

**BOARD**

**ATTACHMENTS  
MARCH 18, 2019**

**(Enclosed will not be available at  
Board Meeting)**

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**DRAFT #1A**

MONTCLAIR PUBLIC SCHOOL  
School Calendar 2019-2020

			Number of Days	
			Staff	Students
September	2	Mon., Labor Day district closed	19	17
	3	Tues., Staff Workshops		
	4	Wed., Staff in Buildings		
	5	Thurs., First day for Students		
	30	Mon., Rosh Hashana, district closed		
October	3	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	22	21
	9	Wed., Yom Kippur, district closed		
	14	Mon., Staff Professional Development, schools closed for students		
November	5	Tues., Staff Professional Development, schools closed for students	17	16
	7-8	Thurs. & Fri., N.J.E.A. Convention, district closed		
	14	Thurs., Curriculum meetings, schools closed for students after an abbrev. day		
	27	Wed., district closed after abbreviated day		
	28-29	Thurs. & Fri., Thanksgiving, district closed		
December	4	Wed., evening K-12 parent conferences, schools closed after abbreviated day	15	15
	5	Thurs., afternoon K-12 parent conferences, schools closed after abbreviated day		
	6	Fri., afternoon K-12 parent conferences, schools close after abbreviated day		
	12	Thurs., Curriculum meetings, schools closed for students after an abbrev. day		
	23	Mon., Winter recess, schools closed		
	24-25	Tues. & Wed., Winter recess and Christmas, district closed		
	26-27 & 30	Thurs., Fri., & Mon., Winter recess, schools closed		
	31	Tues., Winter recess, district closed		
January	1	Wed., district closed	21	20
	2	Thurs., district reopens		
	9	Thurs., Curriculum meetings, schools closed for students after an abbrev. day		
	20	Mon., Dr. Martin Luther King, Jr. Day, district closed		
	21	Tues., Staff Professional Development, school closed for students		
February	6	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	19	19
	17	Mon., Presidents' Day, district closed		
March	5	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	22	21
	6	Fri., Staff Professional Development, schools closed for students		
	26	Thurs., evening K-12 parent conferences, schools closed after abbreviated day		
	27	Fri., afternoon K-12 parent conferences, schools closed after abbreviated day		
April	2	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	16	16
	10	Fri., Good Friday, district closed		
	13-17	Mon. - Fri., Spring Recess, schools closed		
May	7	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	18	18
	12	Tues., Election day, schools closed		
	22 & 25	Fri. & Mon., Memorial Day weekend, district closed		
June	2	Tues., Election day, schools closed	20	20
	26	Fri., Abbreviated day for students		
	29	Mon., Abbreviated day for students and staff, last day for students		
			<b>189</b>	<b>183</b>

**Total Days for the 2019-2020 School Year**

If emergency or snow days are required, any in excess of three (3) will be made up as full days in the following sequence: 3/6, 5/22, 4/17, 4/16, 4/15, 4/14, 4/13. Any days in excess of these days may require extending the school year. When advisable, a two-hour delayed opening will be used rather than an emergency closing. A delayed opening on an early dismissal day (including Curriculum Meeting days) will cancel the early dismissal and school will end at the regular time. On delayed opening days, staff is expected at the regular time or as soon after as weather permits.

3/12/2019

**DRAFT #1B**

**MONTCLAIR PUBLIC SCHOOL  
School Calendar 2019-2020**

			<b>Number of Days</b>	
			<b>Staff</b>	<b>Students</b>
September	2	Mon., Labor Day district closed	19	17
	3	Tues., Staff Workshops		
	4	Wed., Staff in Buildings		
	5	Thurs., First day for Students		
	30	Mon., Rosh Hashana, district closed		
October	3	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	22	21
	9	Wed., Yom Kippur, district closed		
	14	Mon., Staff Professional Development, schools closed for students		
November	7-8	Thurs. & Fri., N.J.E.A. Convention, district closed	18	17
	14	Thurs., Curriculum meetings, schools closed for students after an abbrev. day		
	27	Wed., district closed after abbreviated day		
	28-29	Thurs. & Fri., Thanksgiving, district closed		
December	4	Wed., evening K-12 parent conferences, schools closed after abbreviated day	15	15
	5	Thurs., afternoon K-12 parent conferences, schools closed after abbreviated day		
	6	Fri., afternoon K-12 parent conferences, schools close after abbreviated day		
	12	Thurs., Curriculum meetings, schools closed for students after an abbrev. day		
	23	Mon., Winter recess, schools closed		
	24-25	Tues. & Wed., Winter recess and Christmas, district closed		
	26-27 & 30	Thurs. - Fri., & Mon., Winter recess, schools closed		
	31	Tues., Winter recess, district closed		
January	1	Wed., district closed	21	20
	2	Thurs., district reopens		
	9	Thurs., Curriculum meetings, schools closed for students after an abbrev. day		
	20	Mon., Dr. Martin Luther King, Jr. Day, district closed		
	21	Tues., Staff Professional Development, schools closed for students		
February	6	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	19	19
	17	Mon., Presidents' Day, district closed		
March	5	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	22	21
	6	Fri., Staff Professional Development, schools closed for students		
	26	Thurs., evening K-12 parent conferences, schools closed after abbreviated day		
	27	Fri., afternoon K-12 parent conferences, schools closed after abbreviated day		
April	2	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	16	16
	10	Fri., Good Friday, district closed		
	13-17	Mon. - Fri., Spring Recess, schools closed		
May	7	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	19	19
	22 & 25	Fri. & Mon., Memorial Day weekend, district closed		
June	23	Tues., Abbreviated day for students	18	18
	24	Wed., Abbreviated day for students and staff, last day for students		
			<b>189</b>	<b>183</b>

**Total Days for the 2019-2020 School Year**

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3/12/2019

**DRAFT #1C**

**MONTCLAIR PUBLIC SCHOOL  
School Calendar 2019-2020**

		<u>Number of Days</u>		
		<u>Staff</u>	<u>Students</u>	
September	2	Mon., Labor Day district closed	19	17
	3	Tues., Staff Workshops		
	4	Wed., Staff in Buildings		
	5	Thurs., First day for Students		
	30	Mon., Rosh Hashana, district closed		
October	3	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	22	21
	9	Wed., Yom Kippur, district closed		
	14	Mon., Staff Professional Development, schools closed for students		
November	5	Tues., Staff Professional Development, schools closed for students	17	16
	7-8	Thurs. & Fri., N.J.E.A. Convention, district closed		
	14	Thurs., Curriculum meetings, schools closed for students after an abbrev. day		
	27	Wed., district closed after abbreviated day		
	28-29	Thurs. & Fri., Thanksgiving, district closed		
December	4	Wed., evening K-12 parent conferences, schools closed after abbreviated day	15	15
	5	Thurs., afternoon K-12 parent conferences, schools closed after abbreviated day		
	6	Fri., afternoon K-12 parent conferences, schools closed after abbreviated day		
	12	Thurs., Curriculum meetings, schools closed for students after an abbrev. day		
	23	Mon., Winter recess, schools closed		
	24-25	Tues. & Wed., Winter recess and Christmas, district closed		
	26-27 & 30	Thurs. - Fri., & Mon., Winter recess, schools closed		
31	Tues., Winter recess, district closed			
January	1	Wed., district closed	22	21
	2	Thurs., district reopens		
	9	Thurs., Curriculum meetings, schools closed for students after an abbrev. day		
	20	Mon., Dr. Martin Luther King, Jr. Day, district closed		
February	6	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	19	19
	17	Mon., Presidents' Day, district closed		
March	5	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	22	21
	6	Fri., Staff Professional Development, schools closed for students		
	26	Thurs., evening K-12 parent conferences, schools closed after abbreviated day		
	27	Fri., afternoon K-12 parent conferences, schools closed after abbreviated day		
April	2	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	16	16
	6-9	Mon. - Fri., Spring Recess, schools closed		
	10	Fri., Good Friday, district closed		
	13	Mon., Spring Recess, schools closed		
May	7	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	19	19
	12	Tues., Election day, schools closed		
	25	Mon., Memorial Day, district closed		
June	2	Tues., Election day, schools closed		
	24	Wed., Abbreviated day for students		
	25	Thurs., Abbreviated day for students and staff, last day for students	<u>18</u>	<u>18</u>
			<b>189</b>	<b>183</b>

**Total Days for the 2019-2020 School Year**

If emergency or snow days are required, any in excess of three (3) will be made up as full days in the following sequence: 3/6, 4/6, 4/7, 4/8, 4/9. Any days in excess of these days may require extending the school year. When advisable, a two-hour delayed opening will be used rather than an emergency closing. A delayed opening on an early dismissal day (including Curriculum Meeting days) will cancel the early dismissal and school will end at the regular time. On delayed opening days, staff is expected at the regular time or as soon after as weather permits.

3/12/2019

**THE PUBLIC SCHOOLS  
Montclair, New Jersey**

**APPROVAL OF THE SECOND READING OF THE FOLLOWING POLICIES**

**BE IT RESOLVED** that upon the recommendation of the Superintendent, the Montclair Board of Education approves the second reading of the following Policies;

- A. P 2320 – Alternative Learning Course and Community Based Internships (Formally – Independent Study Programs)
- B. P 2351 – Magnet Themes-Students
- C. P 2431 – Athletic Competition
- D. P 2464 – Gifted and Talented Students (M)
- E. P 5512 – Harassment, Intimidation and Bullying (M)
- F. P 5561 – Use of Physical Restraint and Seclusion Techniques for Students with Disabilities
- G. P 8462 – Reporting Potentially Missing or Abused Children (M)
- H. P 9120 – Public Relations Program (M)

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**Adopted by Action of the**

**Montclair Board of Education**

**March 18, 2019**

# POLICY

## MONTCLAIR BOARD OF EDUCATION

Program  
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### ALTERNATIVE LEARNING COURSE AND COMMUNITY BASED INTERNSHIPS (FORMALLY - INDEPENDENT STUDY PROGRAMS)

#### 2320 ALTERNATIVE LEARNING COURSE AND COMMUNITY BASED INTERNSHIPS (FORMALLY - INDEPENDENT STUDY PROGRAMS)

The Board of Education authorizes alternative learning courses and community based internships (commonly known as Option II) ~~an independent study program~~ aimed at achieving the Common Core and New Jersey Core Curriculum Content Standards for promotion and graduation purposes in accordance with the requirements of N.J.A.C. 6A:8-5.1(a)ii.

The Board of Education supports the goal of providing a quality education for each student in the Montclair Public School District. It recognizes the global nature of contemporary education. The Board values highly the notion that, as much as possible, high school students will be encouraged to be the architects of their own understandings. ~~The Board recognizes that some students will be constrained by limitations within the high school schedule.~~

~~An independent study program and appropriate assessments~~ Appropriate assessments for all alternative learning courses and community based internships shall be planned for individuals and/or a group based on specific instructional objectives aimed at meeting or exceeding the Common Core and New Jersey Core Curriculum Content Standards. The Principal shall certify completion of an alternative learning program and opportunity based on a pre-approval application process, specific instructional objectives and an approved assessment of the independent study program based on specific instructional objectives.

Therefore, the Board of Education directs the Superintendent to develop alternative learning courses and community based internships for students within and as an extension of the Montclair High School schedule. ~~a program of mentored independent study in the high school.~~ The goal of providing flexibility for program options that allow students to reach their educational goals and for exercising control that maintains integrity commensurate with the Montclair High School program of studies should be addressed in program development.

The Principal may utilize a performance or competency assessment to approve student completion of alternative learning courses and community based internships ~~an independent study program~~, including those occurring all or in part prior to the student's high school enrollment.

~~A group independent study program~~ Alternative learning courses and community based internships shall be approved in the same manner as other Board of Education approved programs and/or courses. ~~Independent study programs~~ All alternative learning courses



# POLICY

MONTCLAIR  
BOARD OF EDUCATION

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**ALTERNATIVE LEARNING COURSE AND COMMUNITY BASED INTERNSHIPS**  
**(FORMALLY - INDEPENDENT STUDY PROGRAMS)**

and community based internships shall be on file in the school district and subject to review by the Commissioner of Education or designee. Proposals for programs outside the typical school day shall be reviewed by the Board of Education to assess/determine budgetary impact, inclusion/tracking/targeting of a group/category of students, as well as a potentially negative impact on the district's overall budget and resources.

N.J.A.C. 6A:8-5.1 et seq.

Adopted: ~~12 December 2016~~ 8 March 2019



# POLICY

MONTCLAIR  
BOARD OF EDUCATION

PROGRAM  
Policy #2351/Page 1 of 2  
MAGNET THEMES-STUDENTS

## P 2351 MAGNET THEMES-STUDENTS

The Montclair Public Schools' magnet plan provides such opportunities, through its Freedom of Choice system. The system was implemented in 1977 and presently includes all seven elementary schools and three middle schools. Montclair High School is a four-year comprehensive high school, which offers students an opportunity to take classes at Honors, High Honors and Advanced Placement levels. Small Learning Communities also provide studies in special interest areas to meet individual students' needs. The magnet plan has created alternatives within the public school system. The magnet schools bring people from diverse backgrounds together to work collaboratively toward the goal of high expectations and academic excellence in an integrated environment. The vast spectrum of diversity in Montclair includes family background, ethnicity/race, economic status, social expectation, and varied learning modalities or experiences. Each school's curriculum is aligned to the Common Core and New Jersey Core Curriculum Content Standards. The overlap of the magnet program and the organizational structure of the school make each school unique in its enrichment offerings.

### Montclair's Magnets

<u>School</u>	<u>Theme</u>
<u>Bradford Academy - K-5</u>	<u>The University Magnet</u>
<u>Edgemont Montessori School - K-5</u>	<u>Montessori</u>
<u>Hillside School - 3-5</u>	<u>Gifted and Talented</u>
<u>Nishuane School - K-2</u>	<u>Gifted and Talented</u>
<u>Northeast School - K-5</u>	<u>School of Global Studies</u>
<u>Rand Family School - K-5</u>	<u>Environment Science</u>
<u>Watchung School - K-5</u>	<u>Science and Technology</u>
<u>Glenfield Middle School - 6-8</u>	<u>Gifted and Talented Visual and Performing Arts</u>
<u>Buzz Aldrin Middle School - 6-8</u>	<u>Science and Technology</u>



# POLICY

MONTCLAIR  
BOARD OF EDUCATION

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MAGNET THEMES-STUDENTS

<u>Renaissance Middle School- 6-8</u>	<u>Big Picture Learning/Whole- Child Learning</u>
<u>Montclair High School - 9-12</u>	<u>Small Learning Communities with a Comprehensive Option</u>

The school district provides educational programs for the gifted and talented that include a broad spectrum of learning experiences which increase knowledge and develop skills necessary for the students to function successfully in society, while encouraging students to excel in areas of special competence and interest.

Adopted:

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# POLICY GUIDE

PROGRAM  
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Athletic Competition  
Apr 18  
M

[See POLICY ALERT Nos. 102, 120, 139, 157, 164, 168, 196,  
198, 208 and 215]

## 2431 ATHLETIC COMPETITION

The Board of Education recognizes the value of a program of athletic competition for both boys and girls as an integral part of the total school experience. Game activities and practice sessions provide opportunities to learn the values of exercises, competition and good sportsmanship. ~~Programs of athletic competition, both intrascholastic and interscholastic, offer students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that offered by the class or school or school district alone, and an opportunity for career and educational development.~~

For the purpose of this Policy, programs of athletic competition include all activities relating to competitive sports contests, games, events, or sports exhibitions involving individual students or teams of students when such events occur within or between schools within this district or with any schools outside this district. The programs of athletic competition shall include, but are not limited to, high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, ~~and/or~~ intramural athletic programs within a school or among schools in the district,

~~[Required for school districts with a cheerleading program~~

~~— X and any cheerleading program or activity in the school district.]~~

### Eligibility Standards

A student who wishes to participate in a program of athletic competition must submit, on a form provided by the district, the signed consent of his/her parent. The consent of the parent of a student who wishes to participate in a program of athletic competition will include an acknowledgment of the physical hazards that may be encountered in the activity.



# POLICY GUIDE

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Athletic Competition

Student participation in a program of athletic competition shall be governed by the following eligibility standards:

## [For School Districts with High School Students and NJSIAA Athletics]

1. To be eligible for participation in the interscholastic athletic program of a New Jersey State Interscholastic Athletic Association (NJSIAA) member school, all high school students must meet, at a minimum, all the eligibility requirements of the Constitution, Bylaws, and Rules and Regulations of the NJSIAA.]

## [Home School Options for High School Students and NJSIAA Athletics]

  X   Home schooled children are not eligible to participate in the high school interscholastic athletic program of this district.

       Home schooled children are eligible to participate in the high school interscholastic athletic program of this district only if the school district, the parent, and the home schooled child comply with the Guidelines, Constitution, Bylaws, Rules and Regulations of NJSIAA, and the policies and regulations of the Board of Education.]

## [Options for School Districts with Elementary and Middle School Students]

2.   X   A student in grades   6   through   8   is are eligible for participation in school district sponsored programs of athletic competition if he/she passed all courses required for promotion or graduation in the preceding   marking period   (semester, marking period, or other).

       A student in grades        through        is eligible for participation in school district sponsored programs of athletic competition if he/she       

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# POLICY GUIDE

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Athletic Competition

Home schooled children in grades Pre-K through 8 are ( eligible  not eligible) to participate in school district sponsored programs of athletic competition of this district.]

## [Options for All Students

3.  A student in any grade must maintain a satisfactory record of attendance to be eligible for participation in school district sponsored programs of athletic competition. An attendance record is unsatisfactory if the number of unexcused absences exceed 8 school days in the ( school year  marking period  semester  other ) prior to the student commencing participation in school district sponsored programs of athletic competition.

A student who is absent ( with an excused absence  with an unexcused absence) or leading to truancy for a school day may not participate in school district sponsored programs of athletic competition the afternoon or evening of that school day.

A student who is serving an ( in-school  out-of-school  in-school or out-of-school) suspension may not participate in school district sponsored programs of athletic competition while serving the suspension.]

## [Optional

- ~~4. A student in any grade who fails to observe school rules for student conduct may forfeit his/her eligibility for participation in school district sponsored programs of athletic competition.]~~

Notice of the school district's eligibility requirements shall be available to students.

## Required Examinations – Interscholastic or Intramural Team or Squad

Students enrolled in grades six to twelve must receive a medical examination, in accordance with the provisions of N.J.S.A. 18A:40-41.7, prior to participation on a school-sponsored interscholastic or intramural team or squad

## [Required for school districts with a cheerleading program



# POLICY GUIDE

~~\_\_\_\_\_ X~~ and any cheerleading program or activity.}

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Athletic Competition

The examination shall be conducted within ~~365~~ 90 days prior to the first day of official practice in an athletic season with examinations being conducted at the medical home of the student. The "medical home" is defined as a health care provider and that provider's practice site chosen by the student's parent for the provision of health care pursuant to N.J.A.C. 6A:16-1.3. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility. The parent may choose either the school physician or their own private physician to provide this medical examination. The medical examination required prior to participation shall be in accordance with the requirements as outlined in N.J.A.C. 6A:16-2.2(h)1 and Regulation 2431.2 and shall be documented using the Preparticipation Physical Evaluation form required by the Department of Education.

**The school district shall distribute the Commissioner of Education developed sudden cardiac arrest pamphlet to a student participating in or desiring to participate in an athletic activity, as defined in N.J.S.A. 18A:40-41.e., and the student's parent(s) shall each year and prior to participation by the student in an athletic activity comply with the requirements of N.J.S.A. 18A:40-41.d.**

**The school district shall annually distribute the Commissioner of Education developed educational fact sheet relative to use and misuse of opioid drugs for sports related injuries to parents of students who participate in athletic activities and comply with the requirements of N.J.S.A. 18A:40-41.10.**

Information concerning a student's HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C-1 et seq. The health findings of this medical examination shall be maintained as part of the student's health record.

## Emergency Procedures

Athletic coaches shall be trained in first aid to include sports-related concussion and head injuries, the use of a defibrillator, the identification of student-athletes who are injured or disabled in the course of any athletic program or activity, and any other first aid procedures or other health related trainings required by law or the Superintendent.



# POLICY GUIDE

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Athletic Competition

The Superintendent shall prepare and present to the Board for its approval procedures for the emergency treatment of injuries and disabilities that occur in the course of any athletic program or activity. Emergency procedures shall be reviewed not less than once in each school year and shall be disseminated to appropriate staff members.

## Interscholastic Standards

The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.

The Board adopts the Constitution, Bylaws, Rules, and Regulations of the New Jersey State Interscholastic Athletic Association as Board policy and shall review such rules on a regular basis to ascertain they continue to be in conformity with the objectives of this Board.

## [For School Districts with High School Students and NJSIAA Athletics

The Superintendent shall annually prepare, approve, and present to the Board for its consideration a program of interscholastic athletics that includes a complete schedule of athletic events.]

**[District may choose one of the following options if above is included:**

and ~~may shall~~ inform the Board of changes in that schedule.

and shall request Board approval of any changes in the schedule.]

N.J.S.A. 2C:21-11

N.J.S.A. 18A:11-3 et seq.; 18A:40-41; 18A:40-41.10

N.J.A.C. 6A:7-1.7(d); 6A:16-1.34; 6A:16-2.1 et seq.

Adopted:



## 2464 GIFTED AND TALENTED STUDENTS (M)

### M

Exceptionally able students are those with outstanding intellectual or academic abilities, in one or more content areas, when compared to their chronological peers in the local district. They may display unique creativity, productive thinking, and leadership traits or may exhibit exceptional talent in the visual and performing arts. Academically talented students are those who have demonstrated and/or have proclivities to exceptional performance; accelerated comprehension and assimilation of context; exceptional capability for the abstract, creative and divergent thinking in academic or out-of-school activities and who require a differentiated educational program beyond that normally provided by the school district.

Suitable educational programs for all children are a right implicit in basic educational philosophy in law, as per the N.J.A.C. 6A:8-1.3. The Board of Education holds itself responsible for providing sequential, differentiated and appropriate educational opportunities for all students including the gifted and talented who are eligible to be enrolled in the Montclair Public Schools. Montclair Public Schools must insure that these students interact with other students as well and have opportunities for learning among themselves.

~~The Montclair Public Schools' magnet plan provides such opportunities, through its Freedom of Choice system. The system was implemented in 1977 and presently includes all seven elementary schools and three middle schools. Montclair High School is a four-year comprehensive high school, which offers students an opportunity to take classes at Honors, High Honors and Advanced Placement levels. Small Learning Communities also provide studies in special interest areas to meet individual students' needs. The magnet plan has created alternatives within the public school system. The magnet schools bring people from diverse backgrounds together to work collaboratively toward the goal of high expectations and academic excellence in an integrated environment. The vast spectrum of diversity in Montclair includes family background, ethnicity/race, economic status, social expectation, and varied learning modalities or experiences. Each school's curriculum is aligned to the Common Core and New Jersey Core Curriculum Content Standards. The overlap of the magnet program and the organizational structure of the school make each school unique in its enrichment offerings.~~



Montclair's Magnets

School	Theme
-	-
Bradford Academy - K-5	The University Magnet
Edgemont Montessori School -K-5	Montessori
Hillside School -3-5	Gifted and Talented
Nishuane School -K-2	Gifted and Talented
Northeast School -K-5	School of Global Studies
Rand Family School - Charles H. Bullock -K-5	Environment Science
Watchung School -K-5	Science and Technology
Glenfield Middle School -6-8	Gifted and Talented Visual and Performing Arts
Mount Hebron - Buzz - Aldrin Middle School -6-8	Science and Technology
Renaissance Middle School -6-8	Where Learning is Constant and Standards are Exceeded
Montclair High School -9-12	Comprehensive

The school district provides educational programs for the gifted and talented that include a broad spectrum of learning experiences which increase knowledge and develop skills necessary for the students to function successfully in society, while encouraging students to excel in areas of special competence and interest.

Programs are developed recognizing multiple intelligences and varied learning styles that stimulate students to participate constructively in and contribute to, the activities of their school, community, and society.

Our goal is to identify exceptionally able learners and provide them with differentiated opportunities for maximum growth and individual success each school year. The identification process begins in Kindergarten and must be reviewed annually through grade twelve. Curriculum differentiation is a process teachers use to increase achievement by improving the match between the learners' unique characteristics and various curriculum components. Differentiation anticipates differences among students by planning instruction that accommodates varied content, process, product, is student centered and uses varied strategies to achieve common objectives. Teachers use strategies to address every level of readiness for every student to keep him/her achieving at his/her highest level possible. Students benefit within a heterogeneous classroom, from the rich





dynamic opportunities provided by teacher-developed models, implementations and applications afforded through differentiated instructional/curricular designs. Differentiated instruction enables Montclair teachers to enrich the learning of all students, while specifically identifying and meeting the needs of the gifted and talented learner.

Montclair's three-tiered program includes school-wide/enrichment/acceleration, differentiation, district sponsored and regional opportunities for students. In the School-wide Enrichment Model developed by Joseph S. Renzulli and Sally M. Reiss, staff members provide specialized enrichment experiences that are made available both to the general school population as well as meeting the needs of the identified academically gifted and talented population. Such opportunities focus upon critical and creative problem solving and can include:

#### A. School-wide Programs

Acceleration Opportunities can include:

1. Compacting - acceleration in which part of the curriculum is covered in a shorter period of time than usual. Previously mastered content is determined through pre-evaluation and eliminated.
2. Content acceleration - the student is placed for part of the day with students at more advanced grade levels in one or more subjects as determined by the content assessments.
3. Continuous progress - the student is given material deemed appropriate for current achievement as the student becomes ready.
4. Self-paced instruction - the student is presented with materials that allow him/her to proceed at a self-selected pace.
5. Double promotion - grade skipping for students as measured by the following criteria:
  - a. Performing two years above grade level in Language Arts and Mathematics on district assessments;
  - b. Birth date;
  - c. Social/emotional development; and



- d. Learning Characteristics Profile.
6. Early college admission - once the standards for high school are met, early admission to college is an option.

Enrichment Opportunities can include:

1. Alternative learning activities - Demonstrations of Learning, i.e. Science, Math, Language Arts, Visual and Performing Arts, Convocations, Writers' Room, Rogate (Middle Schools), Bridge Program, Academic Olympics, and other special interest opportunities.
2. Mentorship/Internships.
3. Community resources, guest speakers, university faculty, parents, business and industry leaders, teachers.
4. Independent study, interest area field experiences.

**B. District Wide Programs such as, but not limited to:**

- ~~1. Rogate (Middle Schools).~~
- ~~2.~~ 1. Demonstrations of Learning, i.e. Science, Math, Language Arts, Visual and Performing Arts.
- ~~3. Convocations.~~
- ~~4.~~ 2. Interest area field experiences.

**C. Regional Programs/Resources and Memberships:**

- ~~1. Montclair State University Gifted and Talented Youth Programs and Parents of Gifted Offspring (POGO).~~
- ~~2.~~ 1. New Jersey PAC.
- ~~3.~~ 2. New Jersey Association for Gifted Children (NJAGC).



- ~~4.~~ 3. National Talent Network ERIC.
- ~~5.~~ 4. Essex County Steering Committee.
- ~~6.~~ 5. NASA.
- ~~7.~~ 6. Johns Hopkins Center for Talented Youth.

### ~~Students Accelerated In Learning (SAIL) Pilot Program~~

### ~~Criteria for Selection to the Academically Talented Program~~

In keeping with the State mandate that every district Board of Education shall adopt policies and procedures to identify the intellectually gifted and talented student enrolled in its public schools and provide such students with an appropriate educational program opportunity pursuant to N.J.S.A. 18A:7A-5d and ~~district philosophy to provide inclusionary programs for all students.~~ Students will be nominated for the academically talented program according to the multiple identification criteria below.

To be eligible for participation, the student must have scored a minimum of ~~five~~ points according to the following table. The scoring is based upon the prior year's performance.

<del>Step 1 Kindergarten - 3 (3 Points)</del>	<del>District Language Arts and Mathematics Assessments: Students must score ninety-five percent or better on the assessments. Assessments will indicate that the student has mastered one year's growth above the current grade level content.</del>
<del>Step 1 Grades 4 - 8 (3 Points)</del>	<del>Test Performance: Students must perform in the top five percent at each grade level in comparison with their peers throughout the district, on NJASK 3/4 and Terra Nova 5/6/7.</del>
<del>Step 2 Kindergarten - 8 (2 Points)</del>	<del>Formative/Summative Report Card Assessment: Consistently performs at highest level and/or other School-wide based assessments.</del>
<del>Step 3</del>	<del>Teacher/Administrator Recommendation:</del>



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<del>Kindergarten – 8 (3 Points)</del>	<del>Learning Motivation Characteristics Scale (50-55 points).</del>
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<u>STEP IN THE IDENTIFICATION PROCESS/MAXIMUM POINTS AVAILABLE</u>	<u>DESCRIPTION OF THE CRITERIA USED IN EACH STEP</u>
<u>Step 1</u> Kindergarten – 8 (English Language Arts & Mathematics) (5 Points)	<u>End of Year Grade Point Average:</u> Student grades will determine overall academic performance in content areas of English Language Arts and mathematics (Grades K-8).
<u>STEP IN THE IDENTIFICATION PROCESS/MAXIMUM POINTS AVAILABLE</u>	<u>DESCRIPTION OF THE CRITERIA USED IN EACH STEP</u>
<u>Step 2</u> Kindergarten – 4 (Mathematics) (5 Points)  Kindergarten – 8 (English Language Arts) (5 Points)	<u>Universal Screener:</u> Student performance on universal screeners (i.e. STAR Reading & Math) will determine competence in English Language Arts (Grades K-8) and mathematics (Grades K-4).
<u>Step 3</u> Kindergarten – 8 (Mathematics) (5 Points)  Grades 6- 8 (English Language Arts) (5 Points)	<u>District Assessments:</u> Student performance on district assessments will determine local achievement in standards in content areas of English Language Arts (Grades 6-8) and mathematics (Grades K-8).
<u>Step 4</u> Kindergarten – 8 (English Language Arts & Mathematics) (5 Points)	<u>Characteristics Inventory:</u> Teacher inventory of learning and motivation characteristics will determine task commitment in content areas of English Language Arts and mathematics (Grades K-8).



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Students who are ineligible for enrollment under the Montclair Public Schools can utilize regional Programs/Resources and memberships listed under "C" above.

N.J.S.A. 18A:61A-2; 18A:35-4.16  
N.J.A.C. 6:37-1.1; 6A:8-1.3; 6A:8-3.1(a)5.  
P.L. 108-382, Sec. 10201 et seq.

Adopted: 12 December 2016



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Harassment, Intimidation and Bullying

July 2018

M

[See POLICY ALERT Nos. 163, 179, 180, 181, 182, 183, 188, 193, 194, 200, and 216]

## 5512 HARASSMENT, INTIMIDATION, AND BULLYING

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- R. Students with Disabilities
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A. Policy Statement

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

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

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## Harassment, Intimidation, and Bullying

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

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
  - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
  - b. Has the effect of insulting or demeaning any student or group of students; or
  - c. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

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



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### Harassment, Intimidation, and Bullying

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

#### C. Student Expectations

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

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

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

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

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

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### Harassment, Intimidation, and Bullying

3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

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

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

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

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

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## Harassment, Intimidation, and Bullying

4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

### D. Consequences and Appropriate Remedial Actions

#### Consequences and Appropriate Remedial Actions – Students

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

**Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8. ~~consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.~~**

#### Factors for Determining Consequences – Student Considerations

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

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### Harassment, Intimidation, and Bullying

#### Factors for Determining Consequences – School Considerations

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

#### Factors for Determining Remedial Measures

##### Personal

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

##### Environmental

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

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## Harassment, Intimidation, and Bullying

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

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

### Examples of Consequences

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

### Examples of Remedial Measures

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## Harassment, Intimidation, and Bullying

### Personal – Student Exhibiting Bullying Behavior

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

### Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;

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### Harassment, Intimidation, and Bullying

3. Have the student meet with the school counselor or school social worker to ensure he or she does not feel responsible for the bullying behavior; Implement practices that support a student's sense of safety.
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

#### Parents, Family, and Community

1. Develop a family agreement;
2. Educate parents of the laws as defined in NJSA 18A:37-14. Therefore, a baseline is created that promotes a mutual commitment to follow through and support the processes involved in HIB procedures.
3. Refer the family for family counseling; and
4. Offer parent education workshops related to bullying and social-emotional learning.

#### Examples of Remedial Measures – Environmental

##### (Classroom, School Building, or School District)

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television; 6. School culture change;
7. School climate improvement;.
8. Increased supervision in “hot spots” (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues
13. Formation of professional learning communities to address bullying problems;

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### Harassment, Intimidation, and Bullying

14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups; 32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.
34. Using: The Student Activity Workbook to assist with didactic, hands on learning for remediation.



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## Consequences and Appropriate Remedial Actions – Adults

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

## Target/Victim Support

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

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

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

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

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Harassment, Intimidation, and Bullying

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

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

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

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

**A person may report, verbally or in writing, Students, parents, and visitors may report** an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. **The Board will not take fFormal disciplinary action for violations of the Code of Student Conduct may not be taken solely on the basis of an based solely on the anonymous report.**

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### Harassment, Intimidation, and Bullying

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

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

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

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

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

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

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;

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### Harassment, Intimidation, and Bullying

- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
  - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
  - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
  - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.
- The school Anti-Bullying Specialist shall:
- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
  - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
  - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational

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### Harassment, Intimidation, and Bullying

procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; student; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and

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Harassment, Intimidation, and Bullying

- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

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

## G. Harassment, Intimidation, and Bullying Investigation

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

### [Option – Principal’s Preliminary Determination

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

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

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### Harassment, Intimidation, and Bullying

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

The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. **Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. An investigation concerning a staff member shall not be conducted by a staff member who is supervised by the staff member being investigated or who is an administrator in the district. The Principal or designee, in consultation with the Superintendent or designee, will appoint a staff member to complete these investigations.**

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

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.).

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### Harassment, Intimidation, and Bullying

As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action, as necessary.

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

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

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



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### Harassment, Intimidation, and Bullying.

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

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

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

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

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

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### Harassment, Intimidation, and Bullying

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

#### I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in

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### Harassment, Intimidation, and Bullying

reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously, and appropriate responses will be made in accordance with the totality of the circumstances.

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

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

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

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

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

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in

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### Harassment, Intimidation, and Bullying

N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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

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

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### Harassment, Intimidation, and Bullying

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

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

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Antibullying Coordinator on the home page of each school's website.

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

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

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

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### Harassment, Intimidation, and Bullying

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

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

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

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

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

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

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

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### Harassment, Intimidation, and Bullying

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

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

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

#### O. School and District Grading Requirements

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

#### P. Reports to Law Enforcement

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

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Harassment, Intimidation, and Bullying

**Q. Collective Bargaining Agreements and Individual Contracts**

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

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

**R. Students with Disabilities**

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

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

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C.

6A:16-7.7(a).2.ix. and Section G. of this Policy occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

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



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Harassment, Intimidation, and Bullying

N.J.S.A. 18A:37-13 through 18A:37-32

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

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

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

Adopted:

# POLICY GUIDE

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Use of Physical Restraint and Seclusion  
Techniques for Students with Disabilities

Jul 18

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[See POLICY ALERT Nos. 192, 215 and 216]

## 5561 USE OF PHYSICAL RESTRAINT AND SECLUSION TECHNIQUES FOR STUDENTS WITH DISABILITIES

[Select Only One Option Below

The Board of Education does not allow for the use of restraint and seclusion for students with disabilities.

The Board of Education strives to provide a safe, caring atmosphere that supports all students in the least restrictive environment. On occasion, during an emergency, a situation may arise making it necessary to temporarily restrain or seclude a student with a disability in accordance with N.J.S.A. 18A:46-13.4 through 13.7.]

A school district, an educational services commission, or an approved private school for students with disabilities (APSSD) that utilizes physical restraint on students with disabilities shall ensure that:

1. Physical restraint is used only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
2. A student is not restrained in the prone position, unless the student's primary care physician authorizes, in writing, the use of this restraint technique;
3. Staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint from an entity determined by the Board of Education to be qualified to provide such training, and that the training is updated at least annually;
4. The parent of a student is immediately notified when physical restraint is used on the student. This notification may be by telephone or electronic communication. A post-incident ~~full~~ written notification report of the incident of physical restraint shall be provided to the parent within forty-eight hours of the occurrence of the incident;



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## Use of Physical Restraint and Seclusion Techniques for Students with Disabilities

5. Each incident in which physical restraint is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in Policy and Regulation 5561 – Use of Physical Restraint and Seclusion Techniques for Students with Disabilities, developed in conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and
6. Each incident in which physical restraint is used is documented in writing in sufficient detail to enable staff to use this information to develop or improve the behavior intervention plan at the next individualized education plan (IEP) meeting.

A school district, an educational services commission, and an APSSD shall attempt to minimize the use of physical restraints through inclusion of positive behavior supports in the student's behavior intervention plans developed by the ~~individualized education plan~~ IEP team.

A school district, an educational services commission, or an APSSD that utilizes seclusion techniques on students with disabilities shall ensure that:

1. A seclusion technique is used on a student with disabilities only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
2. Each incident in which a seclusion technique is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in Policy and Regulation 5561 – Use of Physical Restraint and Seclusion Techniques for Students with Disabilities, developed in conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and
3. Each incident in which a seclusion technique is used is documented in writing in sufficient detail to enable the staff to use this information to develop or improve the behavior intervention plan at the next ~~individualized education plan~~ IEP meeting.



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## Use of Physical Restraint and Seclusion Techniques for Students with Disabilities

A school district, an educational services commission, and an APSSD shall attempt to minimize the use of seclusion techniques through inclusion of positive behavior supports in the student's behavior intervention plans developed by the ~~individualized education plan~~ IEP team.

The New Jersey Department of Education shall establish guidelines for school districts, educational services commissions, and APSSDs to ensure a review process is in place to examine the use of physical restraints or seclusion techniques in emergency situations, and for the repeated use of these methods for an individual child, within the same classroom, or by a single individual. The review process shall include educational, clinical, and administrative personnel. Pursuant to the review process the student's ~~individualized education plan~~ IEP team may, as deemed appropriate, determine to revise the behavior intervention plan or classroom supports, and a school district, educational services commission, or APSSD may determine to revise a staff member's professional development plan pursuant to N.J.S.A. 18A:46-13.7.

The Superintendent or designee may gather input from school staff members and parents of students with disabilities on this Policy and Regulation. All students with disabilities and their parents shall be afforded the procedural safeguards provided by the Individuals with Disabilities Education Act (IDEA).

The Superintendent or designee shall annually inform parents of students with disabilities about the Board's Policy regarding restraint and seclusion.

N.J.S.A. 18A:46-13.4; 18A:46-13.5; 18A:46-13.6; 18A:46-13.7

New Jersey Department of Education Restraint and Seclusion Guidance for  
Students with Disabilities – July 10, 2018

Adopted:



# POLICY GUIDE

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Reporting Potentially Missing or Abused Children  
Apr 18  
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[See POLICY ALERT Nos. 94, 97, 100, 106, 133, 169, 180, 203, 208 and 215]

## 8462 REPORTING POTENTIALLY MISSING OR ABUSED CHILDREN

The Board of Education recognizes early detection of missing, abused, or neglected children is important in protecting the health, safety, and welfare of all children. In recognition of the importance of early detection of missing, abused, or neglected children, the Board of Education adopts this Policy pursuant to the requirements of N.J.S.A. 18A:36-24 and 18A:36-25. The Board provides this Policy for its employees, volunteers, or interns to provide for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities pursuant to N.J.S.A. 18A:36-24 and 18A:36-25 et seq., N.J.A.C. 6A:16-11.1, and N.J.S.A. 9:6-8.10.

Employees, volunteers, or interns working in the school district shall immediately notify designated child welfare authorities of incidents of alleged missing, abused, and/or neglected children. Reports of incidents of alleged missing, abused, or neglected children shall be reported to the New Jersey State Central Registry (SCR) at 1-877 NJ ABUSE or to any other telephone number designated by the appropriate child welfare authorities. If the child is in immediate danger a call shall be placed to 911 as well as to the SCR.

The person having reason to believe that a child may be missing or may have been abused or neglected may inform the Principal or other designated school official(s) prior to notifying designated child welfare authorities if the action will not delay immediate notification. The person notifying designated child welfare authorities shall inform the Principal or other designated school official(s) of the notification, if such had not occurred prior to the notification. Notice to the Principal or other designated school official(s) need not be given when the person believes that such notice would likely endanger the reporter or student involved or when the person believes that such disclosure would likely result in retaliation against the student or in discrimination against the reporter with respect to his or her employment.

The Principal or other designated school official(s) upon being notified by a person having reason to believe that a child may be missing or may have been abused or neglected, must notify appropriate law enforcement authorities. Notification to appropriate law enforcement authorities shall be made for all



# POLICY GUIDE

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## Reporting Potentially Missing or Abused Children

reports by employees, volunteers, or interns working in the school district. Confirmation by another person is not required for a school district employee, volunteer, or intern to report the suspected missing, abused, or neglected child situation.

School district officials will cooperate with designated child welfare and law enforcement authorities in all investigations of potentially missing, abused, or neglected children in accordance with the provisions of N.J.A.C. 6A:16-11.1(a)5.

The district designates Dr. Felice A. Harrison-Crawford, Director of Operations and School Support Services as the school district's liaison to designated child welfare authorities to act as the primary contact person between the school district and child welfare authorities with regard to general information sharing and the development of mutual training and other cooperative efforts. The district designates the Superintendent or designee as the school district's liaison to law enforcement authorities to act as the primary contact person between the school district and law enforcement authorities, pursuant to N.J.A.C. 6A:16-6.2(b)1, consistent with the Memorandum of Agreement, pursuant to N.J.A.C. 6A:16-6.2(b)13.

An employee, volunteer, or intern working in the school district who has been named as a suspect in a notification to child welfare and law enforcement authorities regarding a missing, abused, or neglected child situation shall be entitled to due process rights, including those rights defined in N.J.A.C. 6A:16-11.1(a)9.

The Superintendent or designee shall provide training to school district employees, volunteers, or interns on the district's policy and procedures for reporting allegations of missing, abused, or neglected child situations. All new school district employees, volunteers, or interns working in the district shall receive the required information and training as part of their orientation.

There shall be no reprisal or retaliation against any person who, in good faith, reports or causes a report to be made of a potentially missing, abused, or neglected child situation pursuant to N.J.S.A. 9:6-8.13.



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Reporting Potentially Missing or Abused Children

~~Any employee, volunteer, or intern with reasonable cause to suspect or believe that a student has attempted or completed suicide, shall report the information to the Department of Human Services, Division of Mental Health and Addiction Services, in a form and manner prescribed by the Division of Mental Health and Addiction Services pursuant to N.J.S.A. 30:9A-24.a.~~

N.J.S.A. 18A:36-24; 18A:36-25 et seq.  
N.J.A.C. 6A:16-11.1

Adopted:



## 9120 PUBLIC RELATIONS PROGRAM (M)

### M

The Board of Education believes all reasonable means should be employed to keep the community served by the school district informed on matters of importance regarding district programs, finances, personnel, policies, and operations.

The Board will determine which of its official actions have sufficient community impact and interest to warrant special release; the Board alone will release to the news media information about those matters of importance. The Board President may release information regarding Board actions of lesser importance as they have been recorded in the minutes of the Board meetings and upon the request of media representatives. The release of all other publications, photographs, and documents depicting the accomplishments of the students and staff of the district shall be approved by the Superintendent of Schools or designee.

The school district will not release or publish photographs or release other personal identifying information of an individual district student without the prior written permission of the parent(s) or legal guardian(s) or from the adult student. Written permission slips for such release from each parent(s) or legal guardian(s) or adult student will be obtained through the student data bases system (i.e. Genesis) by the Principal or designee for the students in their school building or by the Program Administrator for students in programs where a Principal is not assigned. These written permission forms shall be maintained in the student data bases system (i.e. Genesis) by the Principal or Program Administrator. Group photographs may be released by the district without permission, but in no event will an individual student in a group photograph be identified by name and/or by other personal identifier without written permission from the parent(s) or legal guardian(s) or adult student.

The Superintendent of Schools shall direct an information program designed to acquaint residents of the community and the public generally with the achievements and the needs of the schools. As a minimum, information shall be disseminated regarding the district's educational goals; the district's guarantee of equal educational opportunity; the district's programs for basic skills improvement, special education, bilingual education, and English as a second language; and summary reports of the administration of Statewide assessment tests. Every effort shall be made to foresee and avoid problems caused by misunderstanding or lack of information.

The public information program may include the publication and distribution of a district newsletter, meetings with parent(s) or legal guardian(s) and interested residents, a





presentation and interpretation of the proposed annual budget, periodically distributed calendars and notices of events, the Superintendent's annual report, and a student handbook, as well as the release of news and photographs of school activities for publication. Notices, publications, and other written materials may be prepared in languages other than English when necessary and appropriate for understanding.

The Board of Education adopts the following strategies to minimize the cost of public relations as defined in N.J.A.C. 6A:23A-9.3(c)14 in accordance with N.J.A.C. 6A:23A-5.2.

School district publications shall be produced and distributed in the most cost-efficient manner possible that will enable the school district to inform and educate the target community. The use of expensive materials or production techniques where lower cost methods are available and appropriate, such as the use of multi-color glossy publications instead of suitable, less expensive alternatives, is prohibited.

The school district will not distribute, via mass mailings or other means to the district community at large, publications that include the picture(s) of any members of the Board of Education within ninety days before any election in which any Board member is seeking any elective office or any election relating to school district operations held in the district. Any publication(s) distributed by the Board via mass mailings or other means to the district community at large within sixty days before any election in which any Board member is seeking any elective office or any election relating to school district operations held in the district must be submitted to the Executive County Superintendent for review prior to distribution to ensure that the public funds are being expended in a reasonable and cost-effective manner.

Public relations activities, such as booths at Statewide conferences, marketing activities and celebrations for opening schools and community events, and TV productions that are not part of the instructional program or do not provide information about district or Board operations to the public, that are excessive in nature are prohibited. All activities involving promotional efforts to advance a particular position on school elections or any referenda are prohibited.

Nothing in N.J.A.C. 6A:23A-5.2 and this Policy shall preclude the school district from accepting donations or volunteer services from community members, local private education foundations and local business owners to conduct or assist in public relations services. Examples include, but are not limited to: providing school district flyers, newsletters, or other materials containing school-related information of public concern to local businesses, public meeting places, or other local organizations to display or make available for dissemination; making school district related information of public concern



available to local newspapers to publish related articles; and utilizing volunteered services of local community members, district employees, members of parent organizations or local businesses with expertise in related areas such as printing, advertising, publishing, or journalism.

Donations: Procedures are to adhere to the guidelines district policy 7230 – Gifts, Grants, and Donations.

The Board of Education will establish annually prior to budget preparation, a maximum dollar limit for public relations, as defined in N.J.A.C. 6A:23A-9.3(c)14. In the event it becomes necessary to exceed the established maximum dollar limit for public relations, the Superintendent of Schools shall recommend to the Board of Education an increase in the maximum dollar amount for public relations. Any increase in the maximum dollar amount shall require formal Board action.

N.J.A.C. 6A:23A-5.2

The Board of Education is prohibited from approval of any position for the sole or explicit reason for public relations, without the approval of the County Superintendent (NJAC)

Adopted: 12 December 2016



**THE PUBLIC SCHOOLS  
Montclair, New Jersey**

**APPROVAL OF THE FIRST READING OF THE FOLLOWING POLICIES**

**BE IT RESOLVED** that upon the recommendation of the Superintendent, the Montclair Board of Education approves the first reading of the following Policies;

- A. P 0142.1 – Nepotism (M)
- B. P 1240 – Evaluation of Superintendent (M)
- C. P 2332 – Summer Assignments
- D. P 3221 – Evaluation of Teachers (M)
- E. P 3222 – Evaluation of Teaching Staff Members, Excluding Teachers and Administrators (M)
- F. P 3223 – Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals (M)
- G. P 3224 – Evaluation of Principals, Vice Principals, and Assistant Principals (M)
- H. P 5756 – Transgender Students
- I. P 6162 – Corporate Sponsorships
- J. P 7230 – Gifts, Grants, and Donations

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**Adopted by Action of the  
Montclair Board of Education  
March 18, 2019**

## 0142.1 NEPOTISM (M)

### M

The Board of Education adopts this Nepotism Policy as a condition of receiving State aid pursuant to N.J.A.C. 6A:23A-6.2.

For the purpose of this policy, “relative” ~~means shall be defined as an individual’s spouse, by marriage or civil union pursuant to N.J.S.A. 37:1-33, domestic partner as defined in N.J.S.A. 26:8A-3, or the individual’s or spouse’s parent, child, brother, sister, sibling, aunt, uncle, niece, nephew, grandparent, grandchild, son-in-law, daughter-in-law, stepparent, stepchild, stepbrother, stepsister, civil union partner, domestic partner, or the parent, child, half-brother or half-sister, of the individual or of the individual’s spouse, civil union partner or domestic partner,~~ whether the relative is related to the individual or the individual’s spouse, civil union partner or domestic partner, by blood, marriage or adoption.

For the purposes of this Policy, “immediate family member” means the person’s spouse, partner in a civil union as defined in N.J.S.A. 37:1-33, domestic partner as defined in N.J.S.A. 26:8A-3, ~~child, parent, or sibling residing in the same household, whether by blood, marriage, or adoption.~~ or dependent child residing in the same household.

For the purposes of this Policy, “administrator” is defined as set forth in N.J.S.A. 18A:12-23.

~~The Board of Education, in order to avoid both the reality and the appearance of conflict of interest in employment, will not appoint a relative of a Board Member, Superintendent, or Senior Staff to any employment position in this district, and directs that no relative of a Superintendent, Board Member or Senior Staff shall be placed in nomination for any vacant position.~~

No relative of a Board member or the Superintendent of Schools shall be employed in an office or position in the school district except that a person employed by the school district on the effective date of the policy or the date a relative becomes a Board member or Superintendent shall not be prohibited from continuing to be employed or promoted in the district.

No relative of a board member or the Superintendent of Schools shall be employed in an office or position in this school district except that a person employed by the school district on the effective date of the policy or the date a relative becomes a Board member



# POLICY

## MONTCLAIR BOARD OF EDUCATION

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~~or Superintendent shall not be prohibited from continuing to be employed or promoted in the district.~~

The Superintendent of Schools shall not recommend to the Board, pursuant to N.J.S.A. 18A:27-4.1, any relative of a Board Member, administrator, or of the Superintendent. ~~Not shall any person be considered for employment in any position in which he/she would come under the direct or indirect supervision of any relative.~~ However, in accordance with N.J.A.C. 6A:23A-6.2(a)2, the district may employ a relative of a Board member or Superintendent of Schools provided the district obtains the approval from the Executive County Superintendent of Schools. Such approval shall be granted only upon demonstration by the school district that it conducted a thorough search for candidates and that the proposed candidate is the only qualified and available person for the position.

~~In accordance with N.J.A.C. 6A:23A-6.2(a)6.(b), per diem substitutes and student employees who are relatives of a Board member or the Superintendent of Schools shall be excluded from the provisions of this Policy and N.J.A.C. 6A:23A-6.2.~~

~~A school district administrator shall be prohibited from exercising direct or indirect authority, supervision, or control over a relative of the administrator. Where it is not feasible to eliminate such a direct or indirect supervisory relationship, appropriate screens and/or alternative supervision and reporting mechanisms must be put in place.~~

~~Further, no school district administrator shall supervise, or exercise authority on personnel actions regarding a relative of the administrator. Where it is not feasible to eliminate such a direct or indirect supervisory relationship, appropriate screens and/or alternate supervision/reporting mechanisms shall be put in place.~~

~~As an exception to this policy, persons who are employees of the Board on the date that this policy becomes effective or the date a relative becomes a Board Member, administrator, or Superintendent shall not be prohibited from continuing to be employed in the district.~~

A school district administrator or Board member who has a relative who is a member of the bargaining unit shall be prohibited from discussing or voting on the proposed collective bargaining agreement with that unit or from participating in any way in negotiations, including, but not limited to, being a member of the negotiating team; nor should that school district administrator be present with the Board in closed session when negotiation strategies are being discussed; provided however, that the administrator may serve as a technical resource to the negotiating team and may provide technical information necessary to the collective bargaining process when no one else in the district can provide such information.



# POLICY

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A school district administrator or Board member who has an immediate family member who is a member of the same Statewide union in another school district shall be prohibited from participating in any way in negotiations, including but not limited to, being a member of the negotiating team or being present with the Board of Education in closed sessions when negotiation strategies are being discussed, prior to the Board of Education attaining a Tentative Memorandum of Agreement with the bargaining unit that includes a salary guide and total compensation package. Once the Tentative Memorandum of Agreement is established, a school district administrator with an immediate family member who is a member of the same State-wide union in another school district may fully participate in the process, absent other conflicts. Notwithstanding these provisions, a district administrator who has an immediate family member who is a member of the same Statewide union in another district may serve as a technical resource to the negotiating team and may provide technical information necessary to the collective bargaining process when no one else in the district can provide the information.

In determining when it is appropriate not to participate in negotiations, Board members will be further guided by the general requirements of the School Ethics Act, and implementing decisions and will strive to avoid both actual conflicts of interest and the appearance of a conflict of interest.

In accordance with N.J.S.A. 18A:55-3, the Commissioner may withhold State aid from school districts that have not demonstrated compliance with this policy.

~~A school official who has such relationship with any employee of the district as of the effective date of this policy shall declare such relationship immediately.~~

~~In accordance with N.J.A.C. 6A:23A-6.2(a)6.(b), per diem substitutes and student employees who are relatives of a Board member or the Superintendent of Schools shall be excluded from the provisions of this Policy and N.J.A.C. 6A:23A-6.2.~~

N.J.A.C. 6A:23A-6.2

Adopted: 12 December 2016



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[See POLICY ALERT Nos. 96, 151, 175, 201, 207 and 212]

## 1240 EVALUATION OF SUPERINTENDENT

### Who We Are:

The Montclair Public School District is dedicated to creating a culture of learning and continuous improvement that provides every child with a high quality, rich, and rigorous education, through a magnet system of integrated schools in which every school represents a strong, diverse, and vibrant community of learners. Montclair Public Schools is committed to recruiting and retaining high quality staff who will cultivate and support our students to become high academic achievers, curious and creative thinkers, and socially adept young people who are prepared for college and careers of the 21st century.

### Why We Do This Work:

The driving force of the success of Montclair Public Schools is the Superintendent who is responsible for bringing the mission, vision, and core beliefs of the Montclair Public Schools to life through a commitment to continuous improvement and innovation with a focus on results. We believe that all children, regardless of circumstances, can achieve at high levels and academic achievement gaps can and will be eliminated with the support of teachers who deliver engaging, relevant, and academically rigorous instruction that excites students and instills a love of learning in them.

### What We Need:

The Superintendent of Montclair Public Schools is expected to inspire, lead, guide, and direct every member of the administrative, instructional, and support services staff in setting and achieving the highest standard of excellence, so that each student enrolled in the district may be provided with an appropriate and effective education. Leadership and management responsibilities of the Superintendent extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all parts of the physical plant, and to the conduct of



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such other duties as may be assigned by the Board. The Superintendent may delegate these duties together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.

The purpose of the annual evaluation is to ~~promote~~ demonstrate the promotion of professional excellence and improve the skills of the Superintendent, improve the quality of the education received by the students in the schools, support professional growth in staff and provide a basis for the review of the Superintendent's performance.

This Policy and Regulation 1240 shall be developed by the Board of Education after consultation with the Superintendent and shall include, but not be limited to:

1. Determination of roles and responsibilities for the implementation of the annual Superintendent's evaluation policy and procedures;
2. Development of a job description and evaluation criteria based upon the Board of Education's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the Superintendent;
3. Specification of data collection and reporting methods appropriate to the job description and goals;
4. Provisions for the preparation of an individual professional growth and development plan based in part upon any need(s) identified in the evaluation. The plan shall be mutually developed by the Board of Education and the Superintendent ~~;~~and





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- ~~5. Preparation of an annual written performance report by a majority of the full membership of the Board of Education and an annual summary conference between a majority of the total membership of the Board of Education and the Superintendent.~~

There shall be an annual summary conference written by a majority of the Board of Education of its total membership between the Board of Education, with a majority of its total membership present, and the Superintendent which shall be held before the annual ~~a written~~ performance report is filed. The conference shall be held in executive session, unless the Superintendent requests that it be held in public. The conference shall include, but not be limited to, review of the following:

1. Performance of the Superintendent based upon the Board approved job description;
2. Progress of the Superintendent in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and
3. Indicators of student progress and growth toward program objectives.
  - a. Effort in communicating information in regards to the schools and community needs.

The annual ~~written~~ performance report shall be prepared by July 1 by a majority of the Board of Education's total membership and shall include, but not be limited to:

1. Performance area(s) of strength;
2. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-8.1(c)2;



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3. Recommendations for professional growth and development;
4. A summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent's performance; and
5. Provision for performance data not included in the report to be entered into the record by the Superintendent within ten teaching staff member working days after the report's completion.

The evaluation procedure for a ~~nontenured~~ Superintendent shall be completed by July 1 each year.

Each newly appointed or elected Board of Education member shall complete a New Jersey School Boards Association training program on the evaluation of the Superintendent within six months of the commencement of his or her term of office pursuant to N.J.S.A. 18A:17-20.3.b.

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of a collective bargaining agreement or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013 shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to collective bargaining involve matters of educational policy or managerial prerogatives.

The Board of Education shall add to the Superintendent's personnel file all **annual written** performance reports and supporting data, including, but not limited to, indicators of student progress and growth. All information contained in **the annual written** performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator



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evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed

to prohibit the New Jersey Department of Education from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

**The Board President, or the Board President's designee, shall oversee the annual evaluation of the Superintendent.** The Board of Education may hire a qualified consultant to assist or advise in the evaluation process; however, the evaluation itself shall be the responsibility of the Board of Education.

Policy and Regulation 1240 shall be distributed to the Superintendent upon adoption by the Board. Amendments to this Policy and Regulation shall be distributed within ten working days after adoption.

The provisions of this Policy, Regulation, and N.J.A.C. 6A:10-8.1 et seq. are the minimum requirements for the evaluation of a Superintendent.

N.J.S.A. 18A:17-20.3; 18A:6-117 through 18A:6-129  
N.J.A.C. 6A:10-1.1 et seq.; 6A:10-8.1 et seq.

Adopted:



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The Board of Education recognizes that there can be a benefit to the education of the students of this district when teachers assign or recommend activities to do over the summer in preparation for the school year. Considering that educational research has shown that some students can:

- benefit from assignments that will facilitate a continuum of learning so they maintain grade level proficiencies.
- Bridge activities that support future learning by providing background knowledge that will enhance an advanced level experience.
- Create opportunities that will spark enthusiasm for cultivating habits of a life long learner.

Summer Assignments should be aligned with the core content areas of instruction. Planning should only take place after a syllabus and/or proposal is developed and approved by district administration. It should be an idea that is shared by subject matter or grade level peers and embraced by district staff because of the value it demonstrates for all students across the district (ie: summer reading list, written or visual diary of summer experiences).

When planning a summer assignment:

- The work should be completed by a district committee to insure uniformity among schools.
- Program outlines must be submitted for approval by the Superintendent or designee no later than May 1 of the current school year. This proposal must include guidelines that frame specific expectations.
- The curricular scope must use materials that are easily accessible and mindful of a reasonable plan for a student's commitment of time.
- Summer assignments cannot be mandatory but should be developed with the goal of motivating students to participate (ie: community service or global experience, assignments with real-world connections)
- In all cases, when students complete summer assignments they may be given extra credit for any work completed but cannot be penalized for non-participation.
- The Superintendent of Schools or designee shall be responsible for reviewing any assignments made prior to the school year and ensuring academic credit is given.

When such assignments or recommendations are made, parents are urged to cooperate and support the intent for the request for an extension of learning. It is the Board of Educations belief that these assignments or activities are made for the benefit of the students in this district. A summer assignment is an opportunity to motivate productive engagement and create enthusiasm for the pursuit of learning.

## 3221 EVALUATION OF TEACHERS (M)

### M

The Board of Education recognizes the importance of teacher effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3221 for the evaluation of teachers consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teacher evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3221, “teacher” means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in written performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for teachers which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teachers and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teachers. A District Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teachers as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of



N.J.A.C. 6A:10-2.5. A School Improvement Panel shall be established in accordance with N.J.A.C. 6A:10-3.1 and with the responsibilities outlined in N.J.A.C. 6A:10-3.2.

The components of the teacher evaluation rubric as described in N.J.A.C. 6A:10-4.1 shall apply to teachers. Measures of student achievement, as outlined in N.J.A.C. 6A:10-4.2, shall be used to determine impact on student learning. Teacher observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-4.4. Observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b.(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

The teacher practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.2.

The Superintendent shall annually notify all teachers of the adopted evaluation policies and procedures/regulations no later than October 1. If a teacher is hired after October 1, the Superintendent shall notify the teacher of the policies and procedures/regulations at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures/regulations within ten teacher working days of adoption.

N.J.S.A. 18A:6-117 et seq.  
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5  
N.J.A.C. 6A:10-3.1 and 3.2; N.J.A.C. 6A:10-4.1 through 4.4  
N.J.A.C. 6A:10-7.1 and 7.2

Adopted: 12 December 2016



EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS (M)

3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS  
AND ADMINISTRATORS (M)

**M**

The Board of Education recognizes the importance of teaching staff member effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3222 for the evaluation of teaching staff members consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teaching staff member evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3222, "teaching staff member" includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate. For the purposes of Policy and Regulation 3222, "teaching staff member" does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, directors and/or supervisors.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in written performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for teaching staff members which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teaching staff members and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teaching staff members. A District Evaluation



EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS (M)

Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teaching staff members as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teaching staff member rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured teaching staff members shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1. Evaluations for nontenured teaching staff members shall take place before April 30 each year prior to the May 15 notice requirement date for continued employment. Evaluations for tenured teaching staff members shall be completed prior to June 30.

The Superintendent shall annually notify all teaching staff members of the adopted evaluation policies and procedures/regulations no later than October 1. If a teaching staff member is hired after October 1, the Superintendent shall notify the teaching staff member of the policies and procedures/regulations at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures/regulations within ten teaching staff member working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1  
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5;  
6A:10-6.2

Adopted: 12 December 2016





**3223 EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)**

**M**

The Board of Education recognizes the importance of administrator effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3223 for the evaluation of administrators consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for administrator evaluations consistent with TEACHNJ and AchieveNJ.

A district administrator serves as support for the Superintendent of Schools by acting as an agent who plans for the facilities goals and objectives created to meet State statutory requirements in a specific area of a school districts operation (e.g. Special Education, Finance, Facilities, Curriculum, Equity, Personnel, and Technology). The specific roles are varied and serve to contribute elements that interlock in a manner to oversee the school districts needs in pursuit of academic excellence.

For the purposes of Policy and Regulation 3223, “administrator” means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An “administrator” may be a director, supervisor, or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., “administrator” is not a Principal, Vice Principal, or Assistant Principal.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in written performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for administrators which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The



EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of administrators and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all administrators. A District Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The annual evaluation rubrics will be aligned with the district goals, individual goals/PDP, and job description.

The minimum requirements for the evaluation procedures for administrators as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each administrator rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured administrators shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1. Evaluations for nontenured administrators shall take place before April 30 each year prior to the May 15 notice requirement date for continued employment. Evaluations for tenured administrators shall be completed prior to June 30.

The Superintendent annually shall notify all administrators of the adopted evaluation policies and procedures/regulations no later than October 1. If an administrator is hired after October 1, the Superintendent shall notify the administrator of the policies and procedures/regulations at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures/regulations within ten administrator working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1  
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

Adopted: 12 December 2016



## EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

### 3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

#### M

The Board of Education recognizes the importance of Principal, Vice Principal, and Assistant Principal effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3224 for the evaluation of Principals, Vice Principals, and Assistant Principals consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for Principal, Vice Principal, and Assistant Principal evaluations consistent with TEACHNJ and AchieveNJ.

The role of the Principal, Vice Principal, and Assistant Principal is varied and complex with interlocking elements that connect duties in a manner to achieve the overarching goals of the building they supervise and/or the district. Each individual is there to ensure the safety of all students and personnel; perform daily management operations that insure the smooth facilitation of the school day; and support staff and students in a manner that promotes student learning and professional growth among teaching and support staff.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in written performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for Principals, Vice Principals, and Assistant Principals which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of Principals, Vice Principals, and Assistant Principals and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all Principals, Vice Principals, or Assistant Principals. A District



## EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for Principals, Vice Principals, and Assistant Principals as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each Principal, Vice Principal, or Assistant Principal rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

The components of the principal evaluation rubrics as described in N.J.A.C. 6A:10-5.1 shall apply to Principals, Vice Principals, and Assistant Principals. Measures of student achievement, as outlined in N.J.A.C. 6A:10-5.2, shall be used to determine impact on student learning. Principal, Vice Principal, and Assistant Principal observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-5.4. The Superintendent or designated supervisor shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b). A Principal, or the Superintendent or designated supervisor, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.

The principal practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.3.

The Superintendent annually shall notify all Principals, Vice Principals, or Assistant Principals of the adopted evaluation policies and procedures/regulations no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Superintendent shall notify the Principal, Vice Principal, or Assistant Principal of the policies and procedures/regulations at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures/regulations within ten Principal, Vice Principal, or Assistant Principal working days of adoption.

N.J.S.A. 18A:6-117 et seq.  
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5  
N.J.A.C. 6A:10-5.1 through 5.4  
N.J.A.C. 6A:10-7.1 and 7.3

Adopted: 12 December 2016



## 5756 TRANSGENDER STUDENTS

The Board of Education strives to provide a safe and supportive environment for all students. In furthering this goal, the Board adopts this Policy to address the needs of transgender and gender nonconforming students enrolled in the school district.

For the purposes of this Policy:

1. “Gender expression” refers to the way a student represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
2. “Gender identity” means a student’s deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth.
3. “Gender identity or expression” also means having or being perceived as having a gender-related identity or expression whether or not stereotypically associated with a person’s assigned sex at birth.
4. “Gender nonconforming” describes a student whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous.
5. “Transgender” describes students whose gender identity is different from their gender assigned at birth.

Gender-related identity may be provided to the school district by the student, a parent/guardian of a student or by an adult student with evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as part of the student’s core identity.

# POLICY

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TRANSGENDER STUDENTS

The Board of Education believes the responsibility for determining a student's gender-related identity rests with the student, or in the case of young students not yet able to advocate for themselves, with the parent. Therefore, the Board will accept a student's assertion of his or her gender identity when there is consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as a part of the student's core identity. The Board authorizes the Superintendent or designee to question a student's asserted gender identity when there is a credible basis for believing the student's gender-related identity is being asserted for some improper purpose. Confirmation of a student's asserted gender must include a letter from the student or parent/guardian ~~or the adult student~~ to the Superintendent of Schools with a copy to the principal indicating the student is gender non-conforming.

The Board recognizes school-related issues regarding transgender students will vary on a case-by-case basis. Therefore, the Superintendent of Schools or designee will meet with the student and/or parent and student to discuss school-related issues such as the name and pronoun to be used by district staff in referring to the student, the gender identification to be used on the student's records, district staff members that should be informed of the student's access and use of restrooms, locker rooms, changing facilities, physical education classes, and other gender issues affecting the transgender student and his/her attendance at school. The school district will take reasonable measures to accommodate the needs of transgender students.

Adopted: March 2019

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## 6162 CORPORATE SPONSORSHIPS

The Board of Education recognizes and appreciates the financial support received from Federal and State funding sources and from local taxpayers. The Board desires to expand revenue sources for the financial needs of the school district and encourages financial support to the school district from non-school sponsored organizations. A "corporate sponsor", for the purposes of this Policy, is a non-school sponsored person and/or organization that offers to provide support to the school district through financial or material means in exchange for recognition and/or acknowledgement.

The Board believes school-community relationships based on sound principles and community input can contribute to maintaining and improving high quality education programs and facilities. Corporate sponsorship activities that are consistent with the goals and objectives of the school district may be evaluated and recommended to the Board of Education for implementation within the district by the Superintendent. This Policy shall be administered to protect the school district's name, students, and/or staff against exploitation.

### Corporate Sponsorship Proposals

A potential corporate sponsor must submit a written corporate sponsorship proposal to the Superintendent. An organization's sponsorship activity may include, but is not limited to, financial support to a school curricular or co-curricular activity or program, a school facility improvement, and/or a school assembly program. No student or staff member will be required to participate in surveys and/or focus groups as a condition of a corporate sponsorship. The corporate sponsorship proposal shall include the specific sponsorship activity, the proposed time period/duration of the activity, the requested acknowledgement, and the terms of termination in the event the Board decides to terminate such corporate sponsorship.

In appreciation for such sponsorship, the school district will appropriately acknowledge the organization's contribution to the school district. The acknowledgment may include a public address announcement at an activity, signage at the activity or on school grounds, or through other reasonable means. Any acknowledgement or sign received will be approved by the Superintendent/designee, prior to such announcement or posting of signs. Posting of signs identifying the sponsor shall not be considered the district's endorsement of the product or service of a company.

The Board reserves the right to terminate the sponsorship at any time. Therefore, all corporate sponsorship proposals must include provisions for such termination, which may include the return of any funding, goods, and/or services provided to the district. The



return of any benefits provided to the district as a result of the Board's termination will be limited to and in accordance with the provisions of the written corporate sponsorship proposal approved by the Board.

~~The corporate sponsorship proposal shall include the specific sponsorship activity, the proposed time period/duration of the activity, the requested acknowledgement, and the terms of termination in the event the Board decides to terminate such corporate sponsorship. The return of any benefits provided to the district as a result of the Board's termination will be limited to and in accordance with the provisions of the written corporate sponsorship proposal approved by the Board.~~

## Board Approval of Corporate Sponsorship Activities

All corporate sponsorship proposals must be approved by the Board, and must also be presented to the Board upon Superintendent recommendation, regardless of the value.

In the event there are competing proposals for the same or similar sponsorship, the Board President will designate an Ad Hoc Board Committee to review the Superintendent's recommendation to the Board. All corporate sponsorship proposals recommended by the Superintendent will be discussed at a public Board meeting with the proposal being included on the Board Meeting agenda in accordance with Bylaw 0164 -- Conduct of Board Meetings.

## Duration of Corporate Sponsorship Activities

A corporate sponsorship shall not exceed a fiscal year in duration and subject to reapproval annually. At the conclusion of this approved period, and if the sponsor desires to continue the sponsorship, an updated sponsorship proposal must be prepared by the sponsor and submitted to the Superintendent for approval by the Board for another fiscal year duration. There shall be no expectation a corporate sponsorship will be renewed beyond the Board approval dates. There shall be no limit to the number of times the Board approves the updated sponsorship proposal. The Board reserves the right to review a corporate sponsorship.

## Acceptance of Corporate Sponsorships

Any sponsored or donated material, equipment, personal property or other benefit derived by the district through corporate sponsorships will be held to the same standards used for district purchases. Corporate sponsorship proposals that provide gifts, grants, and





donations to the school district shall be accepted in accordance with the provisions of Policy 7230 – Gifts, Grants and Donations.

#### Applicable Laws

All corporate sponsorship proposals presented and approved by the Board shall be consistent with all district collective bargaining agreements, competitive bidding and purchasing laws, district policy and regulations, and all applicable Federal and State laws, administrative codes, rules, and regulations.

Adopted: ~~12 December 2016~~



## 7230 GIFTS, GRANTS, AND DONATIONS

The Board of Education accepts its responsibility to provide from public funds sufficient supplies and equipment for an effective instructional program. The Board recognizes, however, that from time to time individuals or organizations in the community may wish to contribute additional supplies or equipment to enhance or extend the instructional program.

The Board may accept by resolution duly passed at a public meeting any gift or grant of land, with or without improvement, and of money or other personal property, except that the Superintendent may accept on behalf of the Board any such gift less than \$2,000 in value. Grants of land are subject to the appropriate legal limitations and approvals.

The Board reserves the right to refuse to accept any gift that does not contribute toward the achievement of the goals of this district or any gift the ownership of which would tend to deplete the resources of the district. The Board shall not provide public moneys for the purchase of any school property on a matching fund basis.

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

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

The Superintendent shall:

1. ~~Counsel~~ Provide for the counselling of potential donors on the appropriateness of contemplated gifts and encourage such donors to choose as gifts supplies or equipment not likely to be purchased with public funds;
2. Encourage individuals and organizations considering a contribution to the schools to consult with the Principal or Superintendent before appropriating funds to that end;



3. Report to the Board all gifts that have been accepted on behalf of the Board;
4. Acknowledge the receipt of any gift accepted by the Board; and
5. Prepare fitting means for recognizing or memorializing gifts to the school district.

The following guiding principles shall be considered regarding gifts, grants and donations:

1. Gifts must serve a recognized and approved educational purpose;
2. There will be a minimum of advertising, and it must be of an unobjectionable nature;
3. Advertising shall not recommend a particular brand over some other brand. Neither shall it claim general superiority;
4. There shall not be any conditions attached to gifts received by the school or the district;
5. The use of educational material which might in any way obligate or reflect unfavorably upon the school or school system which accepts and uses such material shall not be accepted;
6. If the same gift of a substantial nature or of one used as a direct teaching tool is proffered by more than one company, the first one proffered should be accepted unless both can be used simultaneously;
7. The acceptance of any gift for educational purposes must not constitute or imply endorsement of that particular product over any other similar product; and includes donations received under the Public Relations Programs (P 9120), School District Travel (P 6471), Expenditures for Non-Employee Activities, Meals, and Refreshments (P 6423)
8. Gifts exclude such things as speakers for assemblies, enrichment field trips, small incentive gifts to teachers and other similar ideas.

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



# POLICY

MONTCLAIR  
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GIFTS, GRANTS, AND DONATIONS

Adopted: 12 December 2016



**THE PUBLIC SCHOOLS  
Montclair, New Jersey**

**APPROVAL OF THE FIRST READING OF THE FOLLOWING REGULATION**

**BE IT RESOLVED** that upon the recommendation of the Superintendent, the Montclair Board of Education approves the first reading of the following Regulation;

- A. R 1240 – Evaluation of Superintendent (M)

**Adopted by Action of the  
Montclair Board of Education**

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**March 18, 2019**

## R 1240 EVALUATION OF SUPERINTENDENT (M)

### M

#### Who We Are:

The Montclair Public School District is dedicated to creating a culture of learning and continuous improvement that provides every child with a high quality, rich, and rigorous education, through a magnet system of integrated schools in which every school represents a strong, diverse, and vibrant community of learners. Montclair Public Schools is committed to recruiting and retaining high quality staff who will cultivate and support our students to become high academic achievers, curious and creative thinkers, and socially adept young people who are prepared for college and careers of the 21st century.

#### Why We Do This Work:

The driving force of the success of Montclair Public Schools is the Superintendent who is responsible for bringing the mission, vision, and core beliefs of the Montclair Public Schools to life through a commitment to continuous improvement and innovation with a focus on results. We believe that all children, regardless of circumstances, can achieve at high levels and academic achievement gaps can and will be eliminated with the support of teachers who deliver engaging, relevant, and academically rigorous instruction that excites students and instills a love of learning in them.

#### What We Need:

The Superintendent of Montclair Public Schools is expected to inspire, lead, guide, and direct every member of the administrative, instructional, and support services staff in setting and achieving the highest standard of excellence, so that each student enrolled in the district may be provided with an appropriate and effective education. Leadership and management responsibilities of the Superintendent extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all parts of the physical plant, and to the conduct of such other duties as may be assigned by the Board. The Superintendent may delegate these duties together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.



A. Roles and Responsibilities for the Implementation of the Annual Evaluation Policy and Procedures

1. The Board of Education and the Superintendent will develop and the Board will adopt a job description and evaluation criteria for the Superintendent's position based upon the Board's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the Superintendent.
2. The Superintendent shall have primary responsibility for data collection and reporting methods appropriate to the job description.
3. The Board President, or the Board President's designee, shall oversee the annual evaluation of the Superintendent.
4. The Board President shall establish timelines for completion of the annual evaluation of the Superintendent.

B. Annual Summary Conference

1. The Board of Education shall conduct an annual summary conference with the Superintendent to develop and prepare an Annual Written Performance Report.
2. The annual summary conference between the Board of Education, with a majority of its total membership present, and the Superintendent shall be held before the Annual Written Performance Report is prepared and filed.
3. The Superintendent shall submit to all Board members any information, documents, statistics, or any other data or information he/she would like for the Board members to consider at the annual summary conference.
4. The Board President, or the Board President's designee, shall preside over the Board's annual summary conference meeting.
5. The conference shall be held in executive session, unless the Superintendent requests it be held in public. The conference shall include, but not be limited to, review of the following:



- a. Performance of the Superintendent based upon the Board approved job description;
- b. Progress of the Superintendent in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and
- c. Indicators of student progress and growth toward program objectives.

C. Annual Written Performance Report

1. The Annual Written Performance Report shall be prepared and approved by a majority of the Board of Education's total membership by July 1 and shall include, but not be limited to:
  - a. Performance area(s) of strength;
  - b. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-8.1(c)2;
  - c. Recommendations for professional growth and development;
  - d. Summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent's performance; and
  - e. Provision for performance data not included in the report to be entered into the record by the Superintendent within ten teaching staff member working days after the report's completion.
2. The Board President, or the Board President's designee, shall prepare a draft of the Annual Written Performance Report after the annual summary conference.
3. The draft of the Annual Written Performance Report shall be disseminated to all Board members for review and comment before presenting the draft report to the Superintendent.





- a. In the event a Board member believes a provision(s) of the draft of the Annual Written Performance Report is not in accord with the provisions agreed to by a majority of the Board during the annual summary conference, the Board member shall submit in writing their proposed revision(s) to the drafter of the Annual Written Performance Report. The draft of the Annual Written Performance Report may be revised by the drafter of the report if the drafter agrees with the Board member's proposed revision. In the event the drafter does not agree with the proposed revision(s), the issue shall be presented to the full membership of the Board of Education in executive session to make a final determination.
  4. The draft of the Annual Written Performance Report shall be presented to the full membership of the Board of Education in executive session for discussion and approval after the draft report has been disseminated to all Board members for review. The Superintendent shall receive a copy of the draft of the Annual Written Performance Report from the Board President, or Board President's designee, prior to the executive session where the Board is scheduled to discuss and approve.
  5. In the event the Superintendent does not agree with a provision(s) in the draft of the Annual Written Performance Report, the Superintendent shall be provided an opportunity to discuss with the full membership of the Board reconsideration of the disputed provision(s).
  6. A majority of the Board's full membership shall approve the draft of the Annual Written Performance Report before presenting the final Annual Written Performance Report to the Superintendent.
  7. The Superintendent may submit a written response to the final Annual Written Performance Report, which shall be attached to the report.
- D. Nontenured Superintendent of Schools
1. The evaluation procedure for a nontenured Superintendent shall also be completed by July 1 each year.

Adopted: 12 December 2016

