environment at school. These measures may include:

- A. Making resources available to parents/guardians who have additional questions or concerns;
- B. Developing age-appropriate lessons for students about gender diversity and acceptance; and
- C. Staff training surrounding vigilance to prevent possible harassment, intimidation and bullying issues that may arise for transgender or transitioning students.

Reports of harassment, intimidation and bullying shall be promptly investigated and resolved according to board policy 5131.1 Harassment, Intimidation and Bullying.

Official Records

EQUAL EDUCATIONAL OPPORTUNITY (continued)

To the extent that the school is not legally required to use a student's legal name or gender on school records and other documents, the school shall use the name and gender preferred by the student.

Each school is required to maintain a permanent student record of each student, which includes the legal name of the student as well as the student's biological gender. In addition, schools are required to use a student's legal name and gender on standardized tests and reports to the State Education Department.

A student's permanent student record may be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable law. The following documentation may be provided:

- A. A court order or birth certificate demonstrating the student's new name.
- B. For a legal change of gender, the student must provide a birth certificate indicating the student's legal gender, or a valid passport indicating the student's legal gender.

Adopted: April 30, 2018

Key Words

Gender Identity, Transgender, Gender Expression, Gender Non-conforming

<u>Legal References:</u>	<u>N.J.S.A.</u> 2C:16-1	Bias intimidation
	<u>N.J.S.A.</u> 2C:33-4	Harassment
	<u>N.J.S.A.</u> 10:5-1 <u>et seq.</u>	Law Against Discrimination
	<u>N.J.S.A.</u> 18A:6-5	Inquiry as to religion and religious tests prohibited
	<u>N.J.S.A.</u> 18A:6-6	No sex discrimination
	<u>N.J.S.A.</u> 18A:26-1	Citizenship of teachers, etc.
	<u>N.J.S.A.</u> 18A:26-1.1	Residence requirements prohibited
	<u>N.J.S.A.</u> 18A:29-2	Equality of compensation for male and female teachers
	<u>N.J.S.A.</u> 18A:37-14	Harassment, intimidation, and bullying defined;
	through -19	definitions
	<u>N.J.S.A.</u> 18A:36-20	Discrimination; prohibition
	<u>N.J.A.C.</u> 6A:7-1.1 <u>et seq.</u>	Managing for Equality and Equity in Education
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

Executive Order 11246 as amended

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

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

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

Comprehensive Equity Plan, New Jersey Department of Education

Doe v. Regional School Unit 26, No. 12-582 (Me. Jan. 30, 2014)

EQUAL EDUCATIONAL OPPORTUNITY (continued)

NJSIAA, Constitution, Bylaws, Rules and Regulations, Transgender Policy (pg. 75),
<http://www.njsiaa.org/resources/njsiaa-handbook>

Possible

<u>Cross References:</u>	*2224	Nondiscrimination/affirmative action
	*4111	Recruitment, selection and hiring
	*4111.1	Nondiscrimination/affirmative action
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*4211	Recruitment, selection and hiring
	*4211.1	Nondiscrimination/affirmative action
	*4231/4231.1	Staff development; inservice education/visitations/conferences
	*5131	Conduct/discipline
	*5131.1	Harassment, intimidation and bullying
	*5145.4	Equal educational opportunity
	*6121	Nondiscrimination/affirmative action
	*6145	Extracurricular activities

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

The following organizations provide support to transgender individuals:

- GLSEN (The Gay, Lesbian, Straight Education Network) model policy. GLSEN is a prominent organization supporting GLBT youth. They have resources about creating safe and supportive environments for students.
- The Trevor Project is the leading national organization focused on crisis and suicide prevention efforts among lesbian, gay, bisexual, transgender and questioning youth.

Resources For Parents, Educators, And Service Providers:

Founded in 1972 with the simple act of a mother publicly supporting her gay son, PFLAG is the nation's largest family and ally organization.

PFLAG Resources

- Welcoming our Trans Families and Friends
Download this free guide (PDF) to get the basics on what being transgender means, how to talk about it, and how to find the resources that can support you.
- Find a PFLAG Chapter.
There are more than 350 chapters of Parents, Families and Friends of Lesbians and Gays (PFLAG) across the U.S. Find one near you right now.

Partner Organizations Resources

- National Center for Transgender Equality
Knowing and using correct language can be very important to transgender and gender non-conforming people, just like everyone else. Here is a handy terminology guide regarding gender identity.
- American Psychological Association
This downloadable pamphlet from the APA answers questions about transgender people, gender identity

EQUAL EDUCATIONAL OPPORTUNITY (continued)

and gender expression.

Parent and Educator Resources

• Gender Spectrum

Raising children who don't fit neatly into male or female boxes brings a wealth of questions and uncertainties. Here you will find information and support to assist you in your search for answers.

• Trans Youth Equality Foundation

The Trans Youth Equality Foundation is based in Maine, but offers education, advocacy and support for transgender and gender non-conforming children and youth and their families everywhere by sharing information about the unique needs of this community and partnering with families, educators and service providers to help foster a healthy, caring, and safe environment for all transgender children.

• Families in TRANSition: A Resource Guide for Parents of Trans Youth

Families in TRANSition: A Resource Guide for Parents of Trans Youth is the first comprehensive Canadian publication (created by Central Toronto Youth Services) to address the needs of parents and families supporting their trans children. It summarizes the experiences, strategies, and successes of a working group of community consultants – researchers, counselors, parents, advocates as well as trans youth themselves.

• Matt Kailey, author of My Child is Transgender: 10 Tips for Parents of Adult Trans Children

This gentle and easy-to-use FAQ gives people an accessible set of guidelines that can be used in everyday life.

• Working with Transgender Youth (Lambda Legal & Child Welfare League of America)

Like all young people in care, transgender youth are entitled to bias-free attention to their unique needs and to be safe in their placements and services. This guide, created by Lambda Legal and the Child Welfare League of America, provides child welfare professionals who work with transgender young people with education about transgender issues and tools to help prepare them to work sensitively with these clients.

• Trans Youth Family Allies (TYFA)

TYFA works to empower children and families by partnering with educators, service providers and communities, to develop supportive environments in which gender may be expressed and respected. They envision a society free of suicide and violence in which all children are respected and celebrated.

2018-2019
Tenure Staff List
(as of April 30, 2018)

ATTACHMENT H

Teachers
Alcuri, Veronica
Alfaro, Diosmeriada
Aquino-Soares, Maria
Bizien, Diane
Bourgeau, Denis
Brown, Cynthia
Buchanan, Michelle
Butler, Laura
Cannon, Loretta
Castello, Gregory
Davidson, Mary Judith
DeSouza, Eileen
Doherty, Elisabeth
Dougherty, Robert
Downs, Nicole
Elson, Michael
Falco, Cindy
Falvo, Barbara
Fincke, Michelle
Finochio, Frank
Flynn, Linda
Ghezzi, Lawrence
Gundrum, George
Gundrum, Kimberly
Haag, Diana
Harduby, George
Harlan, Sheri
Heiry, Thomas (CST)
Holton, Linda
Housman, Cathy
Kelly-Jurgens, Maureen
Kenny, Carrie
Kipper, Lauryn
Kosmoski, Mary Lou

Teachers
Koy, Sharon
Kuhn, Gary
Kwatkoski, Jill
Laino, Karen
LaVigne, Joy
Lewis, Linda
Lewis, Mary-Anne
Lieboff, Shari (CST)
McQuade, Jennifer
Mecca, Anthony
Mollis, Catharine
Nisraiyya, Geeta
Palmeri, Colleen
Parks, Robert
Patterson, Nicole
Peterson, Ellen
Reilly, Tracey
Rolzhausen, Patti
Garriton, Lindsey
Schaefer, Kerry
Schnyderite, John
Sherman, Wendy
Smocovich, Diane
Spinapont, Sarah
Stoddard, Russell
Stratton, Phyllis
Strumwasser, Lauren (CST)
Tice, Georgann
Trzeciak, Kelly
Tsoukas, Eleni

Teachers
Vona, Tara
Wilkinson, Jennifer
Williams, Jennifer
Wilson, Lisa
Wohlt, Brian
Yuan, Chester
Zomro, Gabrielle

Administrators
Frascella, Peter
Blekeski, Kenneth
Dunphy, Sean
McCabe, Patrick
Robbins, Christine

Guidance
Masella, Michelle
Przywara, Joy

Secretaries
Affriol, Hope
Charmello, Joyce
Graifer, Carrie
Leonard, Michelle
O'Connor, Anna Mae
Walsh, Kathy-retiring 1/1/19
Wolfe, Amy

2018-2019
NonTenure Staff List
(as of April 30, 2018)

<i>Teachers</i>	<i>Tenure Date</i>
Ahmed, Shifa	10/18/20
Bates, Lindsay	9/2/21
Breder, Jo-Ann	1/2/20
Carnathan, Stephanie	10/20/19
Cotter, E. Lorraine	9/2/21
Gonsalves, Jared	7/2/19
Grasso, Jessica	9/2/21
Heitmeyer, Diane (CST)	9/2/19
Hughes, Shane	9/2/18
Kovacs, Nancy	9/2/19
Pagnotta, Katherine	9/2/21
Partenope, Colleen	9/28/21
Shay, Susan	9/2/21
Torretta, Martina	9/2/18
Vancil, Nicole	9/2/20

<i>Administrators</i>	<i>Tenure Date</i>
Gurczeski, Jr., Martin	11/2/20

<i>Bus Driver - PT</i>	<i>Tenure Date</i>
Del Prete, Sandra	N/A

<i>Custodians/Maintenance</i>	<i>Tenure Date</i>
Bikowski, Thomas	N/A
Creed, Robert	N/A
Gennaro, Anthony	N/A

Kemprowski, Sheri - Sprvr	N/A
Lakatos, Deryk	N/A
Lamanna, Philip - PT	N/A
Palmer, Gari	N/A
Randazzo, Ronald	N/A
Reagan, Eugene	N/A
Reilly, Monika	N/A
Tomaszewski, Teresa	N/A
Wolenski, Mark	N/A

<i>Paraprofessional Staff (FT)</i>	<i>Tenure Date</i>
Bartlinski, Lizbeth	N/A
Connors, Beverly	N/A
Crowley, Joan	N/A
Cyriax, Judith	N/A
Gonzalez, Evelyn	N/A
McNamara, Eileen	N/A
Rutkowski, Deborah	N/A
Strzykalski, Maureen	N/A

<i>Secretaries</i>	<i>Tenure Date</i>
Navarria, Nicole	1/3/21
Nigaglioni, Shayla	1/3/21
Santoro, Kristina	9/26/20

SOUTH AMBOY SCHOOL DISTRICT
South Amboy, NJ 08879**Job Description**

Instruction/Curriculum

CERTIFIED**TITLE: TEACHER COACH****QUALIFICATIONS:**

1. Valid New Jersey Instructional Certificate (Cert Codes: 0000, 1000-2350, 2500-4199)
2. Demonstrate knowledge of subject specialty and effective teaching methods, resources, and technologies.
3. Demonstrate skills in analyzing and using data for instructional decision-making
4. Ability to maintain a positive learning environment
5. Strong interpersonal, problem-solving, communication and organizational skills required to effectively facilitate coaching and staff development
6. Ability to design (individually or in collaboration with others) high quality professional development for teachers/school staff
7. Required criminal history background check and proof of U.S. citizenship or legal resident alien status
8. Current residency in New Jersey, approved residency waiver or candidate agrees to obtain residency within one year of employment

REPORTS TO: Superintendent/Designated Administrator**SUPERVISES AND/OR PROVIDES SERVICES TO:** Pupils, and when assigned, assists & supports classroom teachers and paraprofessionals.**JOB GOAL:**

Enhance the instructional practices at the classroom level and raise the level of student achievement in a non-supervisory role; assists teachers in helping pupils to develop skills, attitudes and knowledge needed to provide a good foundation for continued academic success.

PERFORMANCE RESPONSIBILITIES:

1. Works to achieve the New Jersey Student Learning Standards and district educational goals and objectives by coordinating the efforts of teachers to promote active learning and skills development in the classroom.
2. Coordinates and assists the efforts of teachers to develop lesson plans and instructional materials and provides opportunities for individualized and small group instruction in order to adapt the curriculum to the needs of each pupil, serving as a resource person to staff for this and other activities.
3. Coordinates and assists the efforts of teachers to set specific objectives wherever possible in lessons.
4. Coordinates and assists teachers in their efforts to assess pupil academic progress and personal growth toward stated objectives of instruction, including acquisition of basic skills.
5. Monitors student progress utilizing district approved data collection methods and provides reports, presentations, and guidance for planning and implementation purposes.
6. Coordinates and assists teachers in their efforts to identify pupil needs and to cooperate with other professional staff members in assessing and resolving learning problems.
7. Coordinates and assists teachers in their efforts to maintain professional competence and continuous improvement through in-service education and other professional growth activities.
8. Facilitates school-based, high quality professional development; works with teachers (in teams or

individually) to refine their knowledge and skills, including in-class coaching and modeling of instructional strategies.

9. Coordinates and assists teachers in their participation in school-level planning, faculty meetings/committees and other school system groups. Builds consensus among staff concerning efficient delivery of educational services.
10. Coordinates and assists teachers in their efforts to makes effective use of community resources to enhance the instructional program.
11. Assists the building principal and district superintendent in assembling materials for reports, state-required documents, annual plans, procedures, budgets, purchase orders, grant applications, news releases, and seminars and workshops for staff, as assigned.
12. Attends meetings as assigned and accurately reports back to administrative staff on items related to achieving district educational goals.
13. Performs other duties within the scope of his/her employment and certification as may be assigned.

**TERMS OF
EMPLOYMENT:** 10 Months

**ANNUAL
EVALUATION:** Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations

Approved by: South Amboy Board of Education

Date: April 30, 2018

Revised:



South Amboy Public Schools

240 John Street, South Amboy, New Jersey 08879
Phone: 732-525-2100 • Fax: 732-727-0730

ATTACHMENT J

Jorge E. Diaz
Superintendent

www.sapublicschools.com
jdiaz@sapublicschools.com

TO: Board Members

FROM: Jorge E. Diaz, Superintendent

DATE: April 25, 2018

SUBJECT: HIB Incident Report – April 30, 2018 Board Meeting

Attached please find HIB Investigation Report Form(s) for discussion/acceptance at the April 30, 2018 Board of Education Meeting. A 2017-2018 Investigation Summary Report has been below for your information.

If you require additional information please feel free to contact me.

April 2018			
School	# of Investigations	# of Bullying Incidents Occurring	# Bullying Incidents Did Not Occur
ES	0	0	0
MS	1	0	1
HS	2	0	2
Total	3	0	3

2017 - 2018 Year to Date Investigation Summary			
School	# of Investigations	# of Bullying Incidents Occurring	# Bullying Incidents Did Not Occur
ES	4	2	2
MS	4	2	2
HS	2	0	2
Total	10	4	6

South Amboy School District Expense Account Adjustment Analysis By Account#

va_exaa1.082406
03/01/2018

ATTACHMENT K

Current Cycle : March

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
11-000-100-566-10-65-	TUITION - PRIV SP ED	ABA	000137	03/01/2018	PFRASCELLA	\$497,261.60	(\$8,000.00)	\$489,261.60
11-000-213-100-11-10-00-030	SAL - NURSE MHS	TESTING	000132	03/01/2018	PFRASCELLA	\$79,024.00	(\$75.00)	\$78,949.00
		Salary Line Adj	000134	03/01/2018	PFRASCELLA	\$78,949.00	(\$600.00)	\$78,349.00
Total For Account # 11-000-213-100-11-10-00-030 (\$675.00)								
11-000-213-100-11-20-00-030	SAL-SUB NURSE-MHS	Salary Line Adj	000134	03/01/2018	PFRASCELLA	\$600.00	\$600.00	\$1,200.00
11-000-218-380-02-62-00-060	COPIER LEASE MHS	Quarterly Bill	000129	03/01/2018	PFRASCELLA	\$4,150.00	\$4,000.00	\$8,150.00
11-000-219-104-11-10-00-030	SAL-CHILD STUDY TEAM MHS	Salary Line Adj	000134	03/01/2018	PFRASCELLA	\$150,400.50	\$5,250.00	\$155,650.50
11-000-219-104-11-10-00-060	SAL-CHILD STUDY TEAM ELM	Salary Line Adj	000134	03/01/2018	PFRASCELLA	\$150,400.50	(\$7,050.00)	\$143,350.50
11-000-219-105-11-10-00-060	SAL-SP SERV SEC ELEM	Salary Line Adj	000134	03/01/2018	PFRASCELLA	\$12,515.50	\$1,800.00	\$14,315.50
11-000-219-320-01-65-00-030	PROF SERVICES MHS	Behavior Specialist	000121	03/01/2018	PFRASCELLA	\$12,195.00	\$9,000.00	\$21,195.00
11-000-219-320-01-65-00-060	PROF SERVICES - ELEM	ABA	000137	03/01/2018	PFRASCELLA	\$0.00	\$8,000.00	\$8,000.00
11-000-219-600-01-65-00-030	SUPPLIES - DIST. TEST	TESTING	000132	03/01/2018	PFRASCELLA	\$3,400.00	\$75.00	\$3,475.00
11-000-222-600-04-13-00-060	SUPPLIES - ELEM LIBRARY	Classroom Books	000123	03/01/2018	PFRASCELLA	\$727.50	\$8,000.00	\$8,727.50
11-000-230-105-11-10-	SAL - SUPT SECY	Classroom Books	000123	03/01/2018	PFRASCELLA	\$78,692.25	(\$8,000.00)	\$70,692.25
		Quarterly Bill	000129	03/01/2018	PFRASCELLA	\$70,692.25	(\$5,250.00)	\$65,442.25
Total For Account # 11-000-230-105-11-10- (\$13,250.00)								
11-000-251-100-11-10-	SAL - BUSINESS ADMIN	Check Paper	000126	03/01/2018	PFRASCELLA	\$130,815.00	(\$530.00)	\$130,285.00
11-000-251-100-11-11-	SAL - BUSINESS OFFICE	Training	000125	03/01/2018	PFRASCELLA	\$143,183.00	(\$250.00)	\$142,933.00
11-000-251-330-01-00-	PURCH PROF SERVICES	Training	000125	03/01/2018	PFRASCELLA	\$9,050.00	\$250.00	\$9,300.00
11-000-251-592-01-00-	SEMINARS/CONFERENCE	ASBO	000128	03/01/2018	PFRASCELLA	\$450.00	(\$40.00)	\$410.00
11-000-251-600-01-00-	SUPPLIES	Check Paper	000126	03/01/2018	PFRASCELLA	\$6,010.00	\$530.00	\$6,540.00
11-000-251-890-01-00-	DUES, FEES, OTHER	ASBO	000128	03/01/2018	PFRASCELLA	\$1,875.00	\$40.00	\$1,915.00
11-000-252-340-06-02-	TECH SERV - CONTRACT	Technology Supplies	000122	03/01/2018	PFRASCELLA	\$18,985.00	(\$2,992.50)	\$15,992.50
11-000-252-600-06-00-	SUPPLIES - TECH COORD	Technology Supplies	000122	03/01/2018	PFRASCELLA	\$5,125.60	\$2,992.50	\$8,118.10
11-000-261-800-01-71-	UTILITIES - WATER/SEWER	Quarterly Bill	000129	03/01/2018	PFRASCELLA	\$32,500.00	\$1,250.00	\$33,750.00
11-000-262-420-01-70-	SERVICES - GROUNDS	Snow Removal	000127	03/01/2018	PFRASCELLA	\$12,500.00	\$500.00	\$13,000.00
11-000-262-610-01-72-	SUPPLIES - GROUNDS	Snow Removal	000127	03/01/2018	PFRASCELLA	\$4,000.00	(\$500.00)	\$3,500.00
11-000-262-622-01-70-	UTILITIES-ELECTRICITY	Gas/Electric Costs	000130	03/01/2018	PFRASCELLA	\$172,000.00	\$17,500.00	\$189,500.00
		Electric Bill	000131	03/01/2018	PFRASCELLA	\$189,500.00	\$800.00	\$190,300.00
Total For Account # 11-000-262-622-01-70- \$18,300.00								

South Amboy School District
Expense Account Adjustment Analysis By Account#
 Current Cycle : March

va_exeaf1.082406
 03/01/2018

ATTACHMENT K

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
11-000-291-241-01-00- -	PERS PENSION CONT	Pers Pension Liability	000124	03/01/2018	PFRASCELLA	\$185,733.48	\$18,081.00	\$203,814.48
11-000-291-270-01-80- -	EE HEALTH BENEFITS	Pers Pension Liability	000124	03/01/2018	PFRASCELLA	\$2,003,517.00	(\$18,081.00)	\$1,985,436.00
11-000-291-290-01-01- -	OTHER BENEFITS	Gas/Electric Costs	000130	03/01/2018	PFRASCELLA	\$110,060.00	(\$17,500.00)	\$92,560.00
		Electric Bill	000131	03/01/2018	PFRASCELLA	\$92,560.00	(\$800.00)	\$91,760.00
			Total For Account # 11-000-291-290-01-01- -				(\$18,300.00)	
11-150-100-320-11-10-00-030	PURCH PROF-HOME INST	Behavior Specialist	000121	03/01/2018	PFRASCELLA	\$19,600.00	(\$9,000.00)	\$10,600.00
11-190-100-106-11-13-00-060	SAL - PARA LUNCH	Salary Line Adj	000135	03/01/2018	PFRASCELLA	\$21,382.83	\$3,151.00	\$24,533.83
11-190-100-106-11-15-00-060	STIP - ADD'L TCHR DUTIES	Salary Line Adj	000135	03/01/2018	PFRASCELLA	\$1,000.00	\$316.00	\$1,316.00
11-190-100-106-11-16-00-060	SAL - PARA ELEM	Salary Line Adj	000135	03/01/2018	PFRASCELLA	\$89,120.39	\$750.00	\$89,870.39
11-204-100-106-11-12-00-060	SAL - PARAS LLD	Salary Line Adj	000135	03/01/2018	PFRASCELLA	\$57,507.94	(\$4,217.00)	\$53,290.94
11-212-100-101-11-10-00-030	SAL - TEACHER MD MHS	M/H - ELM Location	000133	03/01/2018	PFRASCELLA	\$140,054.30	\$39,000.00	\$179,054.30
11-212-100-101-11-11-00-060	SAL - TEACHER MD ELEM	M/H - ELM Location	000133	03/01/2018	PFRASCELLA	\$189,431.00	(\$39,000.00)	\$150,431.00
11-240-100-101-11-10-00-060	SAL - TEACHER ESL	ESL Salary Adj	000196	03/01/2018	PFRASCELLA	\$52,294.00	(\$2,100.00)	\$50,194.00
11-240-100-101-11-20-00-060	SAL-TCHR SUB ESL	ESL Salary Adj	000196	03/01/2018	PFRASCELLA	\$8,000.00	\$2,100.00	\$10,100.00

Total Current Appr.

\$0.00

**South Amboy Board of Education
Expenditures 3/20/2018 - 4/30/2018**

Bills For	Amount
Regular Bills	475,627.59
3/15/18 Payroll	462,847.15
3/31/18 Payroll	428,019.00
TOTAL	\$ 1,366,493.74
March Agency	760,034.19

Certified Correct

The above claims were certified correct by the Board Secretary.

Signature/Board Secretary



South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : April

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check #	Check Date	Check Description	Check Type
POSTED CHECKS								
ACELERO LEARNING MONMOUTH/MIDDLESEX INC./ 5113	52 20-218-200-325-00-00-060	180626	02-18SA	26,400.00	18486	04/30/2018	PEEA PUR SERV-HEAD START	C
ACELERO LEARNING MONMOUTH/MIDDLESEX INC./ 5113	52 20-218-200-325-00-00-060	180626	03-18 SA	26,400.00	18486	04/30/2018	PEEA PUR SERV-HEAD START	C
Total For ACELERO LEARNING MONMOUTH/MIDDLESEX INC./ 5113				\$52,800.00				
AHERA CONSULTANTS INC./ 4492	52 11-000-262-420-01-71- -	180785	18-3045	610.00	18487	04/30/2018	SERVICES - BUILDINGS	C
AHERA CONSULTANTS INC./ 4492	52 11-000-262-420-01-71- -	180786	18-3046	1,400.00	18487	04/30/2018	SERVICES - BUILDINGS	C
Total For AHERA CONSULTANTS INC./ 4492				\$2,010.00				
ASBO INTERNATIONAL/ 2922	52 11-000-251-890-01-00- -	180809	826811	230.00	18488	04/30/2018	DUES, FEES, OTHER	C
ATLANTIC TOMORROWS OFFICE/ 5038	52 11-000-240-390-02-01-00-030	180787	CNIN736725	19.87	18489	04/30/2018	MHS COPIER LEASE	C
ATLANTIC TOMORROWS OFFICE/ 5038	52 11-000-240-600-02-00-00-030	180758	ARIN447613	250.10	18489	04/30/2018	SUPPLIES - MHS	C
ATLANTIC TOMORROWS OFFICE/ 5038	52 11-190-100-500-04-03-00-060	180787	CNIN736725	691.31	18489	04/30/2018	COLOR COPY USAGE	C
Total For ATLANTIC TOMORROWS OFFICE/ 5038				\$961.28				
AXISPLUS BENEFITS/ 4484	50 11-000-291-270-01-80- -	180216	3009	28.00	18469	04/12/2018	EE HEALTH BENEFITS	C
AXISPLUS BENEFITS/ 4484	52 11-000-291-270-01-80- -	180216	2959	28.00	18490	04/30/2018	EE HEALTH BENEFITS	C
Total For AXISPLUS BENEFITS/ 4484				\$56.00				
BANYAN SCHOOL/ 5081	52 11-000-100-566-10-65- -	180349	J.K. 3/18	4,918.88	18491	04/30/2018	TUITION - PRIV SP ED	C
BRETT DINOVI & ASSOCIATES, LLC/ 5117	52 11-000-219-320-01-65-00-030	180735	180735	3,237.50	18492	04/30/2018	PROF SERVICES MHS	C
BRETT DINOVI & ASSOCIATES, LLC/ 5117	52 11-000-219-320-01-65-00-030	180769	180769	3,662.50	18492	04/30/2018	PROF SERVICES MHS	C
BRETT DINOVI & ASSOCIATES, LLC/ 5117	52 11-000-219-800-12-65-00-060	180674	180674	125.00	18492	04/30/2018	DUES, FEES, OTHER	C
BRETT DINOVI & ASSOCIATES, LLC/ 5117	52 20-270-200-300-01-00-00-060	180674	180674	218.75	18492	04/30/2018	NCLB TITLE II -SO AMBOY	C
Total For BRETT DINOVI & ASSOCIATES, LLC/ 5117				\$7,243.75				

South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : April

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check #	Check Date	Check Description	Check Type
POSTED CHECKS								
BROOKFIELD SCHOOLS/ 4000	52 11-150-100-320-11-10-00-030	180635	0003133-IN	270.00	18493	04/30/2018	PURCH PROF-HOME INST	C
BUDGET GLASS WORKS, LLC/ 5036	52 11-000-261-420-02-71- -	180663	3088	250.00	18494	04/30/2018	MAINT REPAIRS MHS	C
BUDGET GLASS WORKS, LLC/ 5036	52 11-000-261-420-02-71- -	180757	3083	425.00	18494	04/30/2018	MAINT REPAIRS MHS	C
	Total For BUDGET GLASS WORKS, LLC/ 5036			\$675.00				
BUSCH LAW GROUP, LLC/ 4734	52 11-000-230-331-01-00- -	180113	13745	2,491.50	18495	04/30/2018	LEGAL SERVICES	C
BUSCH LAW GROUP, LLC/ 4734	52 11-000-230-331-01-00- -	180113	13797	3,019.50	18495	04/30/2018	LEGAL SERVICES	C
	Total For BUSCH LAW GROUP, LLC/ 4734			\$5,511.00				
CABLEVISION LIGHTPATH, INC./ 4358	50 11-190-100-340-06-04-00-030	180029	22152105	2,677.82	18470	04/12/2018	INTERNET SERVICES	C
CABLEVISION LIGHTPATH, INC./ 4358	50 11-190-100-340-06-04-00-030	180029	22144023	3,297.00	18470	04/12/2018	INTERNET SERVICES	C
	Total For CABLEVISION LIGHTPATH, INC./ 4358			\$5,974.82				
CAPUTO, KATHY/ 5132	52 11-000-291-290-01-01- -	180772	04691459	37.04	18496	04/30/2018	OTHER BENEFITS	C
CHILDREN'S CENTER OF MONMOUTH COUNTY/ 1401	52 11-000-261-800-01-01- -	180169	18-125-3	8,210.16	18497	04/30/2018	TUITION - PRIV SP ED	C
CITY OF SOUTH AMBOY/ 3233	50 11-000-261-800-01-71- -	180196	99997170-1 4/18	106.19	18472	04/12/2018	UTILITIES - WATER/SEWER	C
CITY OF SOUTH AMBOY/ 3233	50 11-000-261-800-01-71- -	180196	99997170-2 4/18	236.32	18472	04/12/2018	UTILITIES - WATER/SEWER	C
CITY OF SOUTH AMBOY/ 3233	50 11-000-261-800-01-71- -	180196	99997170-3 4/18	64.55	18472	04/12/2018	UTILITIES - WATER/SEWER	C
CITY OF SOUTH AMBOY/ 3233	50 11-000-261-800-01-71- -	180196	99999989-0 4/18	842.19	18472	04/12/2018	UTILITIES - WATER/SEWER	C
	Total For CITY OF SOUTH AMBOY/ 3233			\$1,249.25				
COLLIER SERVICES/ 3932	52 11-000-100-566-10-65- -	180343	MARCH 2018	6,140.00	18498	04/30/2018	TUITION - PRIV SP ED	C
CPC BEHAVIORAL HEALTHCARE/ 3125	52 11-000-100-566-10-65- -	180280	FEB 2018	12,942.00	18499	04/30/2018	TUITION - PRIV SP ED	C
CPC BEHAVIORAL HEALTHCARE/ 3125	52 11-000-100-566-10-65- -	180280	MARCH 2018	12,942.00	18499	04/30/2018	TUITION - PRIV SP ED	C
	Total For CPC BEHAVIORAL HEALTHCARE/ 3125			\$25,884.00				
DCRP/ 4740	50 11-000-291-249-01-00- -	180210	FEB 2018	111.38	18473	04/12/2018	DCRP CONTRIBUTION	C
DCRP/ 4740	50 11-000-291-249-01-00- -	180210	MAR 2018	46.31	18473	04/12/2018	DCRP CONTRIBUTION	C
	Total For DCRP/ 4740			\$157.69				

South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : April

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check #	Check Date	Check Description	Check Type
POSTED CHECKS								
DELTA DENTAL OF NJ/ 3930	50 11-000-291-270-01-80- -	180008	262065	7,987.64	18474	04/12/2018	EE HEALTH BENEFITS	C
DELTA-T GROUP NORTH JERSEY, INC./ 5010	52 11-000-219-320-01-65-00-030	180734	200762018	517.50	18500	04/30/2018	PROF SERVICES MHS	C
DELTA-T GROUP NORTH JERSEY, INC./ 5010	52 11-000-219-320-01-65-00-030	180734	200761667	175.00	18500	04/30/2018	PROF SERVICES MHS	C
DELTA-T GROUP NORTH JERSEY, INC./ 5010	52 11-000-219-320-01-65-00-030	180734	200762386	602.50	18500	04/30/2018	PROF SERVICES MHS	C
Total For DELTA-T GROUP NORTH JERSEY, INC./ 5010				\$1,295.00				
DIAZ, EFRAIN/ 4937	52 11-402-100-800-08-21-00-030	180801	B BASEBALL 4/10/18	83.00	18501	04/30/2018	OFFICIALS FEES	C
DOBROWOLSKI, ALEX/ 3481	52 11-402-100-800-08-21-00-030	180805	G V SOFTBALL 4/9/18	77.00	18502	04/30/2018	OFFICIALS FEES	C
E & G EXTERMINATORS/ 3211	52 11-000-261-420-02-70- -	180081	434898 MHS	75.00	18503	04/30/2018	MAINT CONTRACTS MHS	C
E & G EXTERMINATORS/ 3211	52 11-000-261-420-02-70- -	180081	43827 MHS	75.00	18503	04/30/2018	MAINT CONTRACTS MHS	C
E & G EXTERMINATORS/ 3211	52 11-000-261-420-04-70- -	180081	438277 ES	75.00	18503	04/30/2018	MAINT CONTRACTS ELEM	C
Total For E & G EXTERMINATORS/ 3211				\$225.00				
EAST MOUNTAIN SCHOOL (CARRIER CLINIC)/ 3628	52 20-250-100-500-01-65-00-030	180166	FEB 2018	6,643.44	18504	04/30/2018	OTHER PURCHASED SERVICES	C
ELSON, MIKE/ 3317	52 11-000-252-800-06-00- -	180771	180771	389.59	18505	04/30/2018	MISC - TECH COORD	C
ESCNJ (BRIGHT BEGINNINGS LEARNING CTR)/ 5017	52 11-000-100-565-10-65- -	180346	MARCH 2018	5,166.00	18506	04/30/2018	TUITION -ESC SP ED	C
ESCNJ / CENTER FOR LIFELONG LEARNING/ 4125	52 11-000-100-565-10-65- -	180350	MARCH 2018	59,221.00	18507	04/30/2018	TUITION -ESC SP ED	C
ESCNJ / NUVIEW ACADEMY/ 4128	52 11-000-100-565-10-65- -	180176	FEB 2018	11,180.00	18508	04/30/2018	TUITION -ESC SP ED	C
ESCNJ / NUVIEW ACADEMY/ 4128	52 11-000-100-565-10-65- -	180176	MAR 2018	19,062.00	18508	04/30/2018	TUITION -ESC SP ED	C
ESCNJ / NUVIEW ACADEMY/ 4128	52 11-000-100-566-10-65- -	180176	FEB 2018	10,000.00	18508	04/30/2018	TUITION - PRIV SP ED	C
Total For ESCNJ / NUVIEW ACADEMY/ 4128				\$40,242.00				

South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : April

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check # Date	Check Description	Check Type
POSTED CHECKS							
ESCNJ / PISCATAWAY REGIONAL DAY SCHOOL/ 4130	52 11-000-100-565-10-65- -	180345	MARCH 2018	7,902.00	18509 04/30/2018	TUITION -ESC SP ED	C
ESCNJ TRANSPORTATION/ 1250	52 11-000-270-517-10-65- -	180182	SOAMB MAR FY18	9,747.40	18510 04/30/2018	ESC & CTSA - REG ED	C
ESCNJ TRANSPORTATION/ 1250	52 11-000-270-518-10-65- -	180182	SOAMB MAR FY18	73,200.85	18510 04/30/2018	ESC & CTSA - SPEC ED	C
Total For ESCNJ TRANSPORTATION/ 1250				\$82,948.25			
EVANEGO, CHRIS/ 5137	52 11-402-100-800-08-21-00-030	180802	G V SOFTBALL 3/19/18	77.00	18511 04/30/2018	OFFICIALS FEES	C
GAMBLE, KEDRA/ 5075	52 20-270-200-300-01-00-00-060	180320	S06-18	1,600.00	18512 04/30/2018	NCLB TITLE II	C
GENESIS EDUCATIONAL SERVICES, INC./ 3207	52 11-190-100-340-06-02-00-030	180755	18-1207	350.00	18513 04/30/2018	EMAIL SUPPORT - MHS	C
HAKS ENGINEERS, ARCHITECTS & LAND SURVEY/ 5025	52 11-000-261-420-02-70- -	180396	NJ133002	322.00	18514 04/30/2018	MAINT CONTRACTS MHS	C
HEINEMANN/ 4093	52 11-000-240-600-04-00-00-060	180651	6883332	5,406.40	18515 04/30/2018	SUPPLIES - ELEMENTARY	C
HOLMDEL BOARD OF EDUCATION/ 4796	52 11-000-100-562-10-65- -	180448	18-00059	5,462.20	18516 04/30/2018	TUITION -OTHR LEA SP ED	C
HOME DEPOT/ 3656	50 11-000-261-420-01-71- -	180797	6025533	95.42	18475 04/12/2018	MAINT REPAIRS BD	C
HOME DEPOT/ 3656	50 11-000-261-420-01-71- -	180797	5560824	9.35	18475 04/12/2018	MAINT REPAIRS BD	C
HOME DEPOT/ 3656	50 11-000-261-420-01-71- -	180797	9580469	18.70	18475 04/12/2018	MAINT REPAIRS BD	C
HOME DEPOT/ 3656	50 11-000-261-420-01-71- -	180797	9580470	12.45	18475 04/12/2018	MAINT REPAIRS BD	C
HOME DEPOT/ 3656	50 11-000-261-420-01-71- -	180797	9580471	1.97	18475 04/12/2018	MAINT REPAIRS BD	C
HOME DEPOT/ 3656	50 11-000-261-420-01-71- -	180797	4015117	13.94	18475 04/12/2018	MAINT REPAIRS BD	C
HOME DEPOT/ 3656	50 11-000-261-420-01-71- -	180797	4015118	68.90	18475 04/12/2018	MAINT REPAIRS BD	C
HOME DEPOT/ 3656	50 11-000-261-420-01-71- -	180797	3020723	22.41	18475 04/12/2018	MAINT REPAIRS BD	C
HOME DEPOT/ 3656	50 11-000-261-420-01-71- -	180797	20980	24.90	18475 04/12/2018	MAINT REPAIRS BD	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	4646291	349.99	18475 04/12/2018	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	2011700	126.00	18475 04/12/2018	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	125086	46.91	18475 04/12/2018	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	5590726	7.94	18475 04/12/2018	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	2024022	10.40	18475 04/12/2018	SUPPLIES - MAINT	C

South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : April

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check #	Check Date	Check Description	Check Type
POSTED CHECKS								
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	4110313	202.33	18475	04/12/2018	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	4560111	20.82	18475	04/12/2018	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	2012224	308.45	18475	04/12/2018	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	8023562	210.35	18475	04/12/2018	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	3023976	49.13	18475	04/12/2018	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	9024356	-6.98	18475	04/12/2018	CM 7234157	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	9024356	150.08	18475	04/12/2018	SUPPLIES - MAINT	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	7234158	-3.38	18475	04/12/2018	CM 5254324	C
HOME DEPOT/ 3656	50 11-000-261-610-01-70- -	180797	7234158	6.98	18475	04/12/2018	SUPPLIES - MAINT	C
			Total For HOME DEPOT/ 3656	\$1,747.06				
HOUGHTON MIFFLIN HARCOURT PK-6TH/ 1002	52 11-000-219-600-01-65-00-030	180454	953524818	91.95	18517	04/30/2018	SUPPLIES - DIST. TEST	C
INDCO, INC./ 5027	52 11-000-262-610-01-70- -	180722	1800537	1,329.84	18518	04/30/2018	SUPPLIES - CUSTODIAL	C
INDCO, INC./ 5027	52 11-000-262-610-01-70- -	180722	1800857	185.36	18518	04/30/2018	SUPPLIES - CUSTODIAL	C
			Total For INDCO, INC./ 5027	\$1,515.20				
INSIGHT INVESTMENTS, LLC./ 4612	52 11-000-252-800-06-00- -	180760	INV209315	50.24	18519	04/30/2018	INSIGHT INVESTMENTS, LLC	C
INSIGHT INVESTMENTS, LLC./ 4612	52 11-190-100-610-06-01-00-030	180760	INV209315	1,078.12	18520	04/30/2018	INSIGHT INVESTMENTS, LLC	C
			Total For INSIGHT INVESTMENTS, LLC./ 4612	\$1,128.36				
INSPIRED INSTRUCTION, LLC/ 5070	52 20-270-200-500-01-00-00-030	180707	3021	4,400.00	18521	04/30/2018	NCLB TITLE II-SA MHS	C
INSPIRED INSTRUCTION, LLC/ 5070	52 20-270-200-500-01-00-00-030	180747	3022	750.00	18521	04/30/2018	NCLB TITLE II-SA MHS	C
INSPIRED INSTRUCTION, LLC/ 5070	52 20-270-200-500-01-00-00-060	180747	3022	450.00	18521	04/30/2018	OTHER PURCH SERVICES-ELM	C
			Total For INSPIRED INSTRUCTION, LLC/ 5070	\$5,600.00				
JAR SYSTEMS, LLC/ 5120	52 11-190-100-610-06-01-00-030	180706	8326	295.00	18522	04/30/2018	SUPPLIES - TECHNOLOGY MHS	C
JCP&L/ 2806	50 11-000-262-622-01-70- -	180028	10000974312 9 4/18	254.90	18477	04/12/2018	UTILITIES-ELECTRICITY	C
JCP&L/ 2806	50 11-000-262-622-01-70- -	180028	10000974168 5 4/18	12,169.41	18477	04/12/2018	UTILITIES-ELECTRICITY	C
JCP&L/ 2806	50 11-000-262-622-01-70- -	180028	10001014706 2 4/18	8,383.52	18477	04/12/2018	UTILITIES-ELECTRICITY	C
			Total For JCP&L/ 2806	\$20,807.83				

South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : April

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check #	Check Date	Check Description	Check Type
POSTED CHECKS								
JEFF LAMPART LANDSCAPING, LLC./ 4598	52 11-000-262-420-01-70- -	180767	37347	1,655.00	18523	04/30/2018	SERVICES - GROUNDS	C
JEFF LAMPART LANDSCAPING, LLC./ 4598	52 11-000-262-420-01-70- -	180789	37392	2,850.00	18523	04/30/2018	SERVICES - GROUNDS	C
Total For JEFF LAMPART LANDSCAPING, LLC./ 4598				\$4,505.00				
KEMPROWSKI, SHERI/ 4978	52 11-000-262-800-01-00- -	180815	180815	325.71	18524	04/30/2018	DUES, FEES, OTHER	C
KUMAR GAS CO / DELTA/ 2830	52 11-000-270-615-01-75- -	180232	MARCH 2018	514.00	18525	04/30/2018	BUS FUEL & REPAIRS	C
LIMINEX, INC./ 4761	52 11-000-252-330-06-02- -	180656	INV5567	8,190.00	18526	04/30/2018	PROF SVC - WEB FILTER	C
M&W COMMUNICATIONS, INC./ 4533	52 11-000-251-600-01-00- -	180732	302462	567.89	18527	04/30/2018	SUPPLIES	C
MAGIC TOUCH CONSTRUCTION CO/ 3087	52 11-000-261-420-01-71- -	180777	8501	326.00	18528	04/30/2018	MAINT REPAIRS BD	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71- -	180026	74327 2/26-3/28/18	385.33	18479	04/12/2018	UTILITIES - WATER/SEWER	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71- -	180026	54327 2/27-3/28/18	419.14	18479	04/12/2018	UTILITIES - WATER/SEWER	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71- -	180026	05217 2/27-3/28/18	120.80	18479	04/12/2018	UTILITIES - WATER/SEWER	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71- -	180026	00427 2/27-3/28/18	250.11	18479	04/12/2018	UTILITIES - WATER/SEWER	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71- -	180026	37817 2/27-3/28/18	143.24	18479	04/12/2018	UTILITIES - WATER/SEWER	C
MIDDLESEX WATER COMPANY/ 1210	50 11-000-261-800-01-71- -	180026	10427 2/27-3/28/18	313.97	18479	04/12/2018	UTILITIES - WATER/SEWER	C
Total For MIDDLESEX WATER COMPANY/ 1210				\$1,632.59				
MILLER MECHANICAL CORPORATION/ 4645	52 11-000-261-420-04-70- -	180192	3428	2,400.00	18529	04/30/2018	MAINT CONTRACTS ELEM	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-000-219-390-08-65-00-060	180053	12371020418	200.00	18478	04/12/2018	COPIER LEASE	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-000-221-600-01-65-00-060	180053	12371020418	416.00	18478	04/12/2018	CURRICULUM SUPPLIES	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-000-230-339-01-02- -	180053	12371020418	350.00	18478	04/12/2018	SUPT COPIER LEASE	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-000-240-390-02-01-00-030	180053	12371020418	150.00	18478	04/12/2018	MHS COPIER LEASE	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-000-240-390-04-01-00-060	180053	12371020418	400.00	18478	04/12/2018	ELEM 2NDFL COPIER LEASE	C

South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : April

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check #	Check Date	Check Description	Check Type
POSTED CHECKS								
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-000-251-340-01-00- -	180053	12371020418	150.00	18478	04/12/2018	COPIER LEASE	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-190-100-500-02-01-00-030	180053	12371020418	1,200.00	18478	04/12/2018	MHS COPIER LEASE	C
MUNICIPAL CAPITAL FINANCE/ 5061	50 11-190-100-500-04-01-00-060	180053	12371020418	1,107.23	18478	04/12/2018	ELEM 1STFL COPIER LEASE	C
Total For MUNICIPAL CAPITAL FINANCE/ 5061				\$3,973.23				
NATIONAL FENCE SYSTEMS, INC./ 5131	52 11-000-261-610-01-70- -	180784	0193270-IN	110.14	18530	04/30/2018	SUPPLIES - MAINT	C
NATIONAL FENCE SYSTEMS, INC./ 5131	52 11-000-261-610-01-70- -	180784	0193214-IN	45.96	18530	04/30/2018	SUPPLIES - MAINT	C
Total For NATIONAL FENCE SYSTEMS, INC./ 5131				\$156.10				
NEW ROAD SCHOOLS OF NJ, INC./ 1368	52 11-000-100-566-10-65- -	180167	0037311-IN	8,063.98	18531	04/30/2018	TUITION - PRIV SP ED	C
NEW ROAD SCHOOLS OF NJ, INC./ 1368	52 11-000-100-566-10-65- -	180167	0037564-IN	13,283.76	18531	04/30/2018	TUITION - PRIV SP ED	C
NEW ROAD SCHOOLS OF NJ, INC./ 1368	52 20-250-100-500-01-65-00-030	180167	0037311-IN	3,954.66	18531	04/30/2018	OTHER PURCHASED SERVICES	C
Total For NEW ROAD SCHOOLS OF NJ, INC./ 1368				\$25,302.40				
NJ ADVANCE MEDIA/ 4778	52 11-000-230-590-01-73- -	180778	104499951	210.90	18532	04/30/2018	LEGAL ADS/NOTICES	C
NJPSA/ 2112	52 20-218-200-329-01-00-CO-	180629	180629	145.00	18533	04/30/2018	NJASCD	C
NJPSA/ 2112	52 20-270-200-300-01-00-00-060	180587	41634	149.00	18534	04/30/2018	NJPSA	C
NJPSA/ 2112	52 20-270-200-300-01-00-00-060	180587	41635	149.00	18535	04/30/2018	NJPSA	C
NJPSA/ 2112	52 20-270-200-300-01-00-00-060	180587	41636	149.00	18536	04/30/2018	NJPSA	C
Total For NJPSA/ 2112				\$592.00				
NJSC/ 3762	52 20-270-200-500-01-00-00-030	180319	180319	350.00	18537	04/30/2018	NCLB TITLE II-SO AMBOY	C
NJSIAA/ 1876	52 11-402-100-800-07-22-00-030	180588	0064061-IN	336.00	18538	04/30/2018	NJSIAA/TRACK	C
OHARA, JAMES/ 3820	52 11-402-100-800-08-21-00-030	180803	G V SOFTBALL 3/27/18	77.00	18539	04/30/2018	OFFICIALS FEES	C
ON-SITE FLEET SERVICE/ 3936	52 11-000-270-615-01-75- -	180776	330075481	271.71	18540	04/30/2018	BUS FUEL & REPAIRS	C
PAPER MART INC./ 4357	52 11-190-100-610-04-00-00-060	180762	2336076	1,051.60	18541	04/30/2018	WORKBOOKS - ELEM	C

South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : April

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check #	Check Date	Check Description	Check Type
POSTED CHECKS								
PEARSON EDUCATION, INC./ 1049	52 11-190-100-610-02-18-00-030	180641	4025442017	271.26	18542	04/30/2018	INSTR SUPPLIES - MHS	C
PHOENIX ADVISORS, LLC/ 4749	52 11-000-230-339-01-01- -	180766	180766	850.00	18543	04/30/2018	OTHER PURCHASED SVC	C
PITNEY BOWES / RENTAL, SUPPLIES/ 50	11-000-230-590-01-72- -	180057	3305552420	458.76	18480	04/12/2018	DISTRICT POSTAGE	C
4222								
PSE&G/ 1213	50 11-000-262-621-01-70- -	180027	50310003842 3 3/18	320.66	18481	04/12/2018	UTILITIES-NATURAL GAS	C
PSE&G/ 1213	52 11-000-262-621-01-70- -	180027	50310003990 4 4/18	4,448.65	18544	04/30/2018	UTILITIES-NATURAL GAS	C
				\$4,769.31				
RAZWILAVICH, THOMAS/ 4056	52 11-401-100-110-11-10-00-030	180792	180792	1,224.00	18545	04/30/2018	SAL - CO CURRICULAR	C
READY REFRESH BY NESTLE/ 4834	52 11-000-251-600-01-00- -	180065	08C04441889 57	47.28	18546	04/30/2018	SUPPLIES	C
READY REFRESH BY NESTLE/ 4834	52 11-000-251-600-01-00- -	180065	08D04441889 57	21.14	18546	04/30/2018	SUPPLIES	C
				\$68.42				
ROBINSON, WILLIAM F./ 3248	52 11-402-100-800-08-21-00-030	180808	B V BASEBALL 3/19/18	83.00	18547	04/30/2018	OFFICIALS FEES	C
RUTGERS CTR FOR LITERACY DEVELOPMENT/ 3168	52 20-231-200-300-01-00-00-060	180326	1956860	1,650.00	18548	04/30/2018	NCLB TITLE I -PURCH SVCS	C
RUTGERS UBHC/ 4622	52 11-000-100-562-10-65- -	180001	FEB 2018	6,283.00	18549	04/30/2018	RUTGERS UBHC	C
RUTGERS UBHC/ 4622	52 11-000-100-562-10-65- -	180001	MARCH 2018	6,283.00	18550	04/30/2018	RUTGERS UBHC	C
				\$12,566.00				
SAKER SHOPPRITES, INC./ 5079	52 11-212-100-610-02-00-00-030	180334	05530251922	12.93	18551	04/30/2018	INSTR SUPP - LIFE SKILLS	C
SAKER SHOPPRITES, INC./ 5079	52 11-212-100-610-02-00-00-030	180334	05530345394	11.23	18551	04/30/2018	INSTR SUPP - LIFE SKILLS	C
				\$24.16				
SAYREVILLE BD OF ED/ 4299	52 20-270-200-300-01-00-00-060	180666	JAN 2018	375.00	18552	04/30/2018	NCLB TITLE II -SO AMBOY	C
SCANLON, MICHAEL/ 4497	52 11-402-100-800-08-21-00-030	180804	G V SOFTBALL 3/27/18	77.00	18553	04/30/2018	OFFICIALS FEES	C

South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : April

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check #	Check Date	Check Description	Check Type
POSTED CHECKS								
SCHOOL SPECIALTY, INC./ 1315	52 11-190-100-610-02-18-00-030	180137	30810280579	68.01	18555	04/30/2018	School Specialty	C
SCHOOL SPECIALTY, INC./ 1315	52 11-190-100-610-04-18-00-060	180099	30810279172 9 4	1,118.97	18554	04/30/2018	School Specialty	C
Total For SCHOOL SPECIALTY, INC./ 1315				\$1,186.98				
SCIENTIFIC WATER CONDITIONING, CO./ 4951	52 11-000-261-420-04-70- -	180041	44782	187.50	18556	04/30/2018	MAINT CONTRACTS ELEM	C
SD GAMEDAY, LLC/ 4875	52 11-402-100-300-11-11-00-030	180194	10556	110.00	18557	04/30/2018	PURCHASED SERVICES (300-	C
SHEEHY, JOE/ 3148	52 11-402-100-800-08-21-00-030	180807	G V SOFTBALL 3/19/18	77.00	18558	04/30/2018	OFFICIALS FEES	C
SILVERGATE PREPARATORY, LLC/ 4989	52 11-150-100-320-11-10-00-030	180743	19634	108.00	18559	04/30/2018	PURCH PROF-HOME INST	C
SOUTH AMBOY BOE (CAFETERIA)/ 4166	52 20-218-200-800-00-00-060	180816	043029	1,907.51	18560	04/30/2018	PEEA OTHER OBJECTS	C
SOUTH AMBOY BOE (CAFETERIA)/ 4166	52 20-218-200-800-00-00-060	180816	043034	1,676.88	18560	04/30/2018	PEEA OTHER OBJECTS	C
Total For SOUTH AMBOY BOE (CAFETERIA)/ 4166				\$3,584.39				
STRATTON, BRIAN/ 4695	52 11-401-100-110-11-10-00-030	180793	180793	612.00	18561	04/30/2018	SAL - CO CURRICULAR	C
STRATTON, BRIAN/ 4695	52 11-401-100-110-11-10-00-030	180793	180793-18	1,913.00	18561	04/30/2018	SAL - CO CURRICULAR	C
Total For STRATTON, BRIAN/ 4695				\$2,525.00				
STRATTON, SAMANTHA/ 4271	52 11-401-100-110-11-10-00-030	180794	180794	1,224.00	18562	04/30/2018	SAL - CO CURRICULAR	C
TINY TOTS THERAPY, INC./ 4134	52 11-000-219-320-07-65-00-060	180175	20148368	4,897.00	18563	04/30/2018	PROF SERV OT/IPT	C
TRANE U.S., INC./ 4239	52 11-000-261-420-02-71- -	180709	38845320	2,340.00	18564	04/30/2018	MAINT REPAIRS MHS	C
TRANE U.S., INC./ 4239	52 11-000-261-420-02-71- -	180709	38904611	2,340.00	18564	04/30/2018	MAINT REPAIRS MHS	C
TRANE U.S., INC./ 4239	52 11-000-261-610-01-70- -	180788	4054073	107.52	18564	04/30/2018	SUPPLIES - MAINT	C
Total For TRANE U.S., INC./ 4239				\$4,787.52				
TREASURER-STATE OF NEW JERSEY/ 3219	50 11-000-262-800-01-00- -	180799	180297760	30.00	18482	04/12/2018	NJ DEPT OF TREASURY	C

South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : April

Vendor Name/ Number	Ba- tch Account #	PO #	Invoice #	Check Amount	Check #	Check Date	Check Description	Check Type
POSTED CHECKS								
U.S. BANK EQUIPMENT FINANCE/ 5056	50 11-000-252-440-01-00- -	180151	354125205	1,889.72	18483	04/12/2018	LEASE/TECH EQUIP	C
VERIZON/ 1461	50 11-000-230-530-01-00- -	180032	3167676	244.30	18484	04/12/2018	TELEPHONE/COMMUNICATIONS	C
VERIZON/ 1461	50 11-000-230-530-01-00- -	180032	3169354	39.69	18484	04/12/2018	TELEPHONE/COMMUNICATIONS	C
VERIZON/ 1461	50 11-000-230-530-01-00- -	180032	7219594	78.55	18484	04/12/2018	TELEPHONE/COMMUNICATIONS	C
			3/28-4/23/18					
				\$362.54				
VERIZON WIRELESS/ 4546	50 11-000-230-530-01-00- -	180030	442011932	130.12	18471	04/12/2018	TELEPHONE/COMMUNICATIONS	C
			3/2-4/1/18					
W.B. MASON/ 3923	52 11-000-219-600-00-65-00-060	180680	152860081	217.04	18565	04/30/2018	SUPPLIES	C
W.B. MASON/ 3923	52 11-000-240-600-02-00-00-030	180745	153138469	1,081.50	18565	04/30/2018	SUPPLIES - MHS	C
W.B. MASON/ 3923	52 11-000-240-600-04-00-00-060	180582	152827494	63.88	18565	04/30/2018	SUPPLIES - ELEMENTARY	C
W.B. MASON/ 3923	52 11-000-240-600-04-00-00-060	180582	151733585	69.03	18565	04/30/2018	SUPPLIES - ELEMENTARY	C
W.B. MASON/ 3923	52 11-000-251-600-01-00- -	180765	153308650	402.36	18565	04/30/2018	SUPPLIES	C
W.B. MASON/ 3923	52 11-190-100-610-02-18-00-030	180741	152988874	85.00	18565	04/30/2018	INSTR SUPPLIES - MHS	C
W.B. MASON/ 3923	52 11-190-100-610-02-18-00-030	180761	153689445	103.32	18565	04/30/2018	INSTR SUPPLIES - MHS	C
				\$2,022.13				
W.W. GRAINGER/ 1539	52 11-000-262-610-01-70- -	180072	9739362334	29.46	18566	04/30/2018	SUPPLIES - CUSTODIAL	C
W.W. GRAINGER/ 1539	52 11-000-262-610-01-70- -	180072	9743774748	34.97	18566	04/30/2018	SUPPLIES - CUSTODIAL	C
				\$64.43				
WELLSRING CENTER FOR PREVENTION/ 5135	52 20-270-200-300-01-00-00-060	180783	2320	200.00	18567	04/30/2018	NCLB TITLE II -SO AMBOY	C
XTEL COMMUNICATIONS/ 2855	50 11-000-230-530-01-00- -	180033	40385780	53.43	18485	04/12/2018	TELEPHONE/COMMUNICATIONS	C
ZILS, JOHN/ 4925	52 11-402-100-800-08-21-00-030	180806	G V SOFTBALL 4/9/18	77.00	18568	04/30/2018	OFFICIALS FEES	C
				\$475,627.59				

South Amboy School District Check Register By Vendor Name

Posted Checks : Current Cycle : April

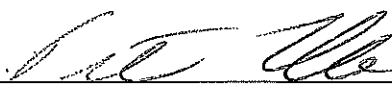
Fund Summary		Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10		11		\$398,059.35				\$398,059.35
20		20		\$77,568.24				\$77,568.24
GRAND		TOTAL		\$475,627.59	\$0.00	\$0.00	\$0.00	\$475,627.59

* Total Prior Cycle Checks Voided in selected cycle(s): **\$0.00**
 Total Checks from selected cycle(s) voided in the selected cycle(s): **\$0.00**

DATE	NUM	CLEARED	DESCRIPTION	CHECK AMOUNT	DEPOSIT AMOUNT	\$ 82,977.73
02/28/18	4834	MAR	NJ FAM SUPP PYMT CTR (REPLACE 8436)	827.68		
03/01/18			MARCH PERS	9,945.01		
03/01/18			MARCH TPAF	18,942.84		
03/12/18			SUI 2/28/2018 Transfer	1,282.43		
03/14/18			PAYROLL 3/15/2018		116,062.35	
03/14/18			PAYROLL 3/15/2018		130,968.29	
03/14/18			SUI 3/15/2018	1,386.03		
03/15/18	8472	MAR	AIG RETIREMENT	425.00		
03/15/18	8473	MAR	AXA EQUITABLE	14,680.00		
03/15/18	8474	MAR	CENTRAL JERSEY CREDIT UNION	1,050.00		
03/15/18	8475	MAR	LINCOLN INVESTMENT PLANNING, INC	1,550.00		
03/15/18	8476	MAR	MG TRUST COMPANY	600.00		
03/15/18	8477	MAR	NJFSPC	413.84		
03/15/18	8478	MAR	OFI TRUST COMPANY, TRUSTEE	1,000.00		
03/15/18	8479	MAR	PRUDENTIAL RETIREMENT	390.11		
03/15/18	8480	MAR	VOYA RETIREMENT & ANNUITY CO.	50.00		
03/15/18			STATE TAXES	15,798.13		
03/15/18			FEDERAL TAXES	112,652.36		
03/28/18			PAYROLL 3/29/2018		115,815.61	
03/28/18			PAYROLL 3/29/2018		119,193.25	
03/28/18			SUI 3/29/2018	1,243.85		
03/29/18			MARCH PERS	11,046.40		
03/29/18			MARCH TPAF	111,410.97		
03/29/18			STATE TAXES	14,737.12		
03/29/18			FEDERAL TAXES	102,196.31		
03/29/18	8481		AFLAC	1,979.20		
03/29/18	8482		AIG RETIREMENT	425.00		
03/29/18	8483		AXA EQUITABLE	15,230.00		
03/29/18	8484		CENTRAL JERSEY CREDIT UNION	1,050.00		
03/29/18	8485		Jamie Kelly, Trustee Superior Court	65.50		
03/29/18	8486		LINCOLN INVESTMENT PLANNING, INC	1,550.00		
03/29/18	8488		NJEA	12,918.74		
03/29/18	8489		NJFSPC	413.84		
03/29/18	8490		OFI TRUST COMPANY, TRUSTEE	1,000.00		
03/29/18	8491		PRUDENTIAL	4,873.10		
03/29/18	8492		PRUDENTIAL RETIREMENT	354.65		
03/29/18	8493	MAR	SOUTH AMBOY BOE SUMMER SAVINGS	34,833.53		
03/29/18	8494	MAR	SOUTH AMBOY BOE FLEX SPENDING	1,675.00		
03/29/18	8495	MAR	SOUTH AMBOY BOE-PR	58,401.49		
03/29/18	8496		VOYA RETIREMENT & ANNUITY CO.	50.00		
03/29/18	8487		MG TRUST COMPANY	600.00		
03/30/18			TRANSFER FROM PUBLIC FUND FOR 3/30/18 PERS	203,813.74		
				<u>760,034.19</u>	<u>482,039.50</u>	<u>\$ (195,016.96)</u>
3/31/2018 STATEMENT				(154,506.93)		
March Outstanding Checks				40,510.03		
				<u>(195,016.96)</u>		

SOUTH AMBOY BOARD OF EDUCATION SUMMARY BOARD SECRETARY REPORT

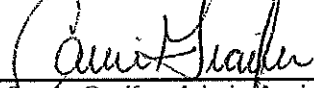
March 31, 2018

	Beginning Cash	Cash Receipts	Disbursed	Ending Bal
General Fund 10	1,043,452.81	1,674,783.17	1,821,563.53	896,672.45
Special Revenue Fund 20	257,191.65	329,997.00	65,906.55	521,282.10
Capital Fund 30	825,078.29	440.80	-	825,519.09
Debt Service Fund 40	135,507.50	-	135,507.50	-
Total Governmental Funds	2,261,230.25	2,005,220.97	2,022,977.58	2,243,473.64
TRUST & AGENCY				
Payroll - Net	-	472,992.20	472,992.20	-
Payroll Agency	107,621.96	482,039.50	760,842.85	(171,181.39)
Employee Summer Savings Plan	209,850.37	34,833.53	-	244,683.90
Flexible Spending/Dependent Care	6,693.65	1,675.00	64.38	8,304.27
SUI	106,779.94	2,629.88	6,339.21	103,070.61
Total Trust & Agency	430,945.92	994,170.11	1,240,238.64	184,877.39
ENTERPRISE FUNDS 60	239,045.48	25,792.86		264,838.34
TOTAL ALL FUNDS	\$ 2,500,275.73	\$ 2,031,013.83	2,022,977.58	\$ 2,508,311.98
				<i>April 18, 2018</i>
Peter Frascella, Business Administrator/Board Secretary				Date

**REPORT OF THE TREASURER
TO THE BOARD OF EDUCATION
South Amboy Board of Education
All Funds
For The Month Ending: March 2018**

FUNDS	(1) Beginning Cash Balance	(2) Cash Receipts MARCH	(3) Cash Disbursements MARCH	(4) Ending Cash Balances (1) + (2) - (3)
Fund 10 - General Fund	1,043,452.81	1,674,783.17	1,821,563.53	896,672.45
Fund 20 - Special Revenue Fund	257,191.65	329,997.00	65,906.55	521,282.10
Fund 30 - Capital Project Fund	825,078.29	440.80	-	825,519.09
Fund 40 - Debt Service Fund	135,507.50	-	135,507.50	-
Total Governmental Funds:	<u>2,261,230.25</u>	<u>2,005,220.97</u>	<u>2,022,977.58</u>	<u>2,243,473.64</u>
Payroll	-	472,992.20	472,992.20	-
Payroll Agency	107,621.96	482,039.50	760,842.85	(171,181.39)
Employee Summer Savings Plan	209,850.37	34,833.53	-	244,683.90
Flexible Spending/Dependent Care	6,693.65	1,675.00	64.38	8,304.27
Unemployment Trust	106,779.94	2,629.88	6,339.21	103,070.61
Total Trust and Agency Funds:	<u>430,945.92</u>	<u>994,170.11</u>	<u>1,240,238.64</u>	<u>184,877.39</u>
Enterprise Food Service Fund	239,045.48	25,792.86	-	264,838.34
TOTAL ALL FUNDS:	<u>2,500,275.73</u>	<u>2,031,013.83</u>	<u>2,022,977.58</u>	<u>2,508,311.98</u>

Prepared and Submitted By:



Carrie Graifer, Admin Assistant to BA

April 18, 2018

Date

MARCH 2018 BALANCES-GENERAL ORGANIZATION ACCOUNT

Accounts	Prior Month Balance	Monthly Changes	Current Balance	NOTES
COURTYARD COMM.	-	-	-	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2020	6,058.35	-	6,058.35	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2021	814.71	-	814.71	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2022	4,560.70	(147.44)	4,413.26	<i>Deposits:</i> Change from P.O.#G-0482(\$2.56) <i>Payments:</i> Colleen Palmeri-Concessions stand supplies & change fund start up(\$150.00)
CLASS OF 2023	710.70	-	710.70	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2024	227.08	-	227.08	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2015	1,484.53	-	1,484.53	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2016	1,075.08	-	1,075.08	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2017	2,626.29	-	2,626.29	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2018	19,963.11	(18,211.50)	1,751.61	<i>Deposits:</i> FL Trip fees(\$3,627.40); Chipotle % night(\$172.10) <i>Payments:</i> Four Seasons Tours-FL Trip airfare payment(\$6,688.00), Trip balance due(\$15,323.00)
CLASS OF 2019	10,874.86	2,916.73	13,791.59	<i>Deposits:</i> Kastle Kreations fundraiser(\$926.00); FL Trip Fees(\$600.00); Candy Sale(\$60.00); Bertucci's % night(\$115.73); Prom Bids(\$1,215.00) <i>Payments:</i> N/A

Attachment N

PLAY	4,855.61	9,048.12	13,903.73	Deposits: Ticket Sales(\$7,484.00); Ad Sales(\$1,570.00); Concessions(\$818.40); Scholarship Donations(\$1,000.00); Auction Revenue(\$1,511.18); Wishes(\$817.00) Payments: Alice Grippa-voice lessons(\$250.00); Monogram Center-cast/crew shirts(\$1,107.00); Phyllis Stratton-reimbursement for expenditures exceeding P.O.#G-0486(\$21.63); Home Depot Credit Services-building material/supplies for set and costumes(\$738.83); The MT Pit-music editing(\$25.00); Brian Stratton-play poster(\$250.00); Copy Shop-play programs(\$1,760.00)
YEARBOOK	446.53	-	446.53	Deposits: N/A Payments: N/A
STUDENT COUNCIL	2,000.81	37.05	2,037.86	Deposits: AHA Wrap Around(\$37.05) Payments: N/A
MISCELLANEOUS	9,626.51	1,878.75	11,505.26	Deposits: History Trip Acct.-Ellis Island Trip fees(\$680.00); 6th Grade Trip Acct.-Joe Corbi's revenue(\$1,198.75) Payments: N/A
LIBRARY	710.63	-	710.63	Deposits: N/A Payments: N/A
NAT'L ART HONOR SOCIETY	1,668.27	-	1,668.27	Deposits: N/A Payments: N/A
PRINCIPAL'S ACCOUNT	15,056.29	4,965.00	20,021.29	Deposits: AP Exam Fee Acct.-registration fees(\$5,000.00); General Acct.-Stop Payment Ck#4715(\$2,000.00) Payments: General Acct.-Steered Straight-replacement check for student/parent presentation(\$2,000.00), Stop Payment Fee-Ck#4715(\$35.00)
PEER LEADERSHIP	-	-	-	Deposits: N/A Payments: N/A
ELEM. BAND	3,767.01	250.00	4,017.01	Deposits: St. Patrick's Day Parade-donation(\$250.00) Payments: N/A
JUNIOR HONOR SOCIETY	3,465.32	(388.60)	3,076.72	Deposits: N/A Payments: Custom Ink-shirts(\$388.60)
SCHOLARSHIPS	-	-	-	Deposits: N/A Payments: N/A
IM/HS BAND	5,998.38	250.00	6,248.38	Deposits: St. Patrick's Day Parade-donation(\$250.00) Payments: N/A

Attachment N

ELEMENTARY SCHOOL YEARBOOK	8,094.88	(3,968.63)	4,126.25	Deposits: N/A deposit(\$3,968.63)	Payments: Herff Jones-yearbook
NATIONAL HONOR SOCIETY	339.88	53.14	393.02	Deposits: Nunzio's % night(\$53.14)	Payments: N/A
ELEM. PRINCIPAL'S ACCT	266.91	500.00	766.91	Deposits: Exxon Grant(\$500.00)	Payments: N/A
TOTAL	104,692.44	(2,817.38)	101,875.06		

MARCH 2018 BALANCES-ATHLETIC FUND ACCOUNT

Accounts	Prior Month Balance	Monthly Changes	Current Balance	NOTES
MISCELLANEOUS ATHLETIC	868.19	325.00	1,193.19	Deposits: Basketball Tournament Registration-SRHS(\$325.00) Payments: N/A
BASKETBALL GAME ADMISSIONS	8,563.39	-	8,563.39	Deposits: N/A Payments: N/A
JIMMY V. FOUNDATION	-	-	-	Deposits: N/A Payments: N/A
BOYS BASKETBALL	1,036.40	-	1,036.40	Deposits: N/A Payments: N/A
BOYS BASEBALL	4,582.22	-	4,582.22	Deposits: N/A Payments: N/A
BOYS SOCCER	0.40	-	0.40	Deposits: N/A Payments: N/A
GIRLS BASKETBALL	2,578.73	-	2,578.73	Deposits: N/A Payments: N/A
GIRLS CHEERLEADING	732.99	(655.75)	77.24	Deposits: N/A Payments: Midwest Impressions-sweats/apparel(\$655.75)
SOFTBALL	1,538.91	-	1,538.91	Deposits: N/A Payments: N/A
PURPLE AND GOLD	3,599.04	1,223.77	4,822.81	Deposits: Concessions revenue(\$1,284.75) Payments: Printed Pixel-senior night banners(\$55.00); Jacqueline's Florist-senior night carnations(\$5.98)
X-Country	37.00	-	37.00	Deposits: N/A Payments: N/A
Girls Tennis	103.75	-	103.75	Deposits: N/A Payments: N/A
MS Cheerleading	152.00	-	152.00	Deposits: N/A Payments: N/A
Girls Soccer	24.96	-	24.96	Deposits: N/A Payments: N/A
MS Softball	314.85	-	314.85	Deposits: N/A Payments: N/A
TOTAL	24,132.83	893.02	25,025.85	

