

COMMERCIAL TOWNSHIP PUBLIC SCHOOLS
Port Norris, New Jersey 08349

HANDBOOK

FOR

TEACHERS

COMMERCIAL TOWNSHIP PUBLIC SCHOOLS
Port Norris, New Jersey 08349

Dear Staff Member:

This handbook is intended to help each employee feel more secure in their position. Each is urged to review this handbook periodically for most of the information that is normally sought through the office of the building principal may be found here.

I wish to thank Jean Smith, Principal of the Haleyville-Mauricetown School and Robert Domico, Principal of the Port Norris School, for their cooperation in helping prepare this handbook. Appreciation is also extended to Sharon Porter for without whose help, this handbook could not have been typed and put together.

Sincerely,

Shelly Schneider
Interim Superintendent

SS/sp

TABLE OF CONTENTS

	<u>PAGE #</u>
Absences, Teacher.....	9, 10
Accident Compensation.....	19
Assemblies.....	19
Assignment, Transfer, Promotion.....	7
Attendance Improvement Plan.....	12
B.A. +15 & MA +30.....	15
Blood Bank Program.....	28
Board of Education & Administration.....	1
Calendar.....	4
Calendar of Events.....	5
Child Study Team.....	19
Classroom, The.....	19 & 20
Class Trips.....	20
Coffee.....	20
Confidentiality.....	20
Cumulative Folders.....	21
Daily Class Programs.....	18
Daily Teachers' Schedules.....	18
Delayed School Openings.....	21
Directory – Board of Education & Administration.....	1
Directory – Faculty – Haleyville-Mauricetown School.....	2
Directory – Faculty – Port Norris School.....	3
Discipline.....	21, 22
Dress Code.....	16
Early Dismissal – Staff & Students.....	22
Emails.....	22
Emergency Lesson Plans.....	22
Emergency School Closings.....	22
Errands.....	23
Evaluations.....	23

	<u>PAGE #</u>
Faculty Meetings.....	23
Field Trips.....	20
Fire Drills.....	23
First Day of School.....	17
Homework.....	23, 24
In-Service Programs.....	24
Intervention & Referral Services.....	25
Job Descriptions.....	
Teacher.....	32, 33
In School Suspension Teacher.....	34, 35, 36
Media Specialist.....	37, 38
School Nurse.....	39, 40
Guidance Counselor.....	41, 42
Social Worker.....	43, 44
Kitchen Visitors.....	26
Leave of Absence Policy.....	10
Lesson Plans.....	26
Lost and Found.....	26
Lunches – Free & Reduced.....	27
Lunch Procedures.....	27
Make Up Work.....	27
Marking Periods.....	27
Organizational Chart.....	6
Parties.....	28
Payroll Dates.....	13
Payroll Deductions.....	14
Personal Days.....	11
Play Periods (Organized & Supervised – Recess).....	28

	<u>PAGE #</u>
Policies.....	28
Weapons & Dangerous Instruments.....	45, 46
Harassment, Intimidation & Bullying.....	47 – 62
Physical Restraint of Students by Staff Members.....	63 – 65
Non-Discrimination/Affirmative Action/Sexual Harassment.....	66 - 68
Drug Free Workplace.....	69
Smoking.....	70, 71
Substance Abuse – Drugs, Steroids, Alcohol.....	72, 73
Professional Policy.....	7
Red Cross Blood Bank.....	28
Religious Holidays.....	29
Schedules, Teachers’.....	18
School Day Schedule.....	18
Smoking.....	29
Staff Attendance Improvement Plan.....	12
Supervised Play.....	28
Supervisory Visits.....	29 & 30
Supplies.....	30
Teacher, The.....	8
Teacher Absence.....	9
Teachers’ Meetings.....	23
Teachers’ Schedules.....	18
Telephones & Cell Phones.....	30
Visitors.....	31

COMMERCIAL TOWNSHIP BOARD OF EDUCATION

2013-2014

Carol Perrelli
President

Melissa Chamberlain
Vice-President

Julie Baum-Abbott

Anna DeFabrites

Guy DeFabrites

Rita Pettit

Marida Tindell

Lewis Tomlin

Stacy Wilson-Smith

Shelly Schneider, Ed. D.
Interim Superintendent

Sharon Porter
Secretary to the Superintendent

Pamela Zook
School Business Administrator

Linda Pancrazio
Assistant to the School Business Administrator

STAFF DIRECTORY - HALEYVILLE-MAURICETOWN SCHOOL

2013-2014

Jean Smith

Principal

Karen Hand

Secretary to the Principal

<u>EMPLOYEE:</u>	<u>HOMEROOM</u>	<u>ASSIGNMENT</u>	<u>ROOM #</u>
Miss Mary Ruth Cox	PS-1	Pre-School	212
Mrs. Marilyn Dickerson	PS-2	Pre-School	213
Mrs. Cynthia Martin/Middleton	PS-3	Pre-School	211
Mrs. Denise Bland	K-1	Kindergarten	208
Mrs. Tina Hayden	K-2	Kindergarten	210
Mrs. Chelsea Etter	K-3	Kindergarten	209
Mrs. Amy Gilson	1-1	First	119
Mrs. Lisa Santiago	1-2	First	207
Mrs. Karen Haddock	1-3	First	121
Mrs. Joyce Cavaliere	2-1	Second	122
Mrs. Sandra Caromano	2-2	Second	123
Mrs. Tricia Sammons	2-3	Second	120
Miss Natalia Michalkiewicz	3-1	Third	104
Mrs. Stefanie Crawford	3-2	Third	105
Mrs. Jennifer Driscoll	3-3	Third	110
Miss Jillian Garant	4-1	Fourth	108
Mrs. Patty Nuskey	4-2	Fourth	106
Miss Brianna Bucci	4-3	Fourth	107
Mrs. Debbie Solomon	5-1	Fifth	101
Miss Rochelle Yunk	5-2	Fifth	102
Mrs. Michelle Clark	5-3	Fifth	109
Mrs. Amy Ellis	SLD	Self-contained K, 1 & 2	113
Mrs. Karen Golway	SLD	Self-contained 3, 4 & 5	116
Mrs. Marilou Weber	R.R.		115
Ms. Brittney Smith	R.R.		103
Mrs. Lauren Eisenhart	R.R.		114

SPECIAL TEACHERS & AIDES

Mr. Doug Glenning	Library	100
Mr. Walter Webster	Music	202
TBA	Speech	Office/142
Mr. Scott Shea	P.E.	Gym/140
Mr. Ryan Comunale	Guidance	Office/150
Miss Kerri Zeleniak	Technology	111
Ms. Mirna Ramos	Spanish	117
Ms. Cheryl VanderGracht	Teacher	
Mrs. Patti Teasenfitz	Nurse	Nurse/148
Mrs. Nora Gerbereux	Aide to Mrs. Martin	Room 211
Mrs. Kathy Vizzard	Aide to Mrs. Dickerson	Room 213
Ms. Linda Givens	Aide to Mrs. Bland	Room 208
Mrs. Joan O'Connell	Aide to Miss Cox	Room 212
Mrs. Dallas Brooks	Aide to Mrs. Etter	Room 209
Mrs. Cynthia Givens	Aide for Special Ed. Students	
Mrs. Irene Horseman	Aide for Mrs. Golway	Room 116
Mrs. Anna Slowinski	Aide to Mrs. Ellis	Room 113
Mrs. Kim Day	Aide to Mrs. Hayden	Room 210
Mr. Brian Saxton	Maintenance Coordinator	Room 126

STAFF DIRECTORY – PORT NORRIS MIDDLE SCHOOL

2013-2014

Robert Domico
Principal

Lisa Robbins
Secretary to the Principal

<u>EMPLOYEE</u>	<u>HOMEROOM</u>	<u>ASSIGNMENT</u>	<u>ROOM #</u>
Mrs. Cathy Vasquez	6-1	Sp. Ed. Math - 6, 7, 8	101
Mr. Matthew Mingin	6-2	Math – 6	102
Ms. Ashley Long	6-3	Language Arts – 6	103
Mrs. Wendy Miller	7-1	Math – 7	207
Mrs. Priscilla Hagerty	7-2	Language Arts – 7	201
Mr. Pete Dolcy	7-3	Soc. Studies – 6, 7, 8	203
Mrs. Jenn Budesa	8-1	Language Arts – 8	202
Mrs. LouAnn Gaddy	8-2	Math – 8	206
Mrs. Janine Brockman	8-3	Science – 6, 7, 8	205
Mrs. Patricia McConville	ASP-1	Academic Success	104
Mr. Kevin Young	ASP-1	Academic Success	104
Mrs. Nancy Brandt	SLD-1	Learning Disabled	204
Mrs. Yajaira Johnson	R.R.	Sp Ed Lang Arts – 6, 7, 8	Library
Mrs. Lisa Baker		In School Suspension	
Mr. Chris Lanterman	Gym	Physical Ed. Teacher	GYM
Ms. Tarin Leech	Guidance	Guidance Counselor	
Mrs. Melanie Pfizenmayer		School Nurse	
Mrs. LaRae Smith	SLD-1	Aide – 6, 7, 8	204
Mr. Anatoly Sokolov	SLD-1	Aide – 6, 7, 8	204

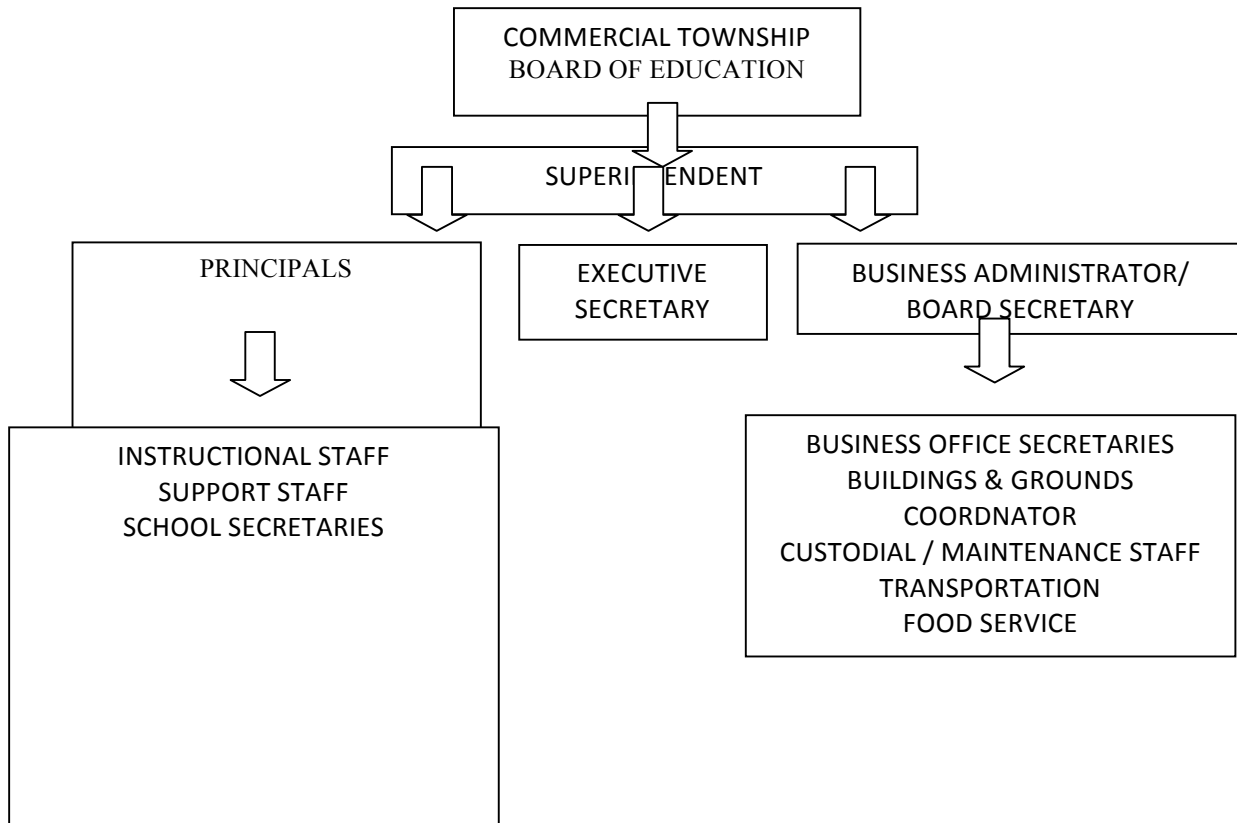
SCHOOL CALENDAR – 2013-2014

<p>3 Staff In-Service</p> <p>4 First Day for Students ½ Day</p> <p>5 ½ Day</p> <p>6 ½ Day</p>	<p>SEPTEMBER 2013</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td style="background-color: #d9ead3;">4</td><td style="background-color: #d9ead3;">5</td><td style="background-color: #d9ead3;">6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<p>FEBRUARY 2014</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td style="background-color: #d9ead3;">17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		<p>17 Presidents' Day – Schools Closed</p>							
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<p>1 New Year's Day – Schools Closed</p> <p>15 ½ Day – Staff In-Service</p> <p>20 M.L. King Day – Schools Closed</p> <p>27 Staff In-Service - Schools Closed</p>	<p>JANUARY 2014</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td style="background-color: #d9ead3;">1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td style="background-color: #d9ead3;">15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td style="background-color: #d9ead3;">20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td style="background-color: #d9ead3;">27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>JUNE 2014</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td style="background-color: #d9ead3;">13</td><td>14</td></tr> <tr><td>15</td><td style="background-color: #d9ead3;">16</td><td style="background-color: #d9ead3;">17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<p>13 ½ Day</p> <p>16 PNS Moving Up Exercises - ½ Day</p> <p>17 Last Day of School ½ Day</p> <p style="text-align: center;">(Tentative Dates)</p>							
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CALENDAR OF SCHOOL EVENTS

September 3 rd -	First Day for Staff!
September 3 rd -	PNS - Back To School Night – 5:00 – 7:00 p.m.
September 4 th -	First Day for Students! (1/2 day)
September 5 th & 6 th -	1/2 days - Staff In-Service in the afternoons
September 16 th -	HMS - Back To School Night – 7:00 p.m.
October 9 th -	½ Day – Staff In-Service in the afternoon
October 14 th -	Columbus Day! Schools Closed
October 21 st -	Staff In-Service! Schools Closed
November 6 th -	End of 1 st Marking Period
November 7 th & 8 th -	NJEA Convention! Schools Closed
November 25 th & 26 th -	Parent Teacher Conferences! (1/2 days)
November 27 th -	Thanksgiving Recess begins (1/2 day)
November 28 th & 29 th -	Thanksgiving Recess! Schools Closed
December 18 th -	Christmas Concert!
December 23 rd – 31 st -	Winter Recess! Schools Closed
January 1 st -	New Year’s Day! Schools Closed
January 15 th -	½ Day – Staff In-Service in the afternoon
January 20 th -	Martin Luther King Day! Schools Closed
January 27 th -	Staff In-Service! Schools Closed
January 27 th -	End of 2 nd Marking Period
February 17 th -	President’s Day! Schools Closed
March 12 th -	½ Day – Staff In-Service in the afternoon
March 24 th -	Staff In-Service! Schools Closed
April 1 st -	End of 3 rd Marking Period
April 10 th , 11 th , 12 th -	School Play!
April 18 th -	Good Friday! Schools Closed
April 21 st – 25 th -	Spring Recess! Schools Closed
May 21 st -	Spring Concert!
May 26 th -	Memorial Day! Schools Closed
June 6 th -	Talent Show!
June 12 th -	End of 4 th Marking Period
June 13 th & 16 th -	Last 3 days of school! (1/2 day) (Tentative Dates)
June 17 th -	Last Day of School! (1/2 day) (Tentative Date)

ORGANIZATIONAL CHART



PROFESSIONAL POLICY

Contracts and Tenure:

1. A contract shall be executed by the Board with each employee during their years of employment in the district.
2. Eligible employees shall be placed on tenure in this system in accordance with the laws of the State of New Jersey.
3. The Superintendent shall present to the Board of Education each year his recommendations as to contract renewals and termination for the following year. The Board will make every effort to advise as soon as possible, but not later than May 15th, each employee with respect to his contract for the following year. A letter will be sent to each employee as soon as possible following the Board action.
4. All contracts or salary agreements with employees shall be in writing and one copy shall be filed with the Business Administrator, one with the Superintendent of Schools and one with the employee.

Assignment, Transfer, Promotion:

Teachers will be assigned, transferred, or promoted to positions in this system upon recommendation of the Superintendent, with the approval of the Board of Education. All transfers or reassignments will be in compliance with Article IV of the Board of Education/Education Association Contract.

Extra Curricular:

Outside employment shall not interfere with the terms of the employee's contract or performance of duties, or reflect unfavorably on the Commercial Township School System.

Termination of Employment:

1. Resignation

Any employee may resign at any time due to ill health or other sufficiently important personal reasons. Those desiring to relinquish their positions for any other reason must give at least 60 days advance written notice.

2. Dismissal

No teacher shall be dismissed from this school except in accordance with N.J.S.A. 18A:27.

THE TEACHER

1. The teacher must be in the classroom not later than the scheduled time. When required to be absent from class to perform other duties, please inform the principal. Teachers may not leave the school building except by permission from the building principal. If a teacher must leave his/her classroom at any time, the teacher must first call the principal's office so that temporary supervision is provided or authorized by that office.
2. The teacher will assist the principal in providing a substitute by giving the earliest possible notice of emergency absence from school.
3. The teacher is responsible for good order in and around the building. Whether on duty or not, teachers should be professional enough to be concerned with misconduct.
4. The teacher shall assume temporary assigned duties when requested by the principal.
5. The teacher will report to the office upon arrival in the morning and sign in the book provided. Mail boxes should be checked for content and office bulletin boards for notices each morning, at lunch time and before leaving in the afternoon.
6. While staff meetings may be scheduled when necessary an effort will be made to schedule meetings on Monday afternoons.
7. To promote professional growth, participation in various professional workshops is encouraged. However, because of the importance of the classroom schedule, requests for released time must be limited. All requests must be presented in writing to the building principal two weeks in advance.
8. All communications to the Superintendent must be channeled through the office of the building principal.

INSTRUCTIONS TO ABSENTEE STAFF MEMBERS

1. Planned Absences - If an employee knows in advance he/she will be absent, he/she should:
 - A. Notify the principal of his/her building.
 - B. Give notice as far in advance as possible.
 - C. Give reason for absence.
 - D. State dates of absence.
 - E. Provide lesson plans to cover period of absence.

2. Emergency Absence - If a teacher becomes ill, etc., following the end of a school day and before the start of the next school day, he/she should:
 - A. Call Sharon Porter and report that they will be absent and will require a substitute teacher. Remember, regardless of the type of absence, illness, personal, etc., you must call Sharon Porter at 785-0312 or 609 364-5827.

Please limit your calls to the following hours:

Mornings - Between 6:00 and 7:00 A.M.

Evenings - No later than 9:00 P.M.

3. Return to Duty - Teachers who have been absent and who have not been able to determine the date of return shall telephone the principal's office before returning to duty.

4. Telephone Numbers:

Shelly Schneider, Superintendent	Office Telephone	785-0840
Sharon Porter, Secretary to Superintendent	Home Telephone	785-0312

Haleyville-Mauricetown School

Jean Smith, Principal	Home Telephone	691-3696
Karen Hand, Secretary to Principal	Home Telephone	785-0084

Port Norris School

Robert Domico, Principal	Home Telephone	327-9130
Lisa Robbins, Secretary to Principal	Home Telephone	305-5110

Board of Education

Superintendent's Office	Office Telephone	785-0840
Pamela Zook, Business Administrator	Office Telephone	785-0362
Linda Pancrazio, Assistant to Bus. Admin.	Office Telephone	785-0362

Principal's Offices

Haleyville-Mauricetown School	Office Telephone	785-2333/0222
Port Norris School	Office Telephone	785-1611

LEAVE OF ABSENCE POLICY

- A. Personal Illness - Personal illness, injury, medical exclusion, or extensive physical examination and treatment; ten (10) days annual leave with unlimited accumulation of unused leave.

- B. Death In the Immediate Family - Immediate family defined as mother, father, spouse, child, brother, sister, or any member of the immediate household; five (5) days leave. Mother-in-law, father-in-law, brother-in-law, sister-in-law, grandmother, grandfather; three (3) days leave.

- C. Serious Illness In The Immediate Family - Immediate family defined as in Item B; three (3) days leave. with prior approval of the Chief School Administrator.

- D. Death of Other Relative or Close Friend - One (1) day leave.

- E. Personal Days - Other emergency of a personal nature, recognition of a religious holiday, court subpoena(s), marriage of teacher or member of immediate family, urgent personal business which cannot be handled outside of school hours or other urgent emergency; three (3) days leave with prior three (3) day notification and approval of the Chief School Administrator.

Three (3) unused personal days per year may be accumulated as sick leave for succeeding years.

- F. Since items B through D are of a “when occurring” nature they cannot be cumulative.

- G. Teachers may apply for professional days. Those requested may be granted at the discretion of the Superintendent.

- H. The term, Personal Business, shall be an acceptable reason for granting one (1) personal day.

PERSONAL DAYS

The Commercial Township Education Association/Board of Education contract stipulates an employee may have three (3) days of personal leave with prior approval of the Chief School Administrator.

The following procedures will be followed in requesting personal leave:

1. A Personal Day Form is to be filed with the building principal, who will submit it to the Superintendent of Schools at least 3 days in advance of the date requested, except under extenuating circumstances.
2. One employee per job category per school day shall be approved, except under extenuating circumstances.
3. The day before and the day after a holiday will not be granted as a personal day, except under extenuating circumstances.
4. The statement "Personal Business" shall be an acceptable reason for granting one (1) personal day.

NOTE: Extenuating circumstances shall be the sole judgment of the Superintendent of Schools.

STAFF ATTENDANCE IMPROVEMENT PLAN

To comply with the State Department of Education's attendance regulations and to fulfill our professional responsibilities the following improvement plan shall be enforced. The objective of this plan is to maintain individual staff absenteeism below an annual rate of 3.5%.

Procedures:

1. All efforts shall be made to create a positive school environment which can encourage staff attendance.
2. Letters of commendation will be awarded to staff members with perfect attendance at the end of each student marking period. Those staff members will also be awarded a \$20.00 gift certificate to be used at The Teacher Center in Millville.
3. Staff members with perfect attendance for the school year will be awarded a \$50.00 Savings Bond by the Board of Education.
4. Staff member's absence record shall be a regular part of our evaluation procedure.
5. The number of staff absences will be reported to the Board of Education at the regular monthly meeting.
6. A physician's written statement certifying disability or the employee's reported illness may be required for any day or days of sick leave claimed and shall be required for any absence which exceeds five (5) consecutive days.
7. Requests for personal days, the day before or the day after a holiday, vacation or school closing, shall be denied except under extenuating circumstances. Personal days shall not be approved during the month of June, except under extenuating circumstances.
8. Only one personal day, per school, per day shall be approved.
9. Regular excessive absence, thirteen (13) or more absences per year, over a period of three (3) years, may be cause for disciplinary action and employees, whose absences are excessive may be recommended for withholding of salary increment, or for non-renewal of a contract.
10. The building principal shall review the attendance records and may conduct a conference with any employee whose record indicates:
 - A. A pattern of absences taking place on the same day of the week;
 - B. A pattern of absences before or after non-working days;
 - C. The number of absences is approaching thirteen (13) days, the yearly allocation and for any other related just reason.
11. Personal days shall be approved only after strict compliance with Article VI, paragraph E of the Supportive Staff Association Contract.
12. Staff members shall be given a written accounting of their attendance and accumulated sick leave prior to September 30th of each school year.

Rules:

Superintendent of Schools

Approved: April 9, 1985

Revised: August 12, 1986

Revised: September 3, 1996

Revised: May 13, 1997

PAYROLL DATES

Please be advised that following is a list of pay dates, cutoff dates for the submission of timesheets for **additional hours and substitutes** for work performed during the 2013-2014 school year. You will note that the following guideline covers **both** specific time periods and due dates:

PAY DATE	DATES COVERED	TIME SHEETS DUE TO PAYROLL DEPT
July 15	June 15 - June 30	July 8
July 30	July 1 - July 15	July 22
August 15	July 16 - July 31	August 5
August 30	August 1 - August 15	August 20
September 13	August 16 - August 31	September 3
September 30	September 1 - September 15	September 20
October 15	September 16 - September 30	October 7
October 30	October 1 - October 15	October 21
November 15	October 16 - October 31	November 5
November 27	November 1 - November 15	November 18
December 13	November 16 - November 30	December 3
December 20	CONTRACTED PAY ONLY	
January 15	December 1 - December 31	January 6
January 30	January 1 - January 15	January 21
February 14	January 16 - January 31	February 4
February 28	February 1 - February 15	February 18
March 14	February 16 - February 28	March 4
March 28	March 1 - March 15	March 18
April 15	March 16 - March 31	April 4
April 30	April 1 - April 15	*April 16*
May 15	April 16 - April 30	May 5
May 30	May 1 - May 15	May 15
June 13 - 1	May 16 - May 31	June 3
June 17	CONTRACTED PAY ONLY	
June 30	June 1 - June 15	June 20
July 15	June 16 - June 30	July 7

***Due date of April 16 may be subject to change due to spring break**

EXPLANATIONS OF PAYROLL DEDUCTIONS

Authorized deductions will be drawn each pay so that each total pay amount will be similar. Deductions will be indicated on the stub of the check issued on the 15th and 30th of the month.

Questions concerning pay checks should be referred to the School Business Administrator.

The following is an explanation for deductions as listed on the check stub:

Salary	Base Salary
O.T. Extra, Absence or Deductions	Any unforeseen deductions: example - used up sick leave will cause a daily reduction of salary.
Gross Salary	Base plus Extra and/or Absence
Withholding Tax	Income deductions for Federal Income
Social Security (FICA)	Self explanatory
Other	State Tax
Net T.P. & A.F.	Teachers Pension and Annuity Fund
Hlth 1.5%	Health Care Contribution

Other Deductions:

Insurance	Contributory Insurance – TPAF members pay .004 of salary and PERS members pay .005 of salary. After first year, may be dropped upon request.
Miscellaneous	Any miscellaneous deductions – i.e. loans, purchase of prior service, tax shelter annuities, etc.
Total Deductions	The total of all deductions. Total deductions are subtracted from the gross amount. This amount, net, is divided evenly for a payment on the 15 th and 30 th of each month.
Summer Payroll	If you participate in the summer pay plan - 10% of your net earnings are deducted, then the total is divided into payments to be made on the 15 th of July and/or the 15 th of August.
CUMCO Credit Union	Amount authorized for deposit to your personal account.

B.A. + 15

The B.A. + 15 section of the salary guide requires the earning of fifteen (15) graduate (500 numbered courses) credit hours beyond the B.A. All graduate credits, to be considered for placement on the B.A. +15 section, must be earned as part of a college program which will lead to the earning of a Masters Degree.

To be placed on the B.A. +15 section of the guide, the faculty member must submit proof of earning 15 graduate credits prior to September of the school year. Persons earning credits to qualify after September 1st will be placed on the proper section of the guide the subsequent September.

MASTERS PLUS 30

The M.A. +30 section of the salary guide requires the earning of a Masters Degree plus 30 graduate (500 numbered courses) credit hours. Undergraduate courses that may be acceptable towards the earning of a Masters Degree shall not be acceptable towards the placement in the section M.A. +30 credits in Commercial Township. All graduate credits must be in the field of education, or a closely related field, to be counted towards attainment of the M.A. +30.

To be placed on the M.A. +30 section of the guide, the faculty member must submit proof of earning 30 graduate credits prior to September of the school year. Persons earning credits to qualify after September 1st will be placed on the proper section of the guide the subsequent September.

STAFF DRESS CODE POLICY

The Commercial Township Board of Education recognizes that the selection of clothing is primarily a personal matter. The Board also recognizes that the professional and educational staff has a responsibility for establishing an atmosphere of respect for the staff and for creating an environment conducive to learning and discipline.

In keeping with this philosophy, the following shall be adhered to by all professional and educational staff.

1. **Men Shall Wear:**
 - A. Suits or Blazers
 - B. Sport Jackets & Dress Slacks
 - C. Sweaters & Dress Slacks
 - D. Sport Shirts & Dress Slacks
 - E. Dress Shirts & Dress Slacks
 - F. Ties are optional.**Women Shall Wear:**
 - A. Skirts or Dress Slacks with Blouses
 - B. Skirts or Dress Slacks with Sweaters
 - C. Dresses and Skirts (must not be worn more than 2" above the knee)
 - D. Suits
 - E. Skorts (not worn above the knee)
 - F. Proper Undergarments (brassiere)
2. Physical Education Teachers may wear clothing deemed appropriate for their instructional assignment.
3. The Board lists the following items of apparel as prohibited while staff members are on duty:
 - A. Dungarees, Blue Jeans, or other Denim Slacks
 - B. Sneakers and Running Shoes (except for medical reasons)
 - C. Shorts (except for physical education teachers)
 - D. See-through Clothing
 - E. Excessively tight fitting or short clothing
 - F. Shirt or Blouse buttons opened beyond mid-point of chest
 - G. Midriff, Halter, Crop or Tube Tops
 - H. Painter Pants or Overalls
 - I. T-shirts or Undershirts as outerwear
 - J. Sweatshirts, Sweatpants and Sweatsuits
 - K. Work Boots, Hiking Boots, Beach Clogs, and Shower Clogs
 - L. Shirts which can be construed as "work" shirts, e.g. flannels, wools, denims.
 - M. Torn or dirty clothing
 - N. Tank Top Type Sleeveless Shirts or Dresses
4. The administration shall be responsible for the implementation of this policy and shall have the right to a final determination of the appropriateness of the particular item of apparel for the activity.

FIRST DAY OF SCHOOL

The first day of school is an important day in each child's mind. The impression the child receives will be a lasting one. How this day is conducted will affect the tone and climate for the year's work.

Some children will be coming to school for the first time, others preparing for their last year with us, and others somewhere in between. But you can rest assured all of these boys and girls will be looking to us for leadership.

Because of the importance of this day each teacher, experienced or inexperienced, must plan this day very thoroughly.

Some suggestions for planning would be as follows:

1. Your bulletin board and room should contain some well chosen pictures, charts, etc. (Remember your bulletin board is to your classroom what a display window is to the department store).
2. In the lower grades, the teacher should have paper and crayons lying within easy reach of the children. It would be well to develop some experience charts on the basis of experiences children had during the summer.
3. Textbooks and materials should be ready to distribute to your group. Remember to record the book number and child who received the book. This should be done in your grade book.
4. In the middle grades, the teachers might have some questions on the board pertaining to their name, address, interests, hobbies, friends, best school subject, things they would like to do, etc. This would give the teacher background on the child in addition to getting off to a good start. After this, books can be distributed and you are off.
5. Be sure your children know what is expected of them in the way of classroom procedures. Remember, this is very important to children. Proper planning for this area will avoid many discipline problems later on.
6. Remember --- children expect to work when they come to your class, and discipline problems arise when you disappoint them. Children want to be actively and purposely engaged --- sooooooo plan accordingly.

SCHOOL DAY SCHEDULE

<u>PNS</u>	<u>HMS</u>	
8:15 AM	8:45 AM	Teachers arrive at school ready to receive pupils as per principal's instructions. Please make sure you are at your assigned duty or classroom on time.
8:35 AM	9:10 AM	Morning Session begins.
3:05PM	3:35 PM	Dismissal of students.
3:15 PM	3:45 PM	Teachers may leave the building, providing all of their children were dismissed and their individual responsibilities are completed.

DAILY CLASS PROGRAMS

Each teacher, when required by the Principal will submit two copies of his/her teaching schedule. That schedule will serve as a guide for supervisory visits to the classroom. The schedule shall be submitted on forms provided.

The regular school day for staff members is as follows:

Principals -	(HMS)	8:00 AM – 4:00 PM
	(PNS)	7:45 AM – 3:30 PM
Teachers -	(PNS)	8:15 AM – 3:15 PM
& Nurses	(HMS)	8:45 AM – 3:45 PM
Secretary's –	(PNS)	8:15 AM – 3:45 PM
	(HMS)	8:30 AM – 4:00 PM
Board of Education -		8:30 AM – 4:00 PM

ACCIDENT COMPENSATION AND TEACHER LIABILITY

Any teacher receiving an injury in the pursuance of his work should report immediately to the school nurse. The nurse will obtain all the details and forward them to the main office so that the school will be in a position to make any claims. Likewise, teachers should send pupils who have sustained any injury to the nurse.

ASSEMBLIES

The school assembly can contribute much to life in the school for it brings together pupils from different classes and variety of age levels and provides an opportunity for large groups to share experiences, to work together on joint projects, and to enjoy common interest. The assembly can be an opportunity for exhibiting school accomplishments and a stimulus for creative achievements in music, art, drama, literature, and other areas.

Since the assembly program is an extension of the regular school program the same supervisory responsibility, as exists in the regular classroom, must be assumed by each teacher.

With the above in mind, regular class assemblies will be held according to the classroom schedule with seating assignments arranged by the principal.

CHILD STUDY TEAM

The Commercial Township Child Study Team will be contracted thru Salem County Special Services School District. Ms. Lindsay Reed is the Director of Special Education.

The Child Study Team's responsibility is to evaluate student's ability. Referrals are submitted by either the teacher and/or the principal.

The referral form is available in the school offices.

THE CLASSROOM

Our building can be a source of pride to the citizens of our school and community. It can also be an important environmental influence on the students and staff members, a responsibility that is based upon pride by example.

- A. Smoking in public buildings and on school property is prohibited by law.
- B. Coffee and other beverages are not to be taken to the classroom.
If coffee is in order, please use the faculty lounge or cafeteria.

To insure that our buildings will always be attractive, the teacher should check the following items at the close of each school day:

THE CLASSROOM (continued)

- A. Windows are to be closed and locked.
- B. There should be no paper or scraps on the floor.
- C. Books and papers should be neatly arranged on the shelves.
- D. Chalkboards should be cleaned and cleared of any unnecessary material.
- E. Pupils' desks should be cleared and the chairs placed on top of the desks.
- F. The teacher's desk should be neat and in order.
- G. Only district issued equipment and appliances are permitted in the classroom.

Sweeping and general cleaning will be done by the custodian staff, but room preparation by the teacher will greatly improve their efficiency.

CLASS TRIPS

Since the school field trip is an extension of the daily lesson plan it is absolutely imperative that the classroom teacher supervise the class trip. For the same reason the field trip may be scheduled for any day throughout the school year. Teachers of the same grade area should attempt to coordinate and plan their trip together so that all classes of that grade level take the same trip, if possible. Remember, trips should be planned well in advance involving both the teacher and students.

Special area teachers shall not accompany students on class trips since that takes away valuable instructional time from other students.

A Field Trip Request Form will be available in the office of your building principal. A completed form is necessary for each trip planned.

COFFEE OR TEA

As a service, coffee and/or tea shall be provided each morning. The cost for this service is fifty cents per cup. This service will be provided as long as the program is self-sustaining. Staff members are asked to contribute fifty cents per each cup of coffee, tea or hot chocolate. Arrangements may be made to pay by the week if that is more desirable.

Coffee or tea will be kept in the kitchen. Cups must be returned to the kitchen immediately after use. Staff members are advised that coffee is not to be taken to the classroom.

CONFIDENTIALITY

Staff members are not to discuss student information such as medical history, discipline record, student classification, etc... All oral, written and electronic information transferred in any manner is privileged and on a need to know basis.

CUMULATIVE FOLDERS

Remember that students' cumulative files are covered under the Family Educational Rights and Privacy Act (FERPA). Cumulative folders may only be viewed by teachers who have responsibility for the respective student. Any teacher interested in perusing a student's folder should see one of the secretaries. A secretary will pull the cumulative folder and replace it with an "out" card filled out by the teacher. Cumulative files should not leave the school.

DELAYED SCHOOL OPENINGS

When a delayed school opening is necessary the delay will be for 90 minutes. Teachers shall report to the PNS at 9:45 AM and to the HMS at 10:15 AM and be ready to supervise pupils immediately.

On a delayed opening classes shall begin in the PNS at 10:05 AM and in the HMS at 10:40 AM. Dismissal will be at the regular time.

DISCIPLINE

The best school discipline program is a very well planned classroom instructional program. Motivation to and subsequent involvement in the instructional program is much more effective than any list of rules and regulations. By the same token, any individual or any group, no matter what the age, wishes to know their limits; the rules within which they must operate. Both are necessary and lead to disciplinary success when coupled with a teacher attitude built on firmness, compassion and respect.

Your classroom discipline program should primarily be preventative rather than punitive. Getting down to the business of instruction and not being preoccupied with reminding children of rules and punishment will result in good classroom behavior. By the same token, the lesson of trespass and retribution should never fall by the wayside. If a student is in violation of laws or rules he should be understandingly dealt with and the matter should then end.

The vast majority of discipline cases should be handled in the classroom. Misuse or overuse of the office will simply undermine the authority and effectiveness of the classroom teacher. Students should be sent to the office when it is suspected they are guilty of violations of state law or when it is suspected they are in violation of Board policy. Also, over use or misuse of the office will eventually erode the effectiveness of the principal.

If it should become necessary to send a student to the office he/she should be accompanied by a written discipline referral form. The form should be filled in by the teacher to give the principal some background to the case. Please be specific in description of the behavior. "He was insubordinate" doesn't help very much. Without a referral form, the principal will not see the child.

By law, only the Principal may suspend and only the Board may expel. (18A:37-4). Teachers should never threaten suspension. By the same token teachers are reminded not

DISCIPLINE (continued)

to get themselves into a position which will be difficult for the administration to support.

The Principal, when functioning as disciplinarian, sits as a judge. In this role he/she must at all times concern themselves with the rights and responsibilities of all parties involved. Accuracy in reporting plus securing of possible witnesses is very helpful.

The right of “due process” which is guaranteed by the U.S. Constitution does not stop at the school house door. It applies to students as well as to adults. The Laws of the State of New Jersey, as reproduced in this handbook, (Title 18A) clearly defines the responsibilities of the students as well as the authority of the school staff.

Suspension from school is a very serious matter and shall be invoked by the building principal only in cases which the principal feels are serious and presents possible danger to children, staff or property as outlined in 18A:37-2.

EARLY DISMISSAL – STUDENTS

No student will be permitted to leave school early unless a note has been submitted to the Principal and returned to the classroom teacher signed. Please direct the student that the parent must sign him out in the office.

EARLY DISMISSAL – TEACHERS

Teachers are asked to refrain from requesting to leave the building except for emergencies.

EMAILS

All faculty should check their school email frequently, minimally – three times a day. Important announcements, notices and weekly bulletins will be posted there. If information is sent by email, it is expected that all staff will be aware of the information in those messages. Please be reminded that the computers are owned by the district and should not be used for personal emails, shopping, Facebook or Ebay, etc. Also know that emails are public and can be viewed through an OPRA request. (Open Public Records Act)

EMERGENCY LESSON PLANS

Emergency lesson plans are needed for substitute teachers who will be covering your classes during your absence. Please make sure they are kept updated and on file in the office.

EMERGENCY SCHOOL CLOSINGS

Staff members will be notified of emergency school closings by our Global Connect Emergency Call System. Closings will also be placed on the voicemails of each school.

ERRANDS

Under no circumstances will a teacher send a pupil from the school building on an errand. The teacher will be held liable under the law should any harm come to the child.

EVALUATIONS

The Board recognizes the importance of implementing a program for the annual evaluation of staff members in accordance with state law and for the purpose of identifying and correcting deficiencies, improving professional competence, providing a basis for the review of performance of staff members, and improving student learning and growth. Teaching staff members will be evaluated using the Marzano Plan.

FACULTY MEETINGS

Teachers' meetings will be held only when necessary. While meetings may be scheduled at any time, Monday afternoons should be set aside for routine meetings. All teachers are expected to attend all meetings. Starting time of meetings will be 3:15 P.M. at the Port Norris School and 3:45 P.M. at the Haleyville-Mauricetown School. Your promptness is a courtesy to your fellow staff members.

FIRE DRILLS / SECURITY DRILLS

The teacher is responsible for assisting the Principal in conducting periodic fire drills and/or security drills in accordance with State Law and Board of Education policy. The following directions will be followed. A specific fire drill/security drill routine will be provided by the Building Principal.

1. Make sure the exit poster is displayed in your room at all times.
2. All students and staff are to SILENTLY move quickly to the correct exit, with the teacher at the end of the line to check on stragglers. At this time the halls can accommodate two lines, one at each side.
3. Teachers should make sure that all doors and windows are closed and that all lights are turned off. Doors should not be locked. Upon reaching a safe distance from the building (50 feet, if possible), the class should be lined up quietly and the teacher should use his attendance cards to check the roll. If a child is unaccounted for, notify the Principal at once. Under no circumstances should another child be sent back to the building to look for missing children.
4. The last teacher out of any exit is to check to see that no children are left in class rooms and supplementary rooms, including the nurse's quarters, lavatories (if possible), etc.
5. All personnel must leave the building during a Fire Drill or Security Drill.

HOMEWORK

Homework is an assignment to be prepared or completed other than during class time. It is developmental in nature and increases in scope with the maturity and capability of the student.

HOMEWORK (continued)

The purpose of homework is to help students become self-directing, independent learners. Homework assignments shall support clearly defined school and classroom objectives and shall be used to reinforce and enhance school experiences.

The emphasis shall be placed on the value of the assignment to the child. Homework shall not be assigned simply for the sake of providing “busywork” for children.

The immediate purpose of a specific homework assignment may be to:

1. Strengthen basic skills;
2. Extend classroom learning;
3. Stimulate and further interests;
4. Reinforce independent study skills;
5. Develop initiative, responsibility, and self-direction;
6. Stimulate worthwhile use of leisure time;
7. Acquaint parents/guardians with the work pupils do in school.

Homework assignments shall be planned in accordance with the following principles:

1. If the homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the pupil.
2. Pupils should understand not only what to do, but also how to do it.
3. Homework should grow from classroom problems, projects, and concerns.

SUGGESTED TIME GUIDE FOR HOUR OF CLASS STUDY

<u>GRADE</u>	<u>MAXIMUM TIME</u>
Preschool	None
Kindergarten	None
1, 2	15 minutes
3, 4	20 - 30 minutes
5, 6	40 - 50 minutes
7, 8	60 minutes

IN-SERVICE PROGRAMS

The quality of the educational program can be continually improved if the teaching staff keeps abreast of research and development in curriculum and classroom practice. It is essential that teachers continue their professional education throughout the course of their career. Faculty members can develop the resources needed for the best guidance of children through a consistent program of in-service education.

Faculty members are requested to suggest in-service topics to their building principals.

Building principals will plan in-service programs to meet the needs of the individual schools. District-wide in-service programs will be planned by the Superintendent.

INTERVENTION & REFERRAL SERVICES

Successful intervention by the Intervention & Referral Services Committee promotes student achievement within the context of regular education. Students not classified as eligible for special education services and who are experiencing mild learning and/or behavior problems can be referred to the Intervention & Referral Services by any teacher within the building.

Intervention & Referral Services Committees are school-based, problem solving groups whose purpose is to assist teachers with strategies for dealing with students with learning and/or behavior problems. Such groups seek creative ways to maximize the use of available regular education resources. Members of the Intervention & Referral Services function in collaboration, capitalizing on the strengths of each individual to enhance the total skill of the team.

Intervention & Referral Services have been developed in order to assist students who have difficulty achieving success, in regular education. Often these students “fall between the cracks.” A prevailing attitude among special educators is that many of these students are inappropriately referred for special education. Conversely, a prevailing attitude among regular educators is that additional special education resources should be allocated to serve these students. Regular and special educators must accept responsibility for and work together in meeting the needs of these students for the most effective results to be achieved.

All schools can benefit from implementing school-based decision making. Intervention & Referral Services serve as a vehicle to provide instructional programs through collaborative problem solving. They also can enhance existing methods of operation within the school to assist students with learning and/or behavior problems.

In particular, assistance by the Intervention & Referral Services Committee is valuable because it:

- Provides an efficient and effective means of assisting classroom teachers & students.
- Provides peer support to teachers.
- Provides a vehicle for the faculty to share their expertise in dealing with a variety of learning and behavioral problems.
- Offers structured support and assistance to teachers by providing instructional strategies to promote pupil competence.
- Provides teachers with teaching/learning opportunities that can become a permanent part of their repertoire. This may help them deal with learning problems that will arise in the future.
- Enables the school’s instructional program to meet a broader range of pupil needs.

KITCHEN VISITORS

State and County Health Sanitation rules forbid employees from visiting the kitchen area unless authorized. Please do not go beyond the serving area. Every effort to provide good service will be made. Food and/or pick-up orders will be placed on the counter with the individual's name.

Staff members are urged to pay for meals each morning. Arrangements may be made to pay weekly if that is more desirable.

LESSON PLANS

District policy requires teaching staff members to enter their lesson plans on the web-based program On Course. Lesson plans need to be completed one week in advance of the lesson. Principals view and comment on lesson plans through the On Course program. All lesson plans in the district follow the Marzano lesson plan design.

It will be our policy to use a Plan Book primarily for recording the daily class assignments and principal techniques involved. The underlying purpose (beyond, of course, the value of such a written record has for you) is to furnish us with that information which is essential for orienting a substitute teacher in the sequence of the class work.

The substitute teacher always asks: "What is the assignment today?" We should be able to give the answer fully, accurately and clearly.

In accordance with the above, we ask that you follow this procedure:

1. Enter with full and clear directions (Adequate to guide the substitute who may be called to teach your classes in the event you are absent) the daily assignments for each class in the ensuing week of Monday through Friday.
2. Note, from day to day, necessary corrections in the proposed assignment as dictated by the actual circumstances of classroom procedure.
3. Keep the book readily available to us in an unlocked desk drawer in your room.

Occasionally Plan books will be inspected. Principals will work out details for inspection of plan books for each individual school.

LOST AND FOUND

All articles which have been found are kept in the Principal's Office or the All Purpose Room. Please have the students check for lost property occasionally.

LUNCHES – FREE & REDUCED

No free lunches or breakfast will be served except through authorization of the School Nurse. Teachers who feel they have children who deserve this privilege will direct this information to the School Nurse.

The cost of a school lunch is as follows:

Student Lunch	\$2.50 (40 cents reduced)	Milk/Snacks	\$.60
Student Breakfast	\$1.25 (30 cents reduced)	Ice Cream	\$1.00

LUNCH PROCEDURES

The school lunch is one of the most valuable experiences of the school day. Our district is very fortunate to have hot lunches served to our pupils. Teachers should encourage children to participate in the hot lunch program.

Not only is the school lunch program an important cog in the health of our children, but it affords an excellent opportunity to improve social relationships. Teachers and pupils should formulate a code of social conduct to be followed in the lunch room. Some suggestions for such a code follow:

A good school citizen always does the following at lunch time:

1. Washes hands before eating.
2. Is quiet and orderly while eating.
3. Deposits refuse in the receptacle provided.
4. Leaves floor and tables clean and tidy.
5. Finishes all of his lunch before leaving the room.
6. Uses a conversational tone while talking to friends.

Pupils will be served in the cafeteria line method. The principal will determine the order for entering the lunchroom seating and leaving, and will arrange adequate supervision.

MAKE UP WORK

As a general policy, students are permitted as much time to make up school work after a legitimate absence as the length of time they were absent. Students placed on suspension must be given the same amount of time as they were suspended in accordance with New Jersey state regulations.

MARKING PERIODS / PROGRESS REPORTS / REPORT CARDS

Marking Period	Progress Reports	MP Ends	RC Issued - HMS	RC Issued - PNS
1 st	10/16/13	11/6/13	11/25 & 11/26	11/11/13
2 nd	12/13/13	1/27/14	2/3/14	2/3/14
3 rd	2/28/14	4/1/14	4/8/14	4/4/14
4 th	5/16/14	6/12/14	Last Day	Last Day

PARTIES

Three parties will be permitted throughout the school year. Those parties may be held at Halloween, Christmas, and Valentine's Day. Pupils from Preschool through fifth grades may bring costumes for Halloween and dress for the party.

As a general rule, any party should be held during the last hour of school or at the discretion of the Principal. Parties should be kept as simple as possible. Parties can definitely have an educational value if the students are guided in planning the party and carrying out their plans.

Make sure a clean-up committee is included in plans which are made for a party. It is the teacher's responsibility to see that all debris is cleared and the room left in pre-party order.

PLAY PERIODS

Organized and supervised play periods meet the State requirements of approximately 150 minutes per week. This time needs to be written in lesson plan format – objective, etc. Free play does not count. Children should be supervised in their play at all times. Never send children out when the weather is disagreeable or if the condition of the playground is unfit. If conditions are fit for some of the children, they are fit for all of them unless a child is ill or recovering from an illness.

It is not good practice to keep children in at the supervised play period to make up their work. They should be participating for the sake of their health. Teachers are required to be with their groups during all supervised play periods.

POLICIES

The Commercial Township Board of Education maintains a district policy manual which is kept in the Superintendent's Office. It contains the policies, job descriptions and by-laws of the Commercial Township School District. These policies have been posted on the district website and are available for your review. The policy manual consists of these sections:

Series 1000 -	Community Relations	Series 6000 - Instructional Program
Series 2000 -	Administration	Series 7000 - Facilities
Series 3000 -	Business	Series 8000 - Job Descriptions
Series 4000 -	Personnel	Series 9000 - Bylaws of the Board of Educ.
Series 5000 -	Students	

RED CROSS BLOOD BANK

Our school district participates in the American Red Cross Blood Bank Program. Your help in contributing your blood is appreciated especially by the recipients. If you can be a donor, please contact Sharon Porter in the Superintendent's Office.

RELIGIOUS HOLIDAYS

According to the terms of Chapter 322, P.L. 1951, regarding pupil absence from school because of religious holidays, the Commissioner of Education, with the approval of the State Board of Education, is charged with the responsibility of prescribing such rules and regulations as may be necessary to carry out the purpose of the law.

The law provides that:

1. Any pupil absent from school because of a religious holiday may not be deprived of any award or of eligibility or opportunity to compete for any award because of such absence.
2. Pupils who miss a test or examination because of absence on a religious holiday, must be given the right to take an alternate test or examination.
3. To be entitled to the privileges set forth above, the pupil must present a written excuse signed by a parent or person standing in place of a parent.
4. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as an excused absence.
5. Such absence must NOT be recorded on any transcript or application or employment form or any similar form.
6. The Commissioner, with the approval of the State Board of Education, is required:
 - A. To prescribe such rules and regulations as may be necessary to carry out the purposes of this act.
 - B. To prepare a list of religious holidays on which it shall be mandatory to excuse a pupil. The list, however, is to be a minimum list. Boards of Education, at their discretion, may add other days to the list for the schools of their district.

For a list of Religious Holidays go to: www.state.nj.us/education/genfo/holidays.htm

SMOKING

Smoking is prohibited anywhere in the school building or on school property, including vehicles parked on school grounds.

SUPERVISORY VISITS

Throughout the year the Principal, and/or the Superintendent will visit the classrooms. Very often these visits will be casual trips to meet the children, chat, and learn from the teacher and students. Periodic formal evaluations will be made with the positive goal of improving instruction.

Some areas that are critical to the educational process will be stressed. They are the following:

SUPERVISORY VISITS (continued)

1. **Planning and Preparation:**
Well planned lessons, teacher interest in individual needs; evidence of responsibility, citizenship, and safety being taught to children.
2. **Discipline:**
Control of classroom situations, control of the class in the halls, in the lavatories, assemblies, etc.
3. **Classroom Management:**
Light, ventilation, attractiveness, neatness, etc.

The main concern will be the improvement of instruction and the professional growth of the teacher. Teachers are asked to send invitations to visit rooms any time during the year so that the Principal may see some project or activity on which the class is working and which is of special interest. It should be remembered that a person does not get credit for hiding his light under a bushel.

Teachers are encouraged to ask for help in any area of work, or if they are not sure how things are going and they need reassurance or assistance.

SUPPLIES

Supplies will be distributed as per a schedule set by the Principal. Requisition forms are available in the central office. Forms are to be completed and submitted to the principal's office.

Teachers are requested to adhere to the schedule and to refrain from requesting exceptions to be made.

TELEPHONES / CELL PHONES

All telephones are to be used by authorized personnel only. Staff members may use the telephone under the following conditions:

1. To call parents of students.
2. To make emergency calls.

Phone calls will not be forwarded to classrooms during instructional times. Calls will be forwarded to voice mailboxes. You should check your voicemail several times daily.

Telephones may not be used by students unless supervised by the teacher.

Cell phones must be turned off and should not be used to call other teachers during class instructional time.

VISITORS

- A. Any person visiting a school during school hours must report to the Principal's office for permission to visit.

- B. Formal parent-teacher conferences, other than those regularly scheduled at "reporting periods", may be arranged either by the teacher or a parent.
 - 1. Parents may ask for a conference by sending a note to the teacher. The teacher should respond either by a note or phone. Parents may also call the principal and ask him/her to arrange such a conference with the teacher.
 - 2. The teacher may set up a conference sending a note home to the parent or asking the principal to arrange a conference.

In either 1 or 2 the principal should be notified by the teacher of the conference and the reasons for holding it. Any significant outcomes should be reported to the principal so he/she may be in a position to help where needed.

- C. Informal conferences just before or after school, in a grocery store, or at other chance meetings will always be a part of a teacher's public relations. However, it is suggested that serious matters for discussion be undertaken only at formal, scheduled-in-advance conferences.

Commercial Township School District Job Description

Teacher

Date Approved: August 11, 2009

Date Revised: March 8, 2011, November 13, 2012

Page 1 of 2

QUALIFICATIONS:

1. Valid New Jersey Instructional Certificate and Elementary Education/Elementary School with Subject Matter Specialization Endorsement or Eligibility (PreK-5) or valid New Jersey Instructional Certificate and Subject Area Endorsement or Eligibility (6-8).
2. Demonstrated knowledge of effective teaching methods and developmentally appropriate classroom activities.
3. Demonstrated comprehensive knowledge of subject area specialty.
4. Understanding of child/adolescent development.
5. Ability to maintain a positive learning environment.
6. Strong interpersonal and communication skills.
7. Required criminal history background check and proof of U.S. Citizenship or legal resident alien status.

REPORTS TO: Principal

SUPERVISES: Pupils, and when assigned, student teachers and classroom aides.

JOB GOAL:

To provide an approved education program and establish a classroom environment that fosters learning and personal growth, to help pupils to develop skills, attitudes, and knowledge needed to provide a good foundation for continual education, and to maintain good relationships with parents and other staff members.

PERFORMANCE RESPONSIBILITIES:

1. Works toward achieving NJCCS and district educational goals and objectives by promoting active learning in the classroom through board-adopted curriculum and other resources.
2. Plans instruction effectively by providing whole group and small group instruction in order to provide differentiated lessons based on the educational needs of students.
3. Plans assessment of pupil learning effectively toward progress of grade level instructional standards and objectives.
4. Monitors students understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.

5. Maintains practices encouraging appropriate behavior, respect and safety.
6. Makes learning goals clear to students.
7. Employs instructional techniques which foster individual growth in learning.
8. Encourages questioning and used thought provoking techniques.
9. Communicates high standards and expectations to students.
10. Strives to promote confidence and perseverance in students to stimulate increased personal responsibility.
11. Strives to ensure equitable opportunities for student learning.
12. Demonstrates appreciation for and sensitivity to the diversity among individuals.
13. Communicates through constructive and cooperative interactions with parents or guardians.
14. Demonstrates a shared responsibility for accomplishing the goals and priorities of his/her grade / team / building and school district.
15. Upholds and enforces school rules, administrative regulations and board policy.
16. Performs other duties within the scope of his/her employment and certification as may be assigned.

TERMS OF EMPLOYMENT:

Work year and salary to be determined by the Board of Education.

EVALUATION:

Performance of this job will be evaluated annually in accordance with state law and the provision of the board's policy on evaluation of certified staff.

Commercial Township School District Job Description

In-School Suspension Teacher

Date Approved: November 13, 2012

Date Revised:

Page 1

Qualifications

1. Valid New Jersey Instructional Certificate and Subject Area Endorsement or eligibility
2. Demonstrated knowledge of subject specialty and effective teaching methods
3. Ability to maintain a positive learning environment
4. Strong interpersonal and communication skills
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status

Reports To:

Principal or Designated Administrator

Supervises:

Pupils in the In-School-Suspension Program and classroom aides, when assigned

Job Goal:

To provide an approved education program and establish a class environment that fosters learning and personal growth; to help In-School Suspension pupils to develop skills, attitudes and knowledge needed to provide a good foundation for continued education; and to maintain good relationships with parents and other staff members

Assignment to In-School Suspension restriction means that the student is removed from the classroom but not from the educational program. He/she will report to the assigned location where the student will work on classroom tasks assigned by the teacher(s) all of which are related to a course of study in which the student is currently enrolled. When completed, the assignments are to be turned in to the teacher(s) for review and grading. Thus, the student continues his/her academic program albeit in a different setting and receives full credit for the completed work.

Performance Responsibilities:

1. Works to achieve state core curriculum content standards and district educational goals and objectives by promoting active learning and skills development in the classroom
2. Teaches pupils through an approved course of study using Board adopted curricula, textbooks and other appropriate teaching materials.

3. Develops 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
4. Sets specific objectives wherever possible in lesson preparation and weekly lesson plans and carries through presentation to effectively achieve these objectives
5. Assesses pupil academic progress and personal growth toward stated objectives of instruction
6. Maintains records of pupil's educational progress in class record books and/or board approved forms and summarizes these marks for reporting purposes
7. Identifies pupil needs and cooperates with other professional staff members in assessing and resolving learning problems
8. Establishes and maintains standards of pupil behavior needed to achieve a classroom climate conducive to learning.
9. Budgets class time effectively
10. Communicates with parents through conferences and other means to inform them about the school program and to discuss pupil progress
11. Devises written and oral assignments and tests that require analytical and critical thinking as well as the reproduction of facts
12. Supervises pupils in out-of-classroom activities as assigned.
13. Maintains professional competence and continuous improvement through inservice education and other professional growth activities
14. Participates in school-level planning, faculty meetings/committees and other school system groups
15. Makes effective use of community resources to enhance the instructional program
16. Upholds and enforces school rules, administrative regulations and Board policy
17. Performs other duties within the scope of his/her employment and certification as may be assigned
18. Works closely with In-School Suspension students, parents, faculty, staff, and school leaders to meet all school/In-School Suspension goals and student achievement targets by:
 - Demonstrating and articulating high expectations for student behavior and achievement
 - Working with students to develop positive student behaviors based on In-School Suspension's Core Values of responsibility, respect, self-discipline, compassion, and integrity
 - Supervising and overseeing students assigned In-School Suspension Program
 - Managing the entry of student behavior data using school records database and other software.

-35-

**Commercial Township School District
Job Description**

In-School Suspension Teacher

- Taking careful note of attendance and immediately reports In-School Suspension student non-attendance to supervisor
- Counseling students regarding behavior and consequences
- Contacting parents and building relationships with families to support positive student behavior
- Applying In-School Suspension’s disciplinary consequences with consistency and transparency
- Working with the In-School Suspension’s leadership team to provide student and school performance data analysis
- Participating in faculty meetings, workshops, staff development programs, and other school sponsored activities
- Assisting in general building supervision and discipline of students outside of the classroom and perform assigned student supervisory duties
- Adhering to the professional and ethical standards as outlined
- Performing other In-School Suspension duties deemed necessary

Terms of Employment:

Salary and work year to be determined by the Board of Education and applicable negotiated agreements

Evaluation:

Performance of this job will be evaluated annually in accordance with state law, administrative code and the Board of Education’s procedures for the evaluation of certified personnel

<p>Commercial Township School District</p> <p>Job Description</p> <p>Media Specialist</p>		
Date Approved: November 13, 2012	Date Revised:	Page 1

Qualifications:

1. Valid New Jersey Educational Services Certificate and School Library Media Specialist Endorsement or eligibility
2. Minimum experience as determined by the Board of Education
3. Demonstrated ability related to collection development, information technology, research methodology and library program designs for children and adolescents
4. Strong communication skills
5. Demonstrated ability to communicate and work effectively with students, parents, staff and community groups and organizations
6. Required criminal history background check and proof of U.S. citizenship

Reports To Principal

Supervises With guidance from the Principal, directs activities of Aides and/or Clerks assigned to the Media Center

Job Goal To develop and coordinate educational media services and assist teachers and students in the effective use of the media center and information technology as a learning resource to support the school's curriculum and to develop students' information literacy skills.

Performance Responsibilities

1. Responsible for the operation and supervision of the school media center
2. Maintains a comprehensive and efficient system for cataloging all media center materials and instructs teachers and students on use of the system
3. Coordinates library skills instruction with classroom instruction and works to achieve state curriculum content standards and district educational goals and objectives
4. Evaluates, selects and requisitions new media center materials
5. Prepares and administers the media center budget
6. Supervises the clerical activities necessary for the effective operation of the media center
7. Provides a sequential program of library skills instruction and instructs students in the use of various types of materials and information technology
8. Helps students to develop habits of independent reference work and to develop skill in the use of reference material in relation to planned assignments
9. Presents and discusses materials with a class studying a particular topic at the request of the teacher
10. Collaborates with teachers to integrate information literacy competencies across the curricula
11. Assists teachers in the selection of books and other instructional materials and makes media center materials available to supplement the instructional program.

<p>Commercial Township School District Job Description</p>	
<p>Media Specialist</p>	
	<p>Page 2</p>

12. Informs teachers and other staff of new acquisitions for the media center
13. Conducts inservice education for teachers in the effective evaluation, selection and use of media and maintains professional library materials for teacher use
14. Promotes relationships with external information sources and participates in electronic networks and resource sharing systems to expand the media center's capacity to access information globally
15. Maintains professional competence and continuous improvement through inservice education and other professional development activities.
16. Performs other duties within the scope of his/her employment and certification as may be assigned

Terms of Employment:

Salary and work year to be determined by the Board of Education and applicable negotiated agreements

Evaluation:

Performance of this job will be evaluated annually in accordance with state law, administrative code and the Board of Education's procedures for the evaluation of certified personnel.

**Commercial Township School District
Job Description**

School Nurse

QUALIFICATIONS:

1. New Jersey School Nurse Certificate.
2. Demonstrated expertise in school health nursing practice.
3. Knowledge of child growth and development, community and family dynamics, current health issues and wellness education.
4. Knowledge of community health and social services resources and ability to communicate effectively with non-school health professionals and social service agencies.
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status

REPORTS TO: School Physician, Principal and Superintendent

SUPERVISES: Health Room Aide

JOB GOAL: To promote health and safety in the school environment and provide health services to students, faculty and staff; to assist with the teaching of sound health practices.

PERFORMANCE RESPONSIBILITIES:

1. Works in cooperation with the school physician, other school health professionals (e.g. dentist, optometrist), members of the staff, parents and community health professionals to ensure healthy school climate and to minimize absence due to illness.
2. Conducts health services and screening programs as required by law and/or board policies.
3. Schedules and supervises health surveys of students and staff. Assists the school physician with physical examinations, makes referrals and conducts follow-up activities as necessary.
4. Provides emergency care in case of sudden illness and administers first-aid in case of injury to students or staff according to established policies and procedures.
5. Maintains up-to-date health records on all students, including records of immunizations and ensures their confidentiality.
6. Helps prevent and control communicable disease through lectures inspections, exclusion and re-admission of students and staff in keeping with state and local health regulations and school policies.

**Commercial Township School District
Job Description**

School Nurse

7. Notifies principal or his/her designee to arrange for immediate examination of any pupil who appears to be under the influence of alcohol or other drugs.
8. Confers with and advises students, parents and staff members on matters pertaining to the health and safety of students.
9. Assists the principal and the child study team in the identification and placement of students with disabilities who need special education services.
10. Participates in the development of a comprehensive health education curriculum and serves as a health/safety education resource person to teachers. Upon request, assists teachers with instruction of certain health units.
11. Promotes healthy/safe school environment by assisting the administration and staff to maintain safe and sanitary conditions throughout the school. Report problems promptly to the principal.
12. Administers prescribed medication to students in accordance with law and board policy.
13. Collaborates with community and other non-school health agencies to meet the health needs of children and families.
14. Provides special health care and related services to meet the needs of students with disabilities.
15. Assists the principal with the preparation of the school's health budget.
16. Remains abreast of current developments in the health field through continuing education and participation in professional development activities.
17. Assists in the development of policies and procedures for comprehensive health education and services.
18. Prepares health and safety reports as required by law and/or requested by the principal.
19. Reports any suspicion of child abuse to the Division of Youth and Family Services and building principal or his/her designee.
20. Performs such other appropriate duties as required under law or as many be assigned by the principal or superintendent.

TERMS OF EMPLOYMENT:

Salary and work year to be established by the Board of Education.

EVALUATION:

Performance of this job will be evaluated annually in accordance with the Board's policy on evaluation of certified staff.

-40-

**Commercial Township School District
Job Description**

Guidance Counselor

Date Approved: October 12, 2010	Date Revised: November 13, 2012	Page 1
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QUALIFICATIONS:

1. Valid New Jersey Educational Services Certificate and School Counselor Endorsement or eligibility

1. Minimum experience as determined by the board; knowledge of computerized master schedule development desirable
2. Broad knowledge of testing and evaluation, theories of individual and group guidance techniques, elementary/ secondary school guidance program design and career educational information and placement
3. Demonstrated ability to communicate and work effectively with students, parents, and staff and community groups and organizations
4. Required criminal history check and proof of U.S. citizenship or legal resident alien status

REPORTS TO: Principal

JOB GOAL: To help students achieve personal fulfillment by providing them with guidance and counseling services to make successful personal, educational and occupational life plans.

PERFORMANCE RESPONSIBILITIES:

1. Assists students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores and other pertinent data.
2. Maintains student records and ensures their confidentiality.
3. Provides information and prepares recommendations to colleges for admissions and scholarships, as well as to potential employers and other agencies.
4. Works closely with teachers, administrators and other professional staff members, providing information and assistance where needed for the ultimate benefit of students.
5. Maintains a close relationship with the child study team following directives and recommendations as needed.
6. Works closely with and involves parents in the resolution of school-related problems.
7. Is responsible for the organization and administration of standardized test programs.
8. Registers students new to the school, provides orientation and information relative to school procedures, curriculum and extracurricular opportunities.
9. Participates in follow-up studies of former students for the purpose of improving services and evaluating the effectiveness of the educational program being offered by the school.
10. Works to prevent students from dropping out of school, and assists those that do in finding alternative educational programs and/or employment.
11. Arranges for enrollment in summer school programs to make up noted deficiencies.

-41-

**Commercial Township School District
Job Description**

Guidance Counselor

12. Maintains a professional office environment.

13. Assists in the evaluation of current curriculum offerings and in the planning, selection and implementation of new course offerings.
14. Makes effective use of community resources in developing and expanding guidance services and activities.
15. Provides for a smooth transition from elementary school to high school/ middle school, which may include orientation programs for students and parents.
16. Maintains professional competence and continuous improvement through in-service education and other professional growth activities.
17. Performs other duties within the scope of his/her employment and certification as may be assigned.
18. Serves as test coordinator for all state and federal assessment programs.
19. Provides Guidance classroom instruction as necessary.

TERMS OF EMPLOYMENT:

Salary and work year to be determined by the board of education.

EVALUATION:

Performance of this job will be evaluated in accordance with state law and provisions of the board's policy on evaluation of certified staff.

**Commercial Township School District
Job Description**

Social Worker

Date Approved: November 13, 2012	Date Revised:	Page 1
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Qualifications

1. Valid New Jersey Educational Services Certificate and School Social Worker Endorsement

2. Minimum experience working with families and community health and social services agencies as determined by the Board
3. Demonstrated knowledge of laws and regulations governing special education
4. Effective problem-solving, human relations and communication skills
5. Required criminal history check and proof of U.S. citizenship or resident alien status
- 6.

Reports To: Director of Counseling

Job Goal

To help students resolve such personal, emotional, and social problems as interfere with their adjustment to school and their capacity to enjoy the fullest benefits of the education offered them

Performance Responsibilities

1. Participates in the evaluation, classification & placement of all pupils with special needs
2. Assesses a student in terms of personal and family history, socio-economic and cultural differences
3. Evaluates the configuration of factors within the home, community and school as related to a student's current social and academic adjustment
4. Interprets the implications of significant social findings as a member of the child study team, and participates in educational planning for exceptional students
5. Observes pupils in classroom and/or on the grounds
6. Interviews pupils as indicated
7. Observes students in special education classes on an ongoing basis
8. Plans home visits or office interviews with family members to assess past and present history and development as well as family dynamics and interactions that are relevant to the child's adjustment
9. Maintains an ongoing relationship with families for the purpose of: sharing information regarding educational planning and programming for the student; assisting the family in utilizing appropriate community resources; and providing counseling to family members and/or students to facilitate social adjustment
10. Initiates, facilitates and maintains liaison with community agencies and other resources to meet special needs
11. Refers parents and child to agencies when appropriate
12. Consults with administration and staff regarding social adjustment factors of students in schools, at home and in the community.

<p>Commercial Township School District Job Description</p>
<p>Social Worker</p>
<p>Page 2</p>

13. Counsels groups of students and/or parents/guardians regarding social adjustment problems
14. Serves as a case manager, as assigned, and maintains appropriate case records

15. Maintains the confidentiality of sensitive information in student files
16. Assists in upholding and enforcing department rules, administrative regulations and Board policy
17. Maintains professional competence through inservice education and participation in professional development activities
18. Assists in coordinating, developing, monitoring and evaluating the effectiveness of individualized education plans
19. Attends and participates in meetings as deemed necessary and consistent with the needs of the district
20. Performs all duties required as a member of the child study team by administrative code, state and federal laws, and Board policy
21. Assumes other related duties/assignments assigned by the Superintendent,

Terms of Employment:

Salary and work year to be determined by the Board of Education and applicable negotiated agreements

Evaluation:

Performance of this job will be evaluated annually in accordance with state law and the provisions of the Board of Education's procedures for the evaluation of certified staff.

Commercial Township Board of Education District Policy Manual		
Students		Series 5000
Weapons & Dangerous Instruments		Policy 5131.7
Date Adopted: August 11, 2009	Date Revised: November 13, 2012	Page 1 of 2

The Board of Education prohibits the possession and/or use of weapons or other instruments that can be used as weapons or perceived to be weapons on school property, at any school

function or while en-route to or from school or any school function. A violation of this policy will result in disciplinary action.

The Superintendent of Schools shall make the final determination that a particular object is a dangerous instrument in any case where there is a question of its potential uses posing a threat to students, staff or property.

A student found or observed on school property or at a school event or en-route to and/or from school or a school event in possession of a weapon or dangerous instrument shall be reported to the Superintendent of Schools immediately. The Superintendent of Schools shall immediately contact the NJ State Police and provide all known information concerning the matter, including the identity of the pupil involved.

Possession or use of laser pointers is also strictly forbidden.

Disciplinary action shall be taken against students who possess, handle, transmit or use weapons, or dangerous instruments. As in disciplinary cases, due process will be provided.

Students cannot learn and teachers cannot teach when danger of violence is present. Accordingly, P.L. 127 and P.L. 128 were developed in order to prevent assaults with weapons from being committed upon students and teachers and to remove students from school who are found to be in possession of firearms. Both of these laws carry severe mandatory penalties, therefore it is very important that we all understand what acts are prohibited and the penalties that will be imposed on those who violate the laws.

P.L. 127, also known as the “Zero Tolerance for Guns Act” mandates that any pupil who is convicted or adjudicated delinquent for the possession of firearms or a crime while armed with a firearm, or who is knowingly in possession of firearms on any school property; on a school bus, or at any school sponsored function shall be immediately removed from the school’s regular education program, pending a hearing before the local Board of Education, for a period of not less than one calendar year. In addition, any pupil so removed shall be reported to the police for a possible violation of a criminal statute. It is important to note that items such as pellet guns and air guns are considered as a firearm for the purpose of this law.

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Weapons & Dangerous Instruments	Policy 5131.7
Page 2 of 2	

P.L. 128 provides that any pupil who commits an assault upon a teacher, administrator or other employee of a school Board or another student with a weapon, on a school bus or on school property, or at any school sponsored function shall be immediately removed from the school’s regular education program, pending a hearing before the local Board of Education for a period not to exceed one calendar year. It is important to note that the word weapon as it is used in

this law, includes numerous items such as knives, sling- shots, throwing stars, blackjacks, tear gas or even a common kitchen knife, if it is used during an assault.

The Board is committed to maintaining a safe and orderly learning environment for our students and staff. It is important that our school community clearly understand the laws and that they will, when necessary, be enforced.

Fireworks

Fireworks are illegal in the State of New Jersey. Therefore, no fireworks will be allowed at school or on school properties. Fireworks are considered dangerous and will be treated in the same manner as weapons.

Commercial Township Board of Education District Policy Manual		
Students		Series 5000
Harassment, Intimidation & Bullying		Policy 5131.9
Date Adopted: August 11, 2009	Date Revised: November 13, 2012	Page 1 of 16

The Board of Education prohibits acts of harassment, intimidation or bullying against any pupil.

A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent

behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment; and since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

For the purposes of this policy, "harassment, intimidation or bullying" means any gesture or written, verbal or physical act or any use of an electronic communication device directed at a student that takes place on or off school grounds, at any school-sponsored function, or on a school bus as provided for in section 16 of P.L.2010, c.122 (C.18A:37-15.3 that:

- A. Targets a student and which may affect his/her educational program;
- B. Substantially disrupts, infringes or interferes with the orderly operation of the school or the rights of other students;
- C. Creates a hostile educational environment for a student(s) by infringing and/or interfering with a student(s)' education;
- D. Severely or pervasively causes physical or emotional harm to a student(s);
- E. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or,
- F. By any other distinguishing characteristic; and
- G. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his person or damage to his property; or
- H. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

For the purposes of this policy and as defined in NJSA 18A:37-15.1, an electronic communication device is, "A communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer or pager."

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9
Page 2 of 16	

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

The term "school grounds," pursuant to NJAC 6A:16-1.3, means and includes land, portions of land, structures, buildings, and vehicles, when used for the provision of academic or

extracurricular programs sponsored by the school district or community provider and structures that support these buildings, such as school district wastewater treatment facilities, generating facilities, and other central service facilities including, but not limited to, kitchens and maintenance shops. School property also includes other facilities as defined in NJAC 6A:26-1.2, playgrounds, and recreational places owned by local municipalities, private entities or other individuals during those times when the school district has exclusive use of a portion of such land.

Anti-Bullying Coordinator

The Superintendent of Schools shall appoint the principal as the district anti-bullying coordinator. The district anti-bullying coordinator shall be responsible for overseeing and strengthening the anti-bullying initiatives and policies of this district to prevent, identify and address harassment, intimidation or bullying of students. The district anti-bullying coordinator shall also:

- A. Collaborate with the Board of Education and the Superintendent of Schools to prevent, identify and respond to harassment, intimidation or bullying of students in the district;
- B. Provide data in collaboration with the Superintendent of Schools, to the New Jersey Department of Education regarding harassment, intimidation or bullying of students;
- C. Execute such other duties related to school harassment, intimidation or bullying as requested by the Superintendent of Schools; and,
- D. Meet at least twice per school year (once in the first semester and once in the second semester) with the Superintendent of Schools to discuss and strengthen procedures and policies to prevent, identify and address harassment, intimidation or bullying in the district.

In addition, a school safety team shall be established in each school to foster and maintain a positive school climate within the schools. Any parent/guardian who serves on the school safety team shall not participate in any activity of the team that may compromise the confidentiality of students.

The Principal shall be appointed by the Superintendent of Schools to fulfill the role of anti-bullying specialist.

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9
Page 3 of 16	

The school anti-bullying specialist shall:

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

The Superintendent of Schools/designee shall develop a list of appropriate responses to actions of harassment, intimidation or bullying occurring off school grounds, in cases in which a school employee is made aware of such actions. These responses shall be consistent with the district's code of student conduct and other provisions of this policy and in accordance with the provisions of state and federal laws.

For school staff to address HIB that occurs off school grounds there must be reason to believe, at a minimum, that the alleged HIB has substantially disrupted or interfered with the orderly operation of the school or the rights of other students. Once this determination has been made, school staff must implement the provisions of this policy and the code of student conduct of the district.

Expected Behavior

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

The Board of Education believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parents/guardians, staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of pupils, staff and community members.

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

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9
Page 4 of 16	

Cyber-bullying

The Board of Education expressly forbids cyber-bullying. For the purposes of this policy, "cyber-bullying" shall mean using the communication capacities of computers, the Internet and/or other digital communication devices to bully others by:

- A. Sending or posting cruel messages or images;
- B. Threatening others;

- C. Excluding or attempting to exclude others from activities or organizations;
- D. Starting or passing on rumors about others or the school system;
- E. Harassing or intimidating others;
- F. Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group;
- G. Sending or posting harmful, untrue or cruel statements about a person to others;
- H. Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger;
- I. Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images; and/or,
- J. Engaging in tricks to solicit embarrassing information that is then made public.

Pupils found to be engaging in activities as described above shall be subject to the terms and sanctions found in this policy and the discipline code of the district.

The Superintendent of Schools shall provide annually to pupils and their parents/guardians the rules of the district regarding pupil conduct, and the policy shall appear in all publications of the school district's comprehensive rules, procedures and standards of conduct for schools within the school district, including the pupil handbook.

Provisions shall be made for informing parents/guardians whose primary language is other than English. These district rules shall include, but not be limited to:

- A. Describing pupil responsibilities including the requirements for pupils 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;
- B. Addressing appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success,
- C. Explaining pupil rights; and,
- D. Identifying disciplinary sanctions and due process.

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9

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

Discipline of Pupils

In considering whether a response beyond the individual level is appropriate, the administrator should consider the nature and circumstances of the act, the level of harm, the nature 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 can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil behavior and the consequences of such actions and to involvement of law enforcement officers, including school resource officers.

Pupils

Consequences and remedial measures for a pupil who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance. Consequences shall be consistent with the Board of Education approved code of student conduct and NJAC 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 pupil 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:

Consequences

- A. Admonishment;
- B. Temporary removal from the classroom;
- C. Deprivation of privileges;
- D. Classroom or administrative detention;
- E. Referral to disciplinarian;
- F. In-school suspension during the school week or the weekend;

-51-

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9

Page 6 of 16

- G. After-school programs;
- H. Out-of-school suspension (short-term or long-term);
- I. Legal action; and
- J. Expulsion.

Remedial Measures

- A. Personal;

- B. Restitution and restoration;
- C. Mediation;
- D. Peer support group;
- E. Recommendations of a student behavior or ethics council;
- F. Corrective instruction or other relevant learning or service experience;
- G. Supportive student interventions, including participation of the intervention and referral services team;
- H. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- I. Behavioral management plan, with benchmarks that are closely monitored;
- J. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- K. Involvement of school disciplinarian;
- L. Student counseling;
- M. Parent conferences;
- N. Student treatment; or
- O. Student therapy.

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;

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9
Page 7 of 16	

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

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

Staff

Any person who has been convicted of bias intimidation may disqualify that person for employment in this district. 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 that could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

Consequences

- A. Admonishment;
- B. Temporary removal from the classroom;
- C. Deprivation of privileges;
- D. Referral to disciplinarian;
- E. Withholding of Increment
- F. Suspension;
- G. Legal action; and
- H. Termination.

Remedial Measures

- A. Personal;
- B. Restitution and restoration;
- C. Mediation;
- D. Support group;
- E. Recommendations of behavior or ethics council;
- F. Corrective action plan;

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9
Page 8 of 16	

- G. Behavioral assessment or evaluation;
- H. Behavioral management plan, with benchmarks that are closely monitored;
- I. Involvement of school disciplinarian;
- J. Counseling;
- K. Conferences;
- L. Treatment; or
- M. Therapy.

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 or Bullying

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

Any school employee, pupil, Board Member, or volunteer who has witnessed, or has reliable information that a pupil has been subject to harassment, intimidation or bullying, must report the incident to the appropriately designated administrator or his/her designee.

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 services provider witnessed or received reliable information regarding any such incident. The principal shall inform the parent(s)/guardian(s) of all students involved in the alleged incident, and may discuss, as

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9
Page 9 of 16	

appropriate, the availability of counseling and other intervention services. All acts of harassment, intimidation or bullying shall be reported in writing to the principal within 2 school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subjected to harassment, intimidation or bullying.

In cases in which an incident of harassment, intimidation or bullying occurs exclusively among or between special education students or student with developmental disabilities in the context

of a county special services school district or a separate program for special education students within a school district, the school employee who witnesses such an incident shall have the discretion to determine whether it is necessary to report the incident or if the incident may have been affected by the condition of the student(s) and thereby warrants an alternative approach more appropriate in the special education context.

Reports of harassment, intimidation or bullying in any form, including but not limited to, oral reports, written reports or electronic reports shall be taken. Reports shall also be made to the Department of Education through the Electronic Violence and Vandalism Reporting System (EVVRS). The Board of Education shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report.

The Board of Education requires that all violations and complaint reports of harassment, intimidation or bullying be investigated promptly by the appropriately designated administrator or his/her designee. All investigations shall be thorough and complete and shall include, but not be limited to:

- A. Taking of statements from victim, witnesses and accused;
- B. Careful examination of facts;
- C. Support for the victim; and
- D. Determination if alleged act constitutes a violation of this policy.

The appropriately designated administrator shall maintain all reports and records of the investigation on file.

Range of Ways to Respond to Harassment, Intimidation or Bullying

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

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9
Page 10 of 16	

In considering whether a response beyond the individual is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or 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 may include, but are not limited to:

- 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 or bullying in the school community;
- 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, but not be limited to:

- 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).

Retaliation and Reprisal Prohibited

The Board of Education prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Superintendent of

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9
Page 11 of 16	

Schools and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and Board of Education policies and procedures.

Any act of retaliation or reprisal against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, volunteer, visitor, or Board of Education Member 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.

Students

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accusing 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.

School Employees

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accusing 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.

Visitors, Volunteers

Consequences and appropriate remedial action for a visitor or volunteer, found to have engaged in retaliation, reprisal and/or falsely accusing another as a means of harassment, intimidation or bullying shall be determined by the Superintendent of Schools after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences

- A. Admonishment;
- B. Temporary removal from the classroom or school;
- C. Deprivation of privileges;
- D. Classroom or administrative detention;
- E. Referral to disciplinarian;
- F. In-school suspension during the school week or the weekend;

-57-

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9
Page 12 of 16	

- G. After-school programs;
- H. Out-of-school suspension (short-term or long-term);
- I. Legal action;
- J. Withholding of Increment;
- K. Suspension;
- L. Expulsion;
- M. Termination.

Remedial Measures

- A. Personal;
- B. Restitution and restoration;
- C. Mediation;
- D. Peer support group;
- E. Recommendations of a student behavior or ethics council;
- F. Corrective instruction or other relevant learning or service experience;
- G. Supportive student interventions, including participation of the intervention and referral services team;
- H. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- I. Behavioral management plan, with benchmarks that are closely monitored;
- J. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- K. Involvement of school disciplinarian;
- L. Counseling;
- M. Conferences;
- N. Treatment; or
- O. Therapy.

Support for Victims of Harassment, Intimidation or Bullying

The Superintendent of Schools/designee shall establish procedures and practices for supporting victims of harassment, intimidation or bullying, incorporating the services of professional staff members within the district or as he/she deems appropriate.

Investigation & Appeal

The Superintendent of Schools/designee is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Superintendent of Schools/designee shall oversee a prompt, thorough and complete investigation of the alleged incident.

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9
Page 13 of 16	

School administrators who receive a report of harassment, intimidation or bullying from a district employee and fail to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation or bullying and fail to take sufficient action to minimize or eliminate the harassment, intimidation or bullying may be subject to disciplinary action.

The investigation shall be initiated and conducted by the principal in his/her role as the school anti-bullying specialist within one school day of the report of the incident. Additional personnel may be appointed by the principal to assist in the investigation. The investigation shall be completed within 10 school days from the dated 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.

The results of the investigation shall be reported to the Superintendent of Schools within 2 school days of the completion of the investigation and in accordance with the regulations promulgated by the NJ State Board of Education pursuant to the “Administrative Procedure Act,” PL 1968, c410 (C.52:14B-1 et seq). The Superintendent of Schools may decide to provide intervention services, establish training programs to reduce harassment, intimidation or bullying and enhance school climate, impose discipline, or order counseling as a result of the findings of the investigation or take or recommend other appropriate actions.

The results of each investigation shall be reported to the Board of Education no later than the date of the Board of Education meeting following the completion of the investigation along with information on any services provided, training established, discipline imposed or other actions taken or recommended by the Superintendent of Schools.

Parents/guardians of the students who are parties to the investigation shall be entitled to receive information about the investigation in accordance with federal and state law and regulations, whether the district found evidence of harassment, intimidation or bullying or whether discipline was imposed or services provided to address the incident. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the Board of Education. A parent/guardian may request a hearing before the Board of Education after receiving the information and the hearing shall be held within 10 days of the request. The Board of Education shall meet in executive session for the hearing to protect the confidentiality of the student(s). At the hearing, the Board of Education may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services and any programs instituted to reduce such incidents.

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9

At the Board meeting following the receipt of the report, the Board of Education shall issue a decision, in writing to affirm, reject or modify the decision of the Superintendent of Schools. The decision of the Board of Education may be appealed to the NJ Commissioner of Education in accordance with the procedures set forth in law and regulation, no later than 90 days after the issuance of the decision of the Board of Education.

A parent/guardian or organization may file a complaint with the Division of 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,” PL 1945, c169 (C. 10:5-1 et seq).

Response to an Incident of Harassment, Intimidation or Bullying

Some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under NJSA 18A:37-1, Discipline of Pupils.

Public Participation

Based on broad community involvement (i.e., the use of a process that includes representation of parents/guardians and other community representatives, school employees, volunteers, pupils and administrators for the purpose of providing input regarding the development and content of the policy that is based on accepted core ethical values), the Board of Education shall develop general guidelines for pupil conduct and shall direct development of detailed regulations suited to the age levels of the pupils and the mission and physical facilities of the individual schools. Board policy requires all pupils in the district to adhere to the rules and regulations established by the school district and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules.

Dissemination and Implementation

The Superintendent of Schools shall take the following steps to publicize this policy:

- A. Publicized on district website;
- B. Distributed annually to all staff, students and parents/guardians;
- C. Printed in school handbooks; and
- D. Posted at the entrance of each building.

-60-

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9
Page 15 of 16	

A link to this policy shall be prominently posted on the home page of the district website and distributed annually to parents/guardians of students of this district. In addition, the name, school address, school phone number and email address of the district anti-bullying coordinator shall be listed on the district’s website home page.

All pupils and staff shall be informed that harassment, intimidation or bullying is prohibited on school property, at any school-sponsored function or on a school bus. This shall include development of a process to annually discuss the policy with students. This information shall also be incorporated into the student handbook and employee training programs.

Training of Staff Members, Administrators & Board of Education Members

The training needs of district staff for the effective implementation of this policy, procedures and initiatives of the Board of Education shall be reviewed annually. The Board of Education shall also implement staff training programs consistent with this review. Such training shall include, but not be limited to information on and the relationship between the risk of suicide and incidents of harassment, intimidation or bullying and reducing the risk of suicide among students, especially for those students who are members of communities identified as having members at high risk of suicide.

By the 2011-2012 school year, all candidates for school administrator or teacher certification will be required to complete a program on harassment, intimidation or bullying prevention, and that training in this area will be a part of the professional development requirements for these individuals.

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 dealing with harassment, intimidation or bullying in schools and including a school district's responsibilities under PL 2002, c.83 (C.18A:37-13 et seq). This training shall be provided by the New Jersey School Boards Association in consultation with recognized experts in school bullying from a cross-section of academia, child advocacy organizations, nonprofit organizations, professional associations and governmental agencies. Board Members shall be required to complete the program only once.

The training course for any safe school resource officers and/or public school employees assigned by the Board of Education to serve as a school liaison to law enforcement must include training in the protection of students from harassment, intimidation or bullying.

The extent and characteristics of harassment, intimidation or bullying behavior in the district's schools, and implementation programs, or other responses, if appropriate, shall be reviewed annually. These programs or other services shall be planned in consultation with parents, and other community members, including appropriate community-based social and health provider agencies, law enforcement officials, school employees, school volunteers, students, and school administrators, as appropriate.

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Harassment, Intimidation & Bullying	Policy 5131.9
Page 16 of 16	

Twice annually, at a public hearing, the Superintendent of Schools must report to the Board of Education, all acts of violence, vandalism and harassment, intimidation or bullying that occurred during the previous period. This report shall include, but not be limited to:

- A. The number of reports of harassment, intimidation or bullying and the status of all investigations;
- B. The nature of the bullying based on one of the protected categories identified in Section 2 of PL 2002, c.83 (C18A:37-14);
- C. The names of the investigators;
- D. The type and nature of any discipline imposed on any student engaged in harassment, intimidation or bullying; and,
- E. Any other means imposed, training conducted or programs implemented to reduce harassment, intimidation and bullying.

The information shall also be reported once during each semester of the school year to the Department of Education. The report must include data broken down by the enumerated categories as listed in Section 2 of PL 2002, c.83 (C18A:37-1), and data broken down by each school in the district, in addition to district-wide data. The report will be used to grade schools and districts in their efforts to implement policies and programs with the “Anti-Bullying Bill of Rights Act. It shall be a violation to improperly release any confidential information not authorized by federal or state law for public release.

The district shall be graded by the New Jersey Commissioner of Education on its efforts to identify harassment, intimidation or bullying and the School Report Card shall include data identifying the number and nature of all reports of harassment, intimidation or bullying.

The grade assessed for each school and the district shall be published on the district website, along with a link to the report. This information shall be posted on the district website within 10 days of the receipt of a grade by the school and district.

The Superintendent of Schools shall ensure that the rules for this policy are applied consistently with the district’s code of student conduct, NJAC 6A:16-7 and all applicable laws and regulations and that all disciplinary sanctions are carried out with necessary due process.

A copy of this policy and any future revisions to it shall be transmitted to the County Executive Superintendent of Schools within 30 days of the adoption of the policy and/or any revisions to it.

Annually, the district shall conduct a re-evaluation, reassessment and review of this policy, making any necessary revisions and additions. The Board of Education shall include input from the school anti-bullying specialist in conducting this review, re-evaluation, and reassessment.

The week beginning with the first Monday in October of each year has been designated as a “Week of Respect” in the State of New Jersey. This district shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation and bullying. In addition, the district shall provide ongoing age-appropriate instruction dealing with the prevention of harassment, intimidation and bullying, in accordance with the New Jersey Core Curriculum Content Standards.

Commercial Township Board of Education District Policy Manual		
Students	Series 5000	
Physical Restraint of Students by Staff Members	Policy 5131. 8	
Date Adopted: November 13, 2012	Date Revised:	Page 1 of 3

The goal of the Board of Education is to provide a safe, caring atmosphere that supports all learners in the least restrictive environment. The Board of Education recognizes that on occasion, a situation may arise in which some students attending our district will exhibit behaviors that are disruptive to the social and educational environment of the school; and thus, are a danger to themselves and others and reduce the student's potential for learning. This policy applies to all, including general education students and students with disabilities. It should also be noted that nothing in the policy precludes a teacher or other staff member using

reasonable force to protect students, themselves, or other persons from assault or imminent, serious physical harm.

Restraints are only to be used in an emergency. For the purpose of this policy, emergency is defined as a situation in which a student's behavior poses a threat of imminent, serious physical harm to the student or others or eminent serious property destruction.

The restraint procedure falls within a continuum of behavior management techniques that are designed to address potentially unsafe student behavior. This continuum begins with minimally intrusive or restrictive strategies that can be implemented within the classroom setting. The continuum then progresses to more restrictive strategies that may involve the physical separation or restraint of a student. The goal is minimal separation for his/her classmates in order to enable the student to regroup and return to the classroom setting.

The primary intervention options used by staff when a student exhibits escalating, disruptive behavior should focus on assisting the student in regaining behavioral control. These options include:

- Verbally redirecting student in a low, nonthreatening voice;
- Setting reasonable limits;
- Offering alternatives;
- Allowing time so that the student can regain control.

Restraint does include momentary periods of physical restriction by direct person-to-person contact without the aid of material or mechanical devices that is accomplished with limited force and designed to prevent a student from completing an act that would result in potential physical harm to himself/herself or another or damage property or to remove a disruptive student who is unwilling to leave an area voluntarily. Physical prompting to assist a student in task completion, such as holding a student's hand, positioning a student's body, securing a student on the bus, or using prescribed adaptive equipment to prevent ongoing, repetitive, self injurious behavior are not considered to be restraint. Restraint shall only be used with the following limitations:

-63-

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Physical Restraint of Students by Staff Members	Policy 5131.8
Page 2 of 3	

1. Limited to the use of only the reasonable force needed;
2. Discontinued immediately when the emergency no longer exists;
3. Implemented in such a way as to protect the health and safety of the students and others;
and,
4. Does not deprive the student of basic human necessities.

The use of physical restraints is prohibited in the following circumstances:

1. As a means of punishment;
2. As an intervention to property destruction, unless the potential property destruction may result in possible harm to self and/or others;
3. As a response to verbal threats, disruptive behavior or a student's refusal to comply with a school rule or staff directive, unless the student's behavior poses an immediate or serious danger to self and/or others.

In accordance with NJSA 18 A:6-1, no person employed or engaged in school or educational instruction, whether public or private, shall inflict or cause to be inflicted corporal punishment upon a pupil attending such school or institution; but any such person may, within the scope of his/her employment, use and apply such amount of force as is reasonable and necessary:

The use of physical restraint is subject to the following requirements:

1. The student must possess a physical risk to himself/herself or others or to quell a disturbance, with the intent of threatening physical injury to others;
2. To obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil, or to prevent significant property damage which ultimately may present harmful to the student or others;
3. For the purpose of self-defense;
4. Restraint techniques will take into account medical conditions and shall be modified as necessary;
5. Students will not be subject to physical restraint for using profanity or other verbal displays or disrespect or for noncompliance. A verbal threat will not be considered as constituting a physical danger unless a student also demonstrates a means of, or intent to, carry out the threat;
6. In determining whether a student who is being physically restrained should be removed from the area where the restraint was initiated, the supervising staff member should consider the potential for injury to the student, the student's need for privacy and the educational and emotional well-being of the other students in the vicinity;

Commercial Township Board of Education District Policy Manual	
Students	Series 5000
Physical Restraint of Students by Staff Members	Policy 5131.8
Page 3 of 3	

7. A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing harm to himself/herself or others;
8. The student shall be examined by school personnel (i.e. nurse, counselor, administrator, etc.) after any restraint;
9. The school principal, or acting school administrator will be notified immediately when a student is being restrained, or immediately following the conclusion of the restraint.

10. A written incident report will be completed by school personnel (teacher, nurse, counselor, administrator, etc.) after a physical restraint is implemented. Parents are to be notified by telephone and provided with a copy of the report. The report must also be maintained in the student's permanent record.

-65-

Commercial Township Board of Education District Policy Manual		
Instructional Personnel		Series 4000
Nondiscrimination / Affirmative Action / Sexual Harassment		Policy 4111.1
Date Adopted: August 11, 2009	Date Revised: November 13, 2012	Page 1 of 3

The Board of Education guarantees to all persons equal access to all categories of employment, retention and advancement in this district, regardless of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait or any individual or non-applicable disability.

An affirmative action/equity program shall be a part of every aspect of employment not limited to but including upgrading; demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation including fringe benefits; employment selection or selection for training and apprenticeships; promotion; or tenure.

The Board-designated affirmative action officer shall identify and recommend correction of any existing inequities, and any that occur in the future.

Harassment and Favoritism

The Board of Education is an affirmative action employer and holds all its employees responsible for maintaining a working environment that is free from all discriminatory practices. Harassment or favoritism on any basis included in the Board's statement of equal access to employment, retention and advancement is prohibited.

Administrators shall be familiarized with the actions that constitute harassment and favoritism. This material shall be included in the legally mandated affirmative action in-service training for all employees, and shall be clear and specific (see Policy 2224). When harassment has been determined to have taken place, disciplinary action will follow.

Sexual Harassment

The Board of Education shall maintain a working environment that is free from sexual harassment.

A. Sexual harassment shall consist of unwelcomed sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any member of the school staff to a student, when made by any member of the school staff to another staff member, or when made by any student to another student, or when made by a student to a staff member, when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, or when
2. Submission to or rejection of such conduct by an individual is used as the basis of academic or employment decisions affecting that individual, or when
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or education environment.

-66-

Commercial Township Board of Education District Policy Manual	
Instructional Personnel	Series 4000
Nondiscrimination / Affirmative Action / Sexual Harassment	Policy 4111.1
Page 2 of 3	

B. Sexual harassment, as set forth in Section A, may include, but is not limited to the following:

1. verbal harassment or abuse
2. pressure for sexual activity
3. repeated remarks to a person with sexually demeaning implications
4. unwelcomed touching suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.

Administrators and supervisors will make it clear to all staff that sexual harassment is prohibited. No supervisory employee shall threaten or insinuate, either directly or indirectly, that an employee's refusal to submit to sexual advances will adversely affect the employee's continued employment, evaluation, compensation, assignment or advancement. No supervisory employee shall promise or suggest, either directly or indirectly, that an employee's submission to sexual advances will result in any improvement in any term or condition of employment of an employee. Sexually harassing conduct committed by non-supervisory personnel is also prohibited.

Staff may file a formal grievance related to sexual harassment. The Affirmative Action Officer will receive all complaints and carry out a prompt and thorough investigation and will protect the rights of both the person making the complaint and the alleged harasser.

Students may also file formal grievances related to sexual harassment (refer to Parent/Student Handbook – grievance policy).

A substantiated charge against a staff member in the school district shall subject such staff member to disciplinary action, such as a letter of reprimand, withholding of an increment or possible discharge.

A substantiated charge against a student in the school district shall subject that student to student disciplinary action, including suspension or expulsion, consistent with the student disciplinary code.

Notice of this policy will be circulated to the school and departments of the school district on an annual basis and incorporated in teacher and parent handbooks. It may also be distributed to all organizations in the community having cooperative agreements with the public schools. Failure to comply with this policy may result in termination of the cooperative agreement. Training sessions on this policy and the prevention of sexual harassment shall be held for teachers and students in the school on an annual basis.

Commercial Township Board of Education District Policy Manual	
Instructional Personnel	Series 4000
Nondiscrimination / Affirmative Action / Sexual Harassment	Policy 4111.1
Page 3 of 3	

“Whistleblower” Protection

The Board prohibits discrimination or retaliation against any school employee who does any of the following:

- A. Disclose or threatens to disclose to a supervisor or to a public body an activity, policy or practice of the Board that the employee reasonably believes is in violation of a law, or a rule or regulation established pursuant to law;

- B. Provides information to, or testifies before, any public body conducting an investigation, hearing or inquiry into any violation of law, rule or regulation established pursuant to law by the Board; or
- C. Objects to, or refuses to participate in any activity, policy, or practice which the employee reasonable believes is in violation of law, rule or regulation; is fraudulent or criminal; or is incompatible with public health, safety or welfare.

The Board shall ensure that notices are posted conspicuously in each school, informing employees that they are protected under the “Conscientious Employee Protection Act”.

Report on Implementation

The Superintendent of Schools shall devise regulations, including grievance forms and procedures to implement this policy. He/she shall be responsible for informing staff annually of the identity and location of the affirmative action officer and the implementing procedures.

Commercial Township Board of Education		
District Policy Manual		
Instructional Personnel		Series 4000
Drug-Free Workplace		Policy 4119.232
Date Adopted: August 11, 2009	Date Revised: November 13, 2012	Page 1

The Board of Education prohibits the unlawful manufacture, distribution, dispensing, possession or use of any controlled dangerous substance by any person in any school building, on school grounds, or during any activity or event sponsored by the Board.

Every employee of this district must, as a condition of employment, agree to be bound by this policy. An employee who violates the prohibitions or reporting requirements of this policy will be

subject to discipline, which may include dismissal, or certification of tenure charges, as appropriate. An employee whose involvement with drugs results in a conviction for a crime of the third degree or above or for an offense touching his/her position will be deemed to have forfeited his/her public employment, pursuant to N.J.S.A. 2C:51-2.

An employee who is convicted of a drug-related offense must report the conviction to the Superintendent of Schools within five days of its occurrence. The Superintendent of Schools will report the conviction, within ten days of the date on which notice of the conviction is received, to any federal agency from which the district has received funds through a grant.

The Board directs the Superintendent of Schools to establish and maintain a program to:

1. Alert employees as to the dangers of drug abuse in the workplace;
2. Inform employees of the prohibitions against drugs set forth in this policy;
3. Inform employees of available drug counseling, rehabilitation, and assistance programs; and,
4. Warn employees of the penalties that may be imposed for violations of prohibitions set forth in this policy.

The Board will report to law enforcement officials and prosecute as appropriate any employee or visitor who violates the prohibitions of this policy. A pupil who violates this policy will be treated in accordance with law.

This policy will be distributed to each district employee, including all those engaged in the performance of services under a federal grant, and will be prominently posted in the district.

Commercial Township Board of Education District Policy Manual		
Business & Non-Instructional Operations		Series 3000
Smoking		Policy 3515
Date Adopted: August 11, 2009	Date Revised: November 13, 2012	Page 1 of 2

The Board of Education recognizes the medical danger associated with the use of tobacco and is cognizant of its statutory duty pursuant to NJSA 26:3D-15 regarding smoking in school facilities. Additionally, the Board of Education believes that the right of persons to smoke must be balanced against the right of those who do not smoke to breathe air untainted by tobacco smoke. In order to protect pupils and employees who choose not to smoke from an environment noxious to them and

potentially damaging to their health, the Board prohibits smoking in all buildings and school grounds belonging to the District and in all school vehicles.

Definition

Smoking shall mean the inhalation or burning of a lighted cigar, cigarette, pipe or any other matter or substance including tobacco.

Prohibition of Smoking by Pupils

- A. Pupils are not permitted to smoke at any time in school buildings, or anywhere within school boundaries, or on school buses, or when on a school-sponsored trip or activity off school premises.
- B. Pupils are not permitted to possess tobacco products or smoking paraphernalia while on school property.
- C. Pupils who are found exhaling smoke or possessing tobacco products or smoking paraphernalia shall be subject to school discipline codes approved by the Board of Education.

Prohibition of Smoking for Persons Other Than Pupils

- A. No person is permitted to smoke at any time in any building, on any school property or any school vehicle owned by the Board of Education.
- B. Sanctions for violations
 - 1. First offense:
Issuance of a verbal warning, documented in writing, if address of the offender is known. For employees the warning will include a suggestion to participate in a smoking cessation program.
 - 2. Second offense:
Issuance of a written warning if the offender's address is known. For employees this written warning will be placed in the personnel file.
 - 3. Third or more offenses:
Written complaint to the local Board of Health and/or municipal court/prosecutor. If the offender is an employee of the complainant, the documentation will be placed in the personnel file.

Employees who fail to comply with NJSA. 26:3D-15 and this policy are subject to standard employee discipline procedures, in addition to the sanctions noted in B(1-3) above.

-70-

Commercial Township Board of Education District Policy Manual	
Business & Non-Instructional Operations	Series 3000
Smoking	Policy 3515
Page 2 of 2	

The Superintendent of Schools and/or designee, is authorized to report violations, in accordance with the law to the County Board of Health and/or local municipal court/prosecutor.

Signs and Reminders

- A. Appropriate "No Smoking in This Building" signs will be posted at appropriate locations on the school grounds.

- B. At the beginning of activities that involve large numbers of visitors (e.g. athletic events, concerts, awards, ceremonies) an announcement will be made which states that smoking is prohibited in this building or on these grounds.

-71-

**Commercial Township Board of Education
District Policy Manual**

Instructional Personnel

Series 4000

Substance Abuse: Drugs, Steroids & Alcohol

Policy 4119.23

Date Adopted: August 11, 2009

Date Revised: November 13, 2012

Page 1 of 2

The Board of Education recognizes that the misuse of drugs, steroids, and alcohol is a serious problem with enormous impact upon the welfare of the entire school community. The Board is committed to the prevention of drug, steroid, and alcohol abuse and rehabilitation of drug, steroid, and alcohol abusers and implementation of an effective drug, steroid, and alcohol awareness program for staff members, as well as providing special assistance for addicted staff. The Board

Commercial Township Board of Education District Policy Manual

Instructional Personnel

Series 4000

Substance Abuse: Drugs, Steroids & Alcohol

Policy 4119.23

Page 2 of 2

desires to utilize positive approaches in dealing with these problems but will resort to necessary and appropriate steps to protect the school community from harm caused by exposure to drugs, steroids, and alcohol abuse.

Adoption of Policies and Procedures

- A. The Board hereby adopts these policies and procedures for the discipline, evaluation and treatment of staff members who possess, consume or who, on reasonable grounds, are suspected of being under the influence of the following substances in the work site.
1. All controlled dangerous substances as identified and prohibited in N.J.S.A. 24:21-1
 2. All chemicals and/or chemical compounds which release toxic vapors as defined in N.J.S.A. 27A:170-25.9 and N.J.S.A. 2C:98-3
 3. All alcoholic beverages.
 4. Anabolic steroids

B. Guidelines – All Employees

1. For the purpose of this policy “worksite” shall include any school building, or any school premises and any school-approved vehicle used to transport students to and from school or school activities. Worksite also includes off school property during any school sponsored or school approved activity, event or function such as a field trip or athletic event, where students are under the jurisdiction of the school district.
 2. The unlawful manufacture, distribution, dispensing, possession of, use of or sale of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, steroid, or any other controlled substance on or in school worksites is prohibited. Any violation may subject an employee to participation in a drug rehabilitation program and disciplinary action including but not limited to non-renewal, suspension, or termination at the discretion of the Board of Education.
 3. The use of alcoholic beverages in school worksites is prohibited. Violations of this prohibition may subject an employee to disciplinary action that may include but is not limited to non-renewal, suspension, or termination at the discretion of the Board.
 4. The Board of Education, as a result of criminal convictions of any criminal drug statute violation by an employee occurring outside of the worksite, may discipline said employee. Disciplinary action may include, but not be limited to non-renewal, suspension, or termination at the discretion of the Board.
- 72-
5. The Superintendent of Schools shall establish a drug-free awareness program that includes notice of the dangers of drug abuse in the workplace and available drug counseling programs and shall distribute this information to all employees annually. New employees shall be provided with a copy of this information prior to beginning work assignments.
 6. The Superintendent of Schools with the Board shall establish standards of staff conduct to include disciplinary sanctions required when staff members violate Board policies related to drug, steroid, and alcohol abuse. All disciplinary sanctions shall

- be implemented within the framework of the employees' contractual rights and due process. All employees shall be provided with a copy of this information annually.
7. 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 included, but not limited to, the school districts own substance abuse programs.
 8. All information concerning a staff member's involvement in a school intervention or treatment program shall be kept strictly confidential. See 42 C.F.R. 2 and N.J.A.C. 6:3-6.6.
 9. The Superintendent of Schools will ensure that all district employees receive annual in-service training to make them aware of their responsibilities in accordance with Board policies and N.J.A.C. 6:3-6.3 et seq.
 10. 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 County Superintendent of Schools, local community members, and the County Prosecutor's office.
 11. The policies and procedures contained herein shall be made available to all staff on an annual basis.

C. Work Performance in Connection with a Federal Grant

In order for the school district to qualify for any direct federal grant, the district must certify that it will provide a drug-free workplace and maintain a good faith effort to continue to maintain a drug-free workplace. To this end, employees engaged in school worksites as a result of federal grant monies shall in addition to complying with requirements of the programs shall be in strict compliance with this policy.

The Superintendent of Schools shall notify all employees that they are to notify their respective supervisors of convictions of any criminal drug statute violation occurring in the workplace. Employees must notify their supervisors no later than five days after such conviction. To be in compliance, the district must notify the federal grant program of such conviction within 10 days of receipt of said conviction.