

HOPATCONG BOARD OF EDUCATION

The Chalkboard

Mr. Paul J. Saxton, Superintendent of Schools

Special & Regular
Meeting
May 14, 2018
7:00 P.M.

The Hopatcong Borough Schools Board of Education at its public meeting on May 14, 2018 approved the resolutions as follows:

I. Personnel

- The Board approved the request of Doloretta Ferrante for a Medical Leave of Absence from her position as a Paraprofessional during the period of May 22, 2018 to June 27, 2018.
- The Board approved the request of Scott Smith for a Medical Leave of Absence from his position as a Custodial/Maintenance staff member during the period of April 18, 2018 to May 21, 2018.
- The Board approved the request of Diana Pinto for a Maternity Leave of Absence from her position as a Grade 1 Teacher of 40 Sick Days during the period of September 4, 2018 to October 29, 2018, followed by New Jersey Family Leave of Absence/Federal Leave of Absence for the period of October 30, 2018 to December 7, 2018.
- The Board approved of the recommendation for renewal of the non-tenured administrator contracts for the 2018-2019 school year of:

<i>Name</i>	<i>Position</i>	<i>Start Date</i>	<i>Tenure Date</i>
Katherine McFadden	Hudson Maxim Principal	4/27/2015	4/28/2019
Jaime Walker	Director of Pupil Personnel Services	1/5/2015	1/6/2019

- The Board approved of the following Non-Tenured Contract Renewal Recommendations for the 2018-2019 school year:

<i>First</i>	<i>Last</i>	<i>Current School</i>	<i>Current Assignment</i>	<i>Tenure Date</i>
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Marissa	Adams	Hudson Maxim	Kindergarten	9/2/2019
Richard	Anderson	Middle School	Mathematics	9/2/2018
Audra	Bauer	Tulsa Trail	2nd Grade	9/2/2018
Barbara	Beere	Middle School	School Nurse	9/2/2021
Jennifer	Bisignani	Hudson Maxim	Kindergarten	10/24/2019
Stacey	Christiano	Tulsa Trail	Reading Specialist	9/2/2020
Kelly	Colonna	Hudson Maxim	1 st Grade	9/2/2018
Mary	Dinnocenzo	Hudson Maxim	LDTC	9/2/2021
Michael	Farrell	High School	Special Education/Math	9/2/2020
Yanet	Guevarra	Middle School	Spanish	10/28/2018
Sharon	Haggerty	High School	Family Consumer Science	9/2/2018
Blair	Harris	Hudson Maxim	Kindergarten	9/2/2020
Jacqueline	Henderson	District Wide	Roving Nurse	9/2/2020
Alison	Ibaceta	Tulsa Trail	3rd Grade	9/2/2020
Victor	Jimenez	High School	0.5 Technology	9/2/2019
<i>First</i>	<i>Last</i>	<i>Current School</i>	<i>Current Assignment</i>	<i>Tenure Date</i>
Heather	Keegan	Tulsa Trail	3rd Grade	9/2/2020
Kellie	Kontozoglus	Tulsa Trail	3rd Grade	9/2/2020
Susan	Mastroviti	Hudson Maxim	1 st Grade	10/28/2019
James	McKowen	Middle School	Mathematics	9/2/2018
Matt	McKowen	High School	Athletic Trainer	9/2/2019
Angela	Meyer-Pflug	Tulsa Trail	School Nurse	9/2/2019
Emily	Minervini	Tulsa Trail	2 nd Grade	9/2/2018
Stacey	Montefusco	Hudson Maxim	School Psychologist	9/2/2018
Linda	Padula	High School	Guidance Counselor	9/2/2018
Susan	Rikkola	HS/MS	0.5 Librarian	10/2/2021
Kelly	Rodick	HMX/TT	Academic Skills	9/2/2020
Gina	Samara	Hudson Maxim	Academic Skills	9/2/2020
Dorothea	Stauffer	Durban Avenue	Reading Specialist	9/23/2019
Martina	Villani	District Wide	ESL	12/23/2018

- The Board approved of the following Tenure Recommendations for those staff members who will achieve tenure in September 2018:

<i>Name</i>	<i>Location</i>	<i>Position</i>	<i>Start Date</i>	<i>Tenure Date</i>
Richard Anderson	Middle School	Mathematics	9/1/2014	9/2/2018
Audra Bauer	Tulsa Trail	2nd Grade	9/1/2014	9/2/2018
Kelly Colonna	Hudson Maxim	1 st Grade	9/1/2014	9/2/2018
Sharon Haggerty	High School	Family Consumer Science	9/1/2014	9/2/2018
James McKowen	Middle School	Mathematics	9/1/2014	9/2/2018

Emily Minervini	Tulsa Trail	2 nd Grade	9/1/2014	9/2/2018
Stacey Montefusco	Hudson Maxim	School Psychologist	9/1/2014	9/2/2018
Linda Padula	High School	Guidance Counselor	9/1/2014	9/2/2018

- The Board approved the following involuntary transfer recommendations based on staffing needs due to budgetary constraints effective for the 2018-2019 school year:

Name	Transfer From	Transfer To
Brittany Juskus	Secretary to the High School Vice Principal	Elementary Secretary
David Campagna	High School Social Studies	Middle School Social Studies
Kristen O'Shea	High School Music	Hudson Maxim Music
John Canzone	High School Physical Education	Middle School Physical Education
Jill Mortenson	High School Physical Education	Middle School Physical Education
Name	Transfer From	Transfer To
Toby Richards	Middle School Physical Education	High School Physical Education
Brian Collins	Middle School Physical Education	Hudson Maxim/Tulsa Trail Physical Education
Concetta Spano	Middle School Social Studies	Durban Avenue Regular Education
Kristine Mendyk	Durban Avenue Regular Education	Durban Avenue Special Education
Kimberly Boucher	Durban Avenue Special Education	Durban Avenue Regular Education
Dolores Stauffer	Durban Avenue Reading Specialist	Hudson Maxim/Tulsa Trail Academic Skills Teacher
Erica Strzepek	Durban Avenue Special Education	Hudson Maxim Special Education
Ashley Miller	Durban Avenue Special Education	Hudson Maxim Special Education
Paul Miller	Durban Avenue Physical Education	High School Physical Education
Ruth DeSalvia	Durban Avenue Regular Education	Durban Avenue Regular Education/Special Education
Audra Bauer	Tulsa Trail Regular Education	Durban Avenue Special Education
Danielle Ferrara	Tulsa Trail Special Education	Hudson Maxim Special Education
Eric Fajerman	Tulsa Trail Physical Education	Hudson Maxim/Durban Avenue Physical Education
Angela Meyer-Pflug	Tulsa Trail Nurse	Hudson Maxim Nurse
Kelly Rodick	Hudson Maxim/Tulsa Trail Academic Skills	Hudson Maxim General Education
Hilary Martin	Hudson Maxim Physical Education	High School Trail Physical Education
Jacqueline Henderson	Roving Nurse	Tulsa Trail Nurse

- The Board approved the following tenured staff members recommended for a Reduction in Force {RIF} pursuant to N.J.S.A. 18A:28-9 et. seq. and in accordance with the established district seniority list for reasons of economics, effective June 30, 2018. In accordance with N.J.S.A. 18A:28-12, each tenured staff member shall be placed upon a preferred eligibility list in the order of seniority in their area of certification for re-employment should a vacancy in their area of certification occur:

Name	Location	Position
Todd Jensen	High School	Supervisor of Secondary Humanities and Instructional Technology
Gary Andolena	High School	Physical Education Teacher
Brook Ganguzza	High School	Physical Education Teacher
Christine DeRosa	High School	Social Studies 0.5 Teacher
Cheryl Gramp	High School	French Teacher

- The Board approved the following certificated staff members for employment for the 2018-2019 school year:

<i>Name</i>	<i>School</i>	<i>Assignment</i>	<i>Salary/Degree/Step</i>	<i>Effective Date</i>
Todd Jensen	High School	Social Studies	\$72,915/MA+30/12	9/1/2018
Kenneth Doolittle	Durban Avenue	General Education	\$70,515/MA+15/12	9/1/2018
Cheryl Gramp	High School	French 0.5	\$40,943/MA/15	9/2/2018

- The Board approved the employment of Leonard Chase as a full time Custodian, at a salary of \$39,937 based upon the 2018-2019 Salary Guide, Step 1, effective July 1, 2018.
- The Board approved Yesena Colina for High School Graduation Coverage at a rate of \$12.53 per hour for a total of 6.5 hours.
- The Board approved the following for 2018-2019 Middle School summer school program to be paid \$35.00 per hour for a total of sixty-six (66) hours each:

Jason Mulvihill

James McKowen

- The Board approved the following Guidance Counselors for 2018 Summer Employment for student needs during summer months at a rate of \$35.00 per hour for 6 hours per day:

Robert Chaewsky – 10 days

Lisa Dunmeyer – 12 days

Linda Padula – 11 days

- The Board approved the employment of Matthew McKowen as 2018 Summer Athletic Trainer for the Hopatcong School District, at a salary of \$6,718, Class A, Level 3.

- The Board approved the employment of Kenneth Olsen as Credit Recovery Advisor for the Summer Acellus Program during the period of June 28, 2018 to August 31, 2018 at an hourly rate of \$35 per hour, not to exceed a total of \$1,800.
- The Board approved the tuition reimbursement for Tracey Talmadge at \$65 per credit, plus registration fees.
- The Board approved the employment of the following teachers as Camp Innovate personnel for Camp Innovate 2018 during the months of July and August 2018:

Name	Position	Total Weeks	Days Per Camp	Hours Per Day	Pay Per Hour	Total Approved
Donna Cerrato	Literacy Instructor	6	27	5	\$35	\$4,725
Norman Sutton	Literacy Instructor	6	27	5	\$35	\$4,725
Stephanie Martinez	Lead Teacher	6	27	5	\$28	\$3,780
Name	Position	Total Weeks	Days Per Camp	Hours Per Day	Pay Per Hour	Total Approved
Kelly Colonna	21 st Century Educator	6	27	5	\$35	\$4,725
Craig Vallaro	21 st Century Educator	6	27	5	\$35	\$4,725
Dorothea Stauffer	Module Teacher	4	18	5	\$35	\$3,150
Kellie Kontozoglus	Module Teacher	4	18	5	\$35	\$3,150
Kimberly Boucher	Module Teacher	4	18	5	\$35	\$3,150
Susan Hill	Module Teacher	2	9	5	\$35	\$1,575
Nancy Drury	Module Teacher	2	9	5	\$35	\$1,575
Martina Villani	Module Teacher	2	9	5	\$35	\$1,575
Sharon Haggerty	Module Teacher	2	9	5	\$35	\$1,575

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Extended School Year (ESY) Programs 2018

NOTE: Programs and staffing recommendations are made in order to remain in compliance with N.J.A.C. 6A: 14 (Special Education Code).

Preschool Disabled (PSD) Programs:

.....July 2nd through August 9th, Monday through Thursday only, 3 ½ hours per day

- Teacher: Diana Menzel \$2,817.50
- Teacher; Margaret Szczubelek \$2,817.50
- Teacher: Danielle Ferrara \$2,817.50

• Teacher	Loren Turner	\$2,817.50
• Aide:	Theresa Giordano	\$885.50
• Aide:	Judy Grillo	\$885.50
• Aide:	Candace Baldwin	\$885.50
• Aide:	Nicole Grieco	\$885.50
• Aide:	Karen White	\$885.50
• Aide:	Carolyn Segura	\$885.50
• Aide:	Josephine Cuttone	\$885.50
• Aide:	Paula Engber	\$885.50
• Aide:	Brittany Bastedo	\$885.50
• Aide:	Lein Lai	\$885.50
• Aide:	TBD	\$885.50
• Aide	TBD	\$885.50
• Aide	TBD	\$885.50

K & 1st / 2nd grade Learning/Language Disabled (LLD) Programs

.....July 2nd through July 26th, Monday through Thursday, 5 ½ hours per day

• Teacher	Debby Kranz	\$2,887.50
• Aide:	Judy Maitland	\$907.50
• Aide:	Connie Smith	\$907.50
• Aide:	Victoria Taesler	\$907.50

3rd / 4th & 5th grade Learning/Language Disabled (LLD) Programs

.....July 2nd through July 26th, Monday through Thursday, 5 ½ hours per day

• Teacher:	Chrissy LoPresti	\$2,887.50
• Aide:	Pat Duckles	\$907.50
• Aide:	Joan Cutchis	\$907.50

Elementary Multiple Disabled (MD) Program

.....July 2nd through July 26th, Monday through Thursday, 3 ½ hours per day

• Teacher:	Audra Bauer	\$1,837.50
• Aide:	Mary Aufiero	\$577.50
• Aide:	Margaret Cooper	\$577.50

Secondary Multiple Disabled(MD) Program

July 2nd through August 9th, Monday through Thursday, 5 ½ hours per day

• Teacher:	Julie Wilson	\$4,427.50
• Classroom Nurse:	Terry Trivento	\$3,795.00
• Personal Nurse bus:	Terry Trivento	\$690.00
• Aide:	K. Mott	\$1,391.50

Secondary Learning/Language Disabled (LLD) Program

.....July 2nd through August 9th, Monday through Thursday, 4 ½ hours per day

• Teacher:	Kathy LaRosa (1 st 3 weeks)	\$1,732.50
• Teacher:	Linda Aviles (2 nd 3 weeks)	\$1,890.00
• Aide:	Anna Hancock	\$1,138.50

Building Nurse

.....July 2nd through August 9th, Monday through Thursday, 5 ½ hours per day

• Nurse:	Lillian MacRae	\$4,702.50
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(July 2nd thru July 5th, July 16th thru August 9th)

• Nurse:	Jacqueline Henderson	\$ 990.00
(only July 9 th thru July 12 th)		

Aide for Front Door Security

July 2nd through August 9th, Monday through Thursday, 5 ½ hours per day

• Aide:	Pat Terminello	\$1,3915.00
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Case Manager

.....July 2nd through August 9th, Monday through Thursday, 4 hours per day

• Case manager:	Christina Takacs	\$4,140.00
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Speech/Language Specialist

.....July 2nd through August 9th, Monday through Thursday, as needed, \$45.00 per hour, days and hours to be determined by IEP's

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|------------------------------|-----------------|
| • Speech/Language Specialist | Ruth Katona |
| • Speech/Language Specialist | Luanne Balinski |

Occupational Therapist

.....July 2nd through August 9th, Monday through Thursday, as needed \$91.50 per hour, days and hours to be determined by IEP's

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|--------------------------|--------------|
| • Occupational Therapist | J & B Agency |
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Physical Therapist

.....July 2nd through August 9th, Monday through Thursday, as needed \$45.00 per hour, days and hours to be determined by IEP's

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| • Physical Therapist | Melanie Piereth |
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Bus Aides

- | | | |
|------------|-----|----------|
| • Bus aide | TBD | \$506.00 |
| • Bus aide | TBD | \$506.00 |
| • Bus aide | TBD | \$506.00 |
| • Bus aide | TBD | \$506.00 |
| • Bus aide | TBD | \$506.00 |
| • Bus aide | TBD | \$506.00 |
| • Bus Aide | TBD | \$506.00 |
| • Bus Aide | TBD | \$506.00 |

Child Study Team

These positions are required in order to complete evaluations of students as required by N.J.A.C. 6A: 14 (Special Education Code).

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|-----------------------|--------------------------|
| • LDTC | Gerald Andrewlavage |
| • LDTC | Karen Carroll |
| • LDTC | Janet Autorino |
| • LDTC | Mary Dinnocenzo |
| • School Psychologist | Stacey Montefusco |
| • School Psychologist | Susan Walko |
| • School Psychologist | Jaclyn DiBrienza-Cikovic |
| • Social Worker | Leticia Anthes |
| • Social Worker | Dawn Hersh |
| • Social Worker | Susan Pallotta |
| • Social Worker | Christina Takacs |

- Speech Therapist Ruth Katona
- Speech Therapist Luann Balinski
- Speech Therapist Kristine Kester
- Speech Therapist Patricia Pietrzak
- Occupational Therapist Pamela Hutchinson
- Physical Therapist Melanie Piereth

- *All staff members from the 2017-2018 and 2018-2019 school year are recommended to be utilized on an as needed basis as certificated staff members at special education code required meetings.

Rates of Pay for Evaluations/Meetings:

- Psychological and Educational Evaluations – flat rate of \$250.00 each
- Social Histories – flat rate of \$175.00 each
- Speech/Language – flat rate of \$200.00 each
- OT/PT –flat rate of \$200.00
- Case managers will be paid an extra \$100.00 per case
- Teachers/Case managers/Therapist – flat rate of \$50.00 to attend each meeting

Substitute Staff

All staff members from the 2017-2018 and 2018-2019 school year are recommended to be utilized on an as needed basis as substitutes during the Extended School Year 2018 program.

- The Board approved the following Education students to conduct a field experience in the Hopatcong School District:

Student Name	School Year	University	Experience	School	Cooperating Staff Member
Kaya Henderson	2018-2019	William Paterson University	Student Teaching	High School	Mr. Marino
Mairead Mullen	2018-2019	William Paterson University	Student Teaching	Tulsa Trail	Mr. Sutton/Mrs. Neu
Anna Hoferer	2018-2019	William Paterson University	Student Teaching	Durban Avenue	Mrs. McConnell
Amy Palmitano	2018-2019	Centenary University	Student Teaching	Tulsa Trail	Mrs. Duthaler/Mrs. Neu

II. **Students & Services**

- The Board approved field trip requests, as required by the New Jersey Department of Education. (Attachment 1)

III. **Travel**

- The Board approved travel costs as related in this resolution, which are educationally necessary and fiscally prudent and are related to and

within the scope of the employee's current responsibilities and promotes the delivery of instruction or furthers the efficient operation of the school district. The reimbursements listed in this resolution are in compliance with the state travel reimbursement guidelines as established by the Department of the Treasury and Board of Education policy in accordance with N.J.A.C. 6A:23B-1.1. seq. (Attachment 2)

IV. Policies & Regulations

- The Board approved the modifications and additions to the policies and regulations of the Hopatcong Board of Education in accordance with statutory and regulatory changes for approval, as revised, for **FIRST READING:**

<u>Policy #</u>	<u>Title</u>
P 1550	<i>Equal Employment/Anti-Discrimination Practices (Mandatory, Revised)</i>
P 8462	<i>Reporting Potentially Missing or Abused Children (Mandatory, Revised)</i>
P 5561	<i>Use of Physical Restraint and Seclusion Techniques for Students with Disabilities (Mandatory, New)</i>

<u>Regulation #</u>	<u>Title</u>
R 1550	<i>Equal Employment/Anti-Discrimination Practices (Mandatory, Revised)</i>
R 5561	<i>Use of Physical Restraint and Seclusion Techniques For Students with Disabilities (Mandatory, New)</i>

- The Board approved the modifications and additions to the policies and regulations of the Hopatcong Board of Education in accordance with statutory and regulatory changes for approval, as revised, for **SECOND READING:**

<u>Policy #</u>	<u>Title</u>
P 3437	<i>Military Leave (Revised, Recommended)</i>
P 4437	<i>Military Leave (Revised, Recommended)</i>
P 5420	<i>Reporting Pupil Progress (Mandated, Revised)</i>
P 7425	<i>Lead Testing of Water in Schools (Recommended,</i>

New)

<u>Regulation #</u>	<u>Title</u>
R 5420	<i>Reporting Pupil Progress (Mandated, Revised)</i>

(Attachment 3)

May 9 2018	Field Trips			Cost	
Submitted by	Activity Title	Date	Form	per student	
Gramp, Cheryl L...	French Gastronomy: Fondue Luncheon - THE MELTING POT OF WHIPPANY 831 State Route 10, Ste 3 Whippany, NJ 07981	5/30/2018	Field Trip R	\$35.00	
Canizaro, Joanne	Sussex County Library Trips	09/17/2018 - 03/25/2	Field Trip R	\$0.00	
Rischawy, Jonat...	Intrepid Air & Sea Museum, MET Cloisters Museum - NYC	6/6/2018		\$25.00	
DeRose, Sandra	George Segale Art Gallery 10 White Deer Plaza, Sparta, NJ 07871	6/12/2018		\$5.50	

May 10 2018	Travel - Conferences			
Submitted by	Activity Title	Date	All Expenses	
Longo, Shawna	Crayola Teacher Appreciation Event	5/8/2018	\$30.00	
Pallotta, Susan	ood iep MEETING	4/25/2018	\$13.14	
Tillson, Jacque...	SAC Meeting	05/11/2018 - 06/08/2	\$0.00	
Anthes, Leticia	OOD IEP Meeting	5/14/2018	\$11.10	
Walker, Jaime	County Directors of Guidance Meeting	5/4/2018	\$9.92	
Villani, Martina	NJTESOL/NJBE 2018 Spring Conference	05/30/2018 - 05/31/2	\$319.00	
Buglovsky, Chri...	HWS AD Meeting	5/9/2018	\$25.42	
Schuffenhauer, ...	SCSCA End of the Year Meeting	5/31/2018	\$9.61	
Pietrzak, Patri...	What's the Story? Using narrative structure to teach communication and leadership in the digital age.	5/21/2018	\$90.00	
Dinnocenzo, Mary	Observation & Annual IEP	05/11/2018 - 06/01/2	\$16.74	
Mortello, Yvonne	Judy Freeman 34th Annual Book Workshop	5/18/2018	\$221.21	
Mullane, Joanne	NJTSS-ER Meting	5/10/2018	\$40.73	
Noonan, Mary	Judy Freeman 34th Annual Book Workshop	5/18/2018	\$221.21	
		Total	\$1,008.08	

POLICY GUIDE

ADMINISTRATION

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**Equal Employment/Anti-Discrimination Affirmative
Action Program for Employment and
Contract Practices**

Apr 18

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[See POLICY ALERT Nos. 116, 167, 172, 191, 209 and 215]

1550 **EQUAL EMPLOYMENT/ANTI-DISCRIMINATION AFFIRMATIVE
ACTION PROGRAM FOR EMPLOYMENT AND
CONTRACT PRACTICES**

The Board of Education shall, in accordance with State statutes and administrative code and Federal law and regulations, strive to overcome the effects of any previous patterns of discrimination in **school** district employment practices and shall systematically monitor **school** district procedures to ensure continuing compliance with anti-discrimination laws and regulations.

The Board will ensure all persons regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status shall have equal and bias-free access to all categories of employment in the public educational system of New Jersey, pursuant to N.J.A.C. 6A:7-1.1.

The Board will not enter into any contract with a person, agency, or organization that discriminates on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, either in employment practices or in the provision of benefits or services to students or employees. **In addition, the Board will encourage minority businesses, women's business enterprises, and labor surplus area firms to submit bids to be considered for the awarding of contracts.**

The Board shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.



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ADMINISTRATION

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Equal Employment/Anti-Discrimination Affirmative
Action Program for Employment and
Contract Practices

The Board shall ensure equal pay for equal work among members of the **school** district's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, pursuant to N.J.A.C. 6A:7-1.1.

N.J.S.A. 10:5-4

N.J.A.C. 6A:7-1.1 et seq.; 6A:7-1.8

Adopted:



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STUDENTS

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Use of Physical Restraint and Seclusion Techniques for Students with Disabilities

Apr 18

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[See POLICY ALERT Nos. 192 and 215]

5561 USE OF PHYSICAL RESTRAINT AND SECLUSION TECHNIQUES 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 full written 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 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 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 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 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 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.

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

Adopted:



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OPERATIONS

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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



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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 the Director of Special 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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~~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:



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ADMINISTRATION

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**Equal Employment/Anti-Discrimination
Affirmative Action Program for Employment
and Contract Practices Complaint Procedure**

Apr 18

M

[See POLICY ALERT Nos. 116, 167, 191 and 215]

R 1550 **EQUAL EMPLOYMENT/ANTI-DISCRIMINATION
AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT
AND CONTRACT PRACTICES COMPLAINT PROCEDURE**

A. Purpose and Application

1. The purpose of this procedure is to give any **school** district employee or candidate for **school** district employment the opportunity to appeal an alleged violation of the **school** district's Affirmative Action Program for employment and contract practices, as set forth in Policy No. 1550 or in a plan formally adopted by the Board of Education and approved by the Commissioner.
2. No qualified handicapped person, shall, on the basis of handicap, be subjected to discrimination in employment and the Board will take positive steps to employ and advance in employment qualified handicapped persons in programs and activities.
3. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
4. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
5. All participants in the procedure will respect the confidentiality that this **school** district accords to information about individual staff members.

B. Definitions

1. "Board of Education" means the Board of Education of the Hopatcong School District.
2. "Complaint" means an alleged violation of the **school** district's Affirmative Action Plan or Policy.



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Equal Employment/Anti-Discrimination Affirmative Action Program for Employment and Contract Practices Complaint Procedure

3. "Complainant" means a staff member who alleges a violation of the **school** district's Affirmative Action Plan or Policy No. 1550.
4. "Day" means a **business day** ~~working~~ or calendar day as identified.
5. "School district" or "**district**" means the Hopatcong School District.
6. "Violation" means the failure of a **school** district official or employee to take the positive steps outlined in Policy No. 1550 or the duly approved Affirmative Action Plan to remove impermissible bias or preference from all aspects of **school** district employment or contract practices and/or to correct the results of past discrimination.

C. Procedure

1. A Complainant who believes ~~that~~ he/she has been harmed or adversely affected by a failure to enforce the **school** district's Affirmative Action Plan for employment and contract practices shall discuss the matter with his/her immediate supervisor in an attempt to resolve the matter informally.
 - a. **In the event the Complainant believes their immediate supervisor may be conflicted or if the immediate supervisor is not available, the Complainant may proceed directly to the school district's Affirmative Action Officer as outlined in C.2. below.**
 - b. **In the event the Complainant believes the school district's Affirmative Action Officer may be conflicted, the Complainant may submit a written complaint to the Superintendent of Schools who will designate a supervisor or administrative staff member to conduct the investigation in accordance with the procedures outlined in this Regulation. The Superintendent will ensure the supervisor or administrative staff member is provided affirmative action training in accordance with State mandates and guidelines.**



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Equal Employment/Anti-Discrimination
~~Affirmative Action Program for Employment~~
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2. If the matter is not resolved to the satisfaction of the Ceomplainant within **ten business** ~~thirty working~~ days, the Ceomplainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
 - a. The Ceomplainant's name and address;;
 - b. The specific failure to act that the Ceomplainant complains of;;
 - c. The school officer or employee, if any, responsible for the alleged violation of the Affirmative Action Plan;;
 - d. The results of discussions conducted in accordance with paragraph **C.1.1**; and
 - e. The reasons why those results are not satisfactory.
3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven **business** ~~working~~ days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.
4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within three **business** ~~working~~ days after it has been received by the Ceomplainant. The appeal will include the original complaint, the response to the complaint, and the Ceomplainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the Affirmative Action Plan.
5. ~~On his/her timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision),~~ **Upon request**, the Ceomplainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven **business** ~~working~~ days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the Affirmative Action Plan and any other person with knowledge of the violation complained of.



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Equal Employment/Anti-Discrimination
~~Affirmative Action Program for Employment~~
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6. The Superintendent will render a written decision in the matter no later than seven **business working** days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties ~~and to the Board of Education~~.
7. The Ceomplainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three **business working** days after receipt of the Superintendent's decision. The appeal will include:
 - a. The original complaint;;
 - b. The response to the complaint;;
 - c. The Superintendent's decision;;
 - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented;; and
 - e. The Ceomplainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a violation of the Affirmative Action Plan.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the Ceomplainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.



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Equal Employment/Anti-Discrimination
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11. The Ceomplainant will be informed of his/her right to appeal the Board's decision to the:

- a. Commissioner of Education
New Jersey State Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500, or
Telephone: ~~(877) 900-6960 or the~~
- b. New Jersey Division on Civil Rights
~~Trenton-Central~~ Regional Office
~~Office of the Attorney General~~
140 East Front Street – 6th Floor
Trenton, New Jersey 08625-0090
Telephone: ~~(609) 292-4605~~

D. Record

- 1. The records of any complaint processed in accordance with this procedure shall be kept in a file maintained by the Affirmative Action Officer.
- 2. A copy of the decision rendered at its highest level of appeal will be kept in the Ceomplainant's personnel file.

Issued:



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Use of Physical Restraint and Seclusion
Techniques for Students with Disabilities

Apr 18

M

[See POLICY ALERT Nos. 192 and 215]

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

A. Definitions

“Physical restraint” means the use of a personal restriction that immobilizes or reduces the ability of a student to move all or a portion of his or her body.

“Seclusion technique” means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, but does not include a timeout.

“Timeout” means a behavior management technique that involves the monitored separation of a student in a non-locked setting, and is implemented for the purpose of calming.

B. Physical Restraint

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;



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Use of Physical Restraint and Seclusion Techniques for Students with Disabilities

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 full written report of the incident of physical restraint shall be provided to the parent within forty-eight hours of the occurrence of the incident;
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 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 team.

C. Physical Restraint Training Requirements

The training requirements on the use of physical restraint shall be as follows:

1. Building level administrators and school staff members who are involved in the restraint of a student shall receive training in safe techniques for physical restraint from an entity determined by the Board to be qualified to provide such training.
 - a. The Principal or designee shall determine the school staff members that shall receive training in safe techniques for physical restraint of a student.



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Use of Physical Restraint and Seclusion Techniques for Students with Disabilities

- b. Training may include techniques of prevention and de-escalation, as well as alternatives to physical restraint.
- c. Training may include current professionally accepted practices and standards regarding behavior management.
- d. The training program in safe techniques for physical restraint shall be updated at least annually.

D. Interventions

- 1. Classroom interventions may include, but not be limited to, the following strategies:
 - a. The staff member may ignore the behavior;
 - b. The staff member may redirect the student to a task with verbal or non-verbal prompts or gestures. Proximity and the use of gentle humor may help, when appropriate;
 - c. The staff member shall be clear, polite, and respectful when redirecting the student's behavior. The staff member should make eye contact and tell the student what to do such as "I can't teach when you are talking, throwing things, ..." or "Please stop and listen, read, write, ..." The staff member should remind the student of consequences for non-compliance and rewards if they comply with the staff member's request;
 - d. The staff member shall be polite at all times. The staff member may repeat steps a. through c. above and quietly give the student adequate wait time. If the staff member moves on, the student may comply after the initial confrontation if attention goes back to the lesson;
 - e. The staff member may advise the student to proceed to a time out area in the classroom for a limited time (elementary and middle school); and



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Use of Physical Restraint and Seclusion Techniques for Students with Disabilities

- f. If classroom removal is required, the staff member shall follow school discipline procedures for notification and request for assistance if necessary.
 - 2. Security interventions may include, but are not limited to, the staff member:
 - a. Standing quietly in the doorway and asking the student to accompany the staff member; and
 - b. Informing the student of the violation of the school discipline code and procedure and assure the student they have the choice to leave the classroom quietly.
- E. Use of Physical Restraint
 - 1. If necessary, the staff member shall restrain the student until the emergency no longer exists (i.e. the student stops punching, kicking, spitting, damaging property, etc.).
 - 2. The school staff member shall immediately contact the appropriate administrator and school nurse and complete a written report on the physical restraint the staff member used during the emergency situation.
 - 3. The Principal's or designee's or any school staff member's report regarding the incident shall be 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 meeting. The documentation of physical restraint shall be placed in the student's school file.
 - 4. The use of physical restraint is subject to the following additional requirements:
 - a. Physical restraint techniques shall consider the student's medical conditions and shall be modified as necessary;



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Use of Physical Restraint and Seclusion Techniques for Students with Disabilities

- b. Students shall not be subjected to physical restraint for using profanity, other verbal displays or disrespect, or for non-compliance. A verbal threat will not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat;
- c. In determining whether a student who is being physically restrained should be removed from the area where the restraint was initiated, the supervising staff should consider the potential for injury to the student, the student's need for privacy, and the educational and emotional well-being of the other students in the vicinity;
- d. A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing harm to himself/herself, others, or imminent property destruction; and
- e. The student shall be examined by the school nurse after any restraint.

F. Seclusion Techniques

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 that 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



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Use of Physical Restraint and Seclusion Techniques for Students with Disabilities

3. Each incident in which a seclusion technique 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 meeting.

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 team.

Issued:



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TEACHING STAFF MEMBERS

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Military Leave

Dec 17

[See POLICY ALERT Nos. 164 and 214]

3437 MILITARY LEAVE

The Board of Education recognizes that military service rendered by any district employee in the defense of the country or in maintaining preparedness for conflict, foreign or domestic, is a service benefiting all citizens. A ~~Any~~ permanent or full-time **temporary** officer and/or employee of the district will be provided military leave and related benefits pursuant to the Uniformed Services Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Section 4301 et seq., P.L. 2001 Chapter 351 amending N.J.S.A. 38:23-1, N.J.S.A. 38A:1-1 and N.J.S.A. 38A:4-4., and any other applicable Federal and State laws.

A permanent or full-time temporary officer or employee of the school district who is a member of the organized militia of New Jersey (New Jersey National Guard, New Jersey Naval Militia Joint Command) shall be entitled, in addition to pay received, if any, **as a member of the organized militia**, to a leave of absence **from his or her respective duties** without loss of pay or time on all days **during** in which ~~he/she he or she shall be~~ is engaged in any period of State or Federal active duty; **provided, however, that** ~~t~~The leave of absence for Federal active duty or active duty for training shall not exceed ninety work days in the aggregate in any calendar year. **Any leave of absence for such duty in excess of ninety work days shall be without pay, but without loss of time. Such leave shall be in addition to the regular vacation or other accrued leave provided to the officer or employee.** A permanent ~~or~~ full-time temporary officer or employee who has served **under such temporary appointment** for less than one year in the district shall receive this leave without pay, but without loss of time. ~~This paid leave shall be in addition to the regular vacation or other accrued leave provided to the officer or employee. Any leave of absence for such duty in excess of ninety workdays shall be without pay, but without loss of time.~~

A permanent or full-time temporary officer or employee of the school district who is a member of the organized reserve of the Army of the United States, United States Naval Reserve, United States Air Force Reserve, or United States Marine Corps Reserve, or other organization affiliated therewith, including the National Guard of other states, shall be entitled, in addition to pay received, if any, **as a member of a reserve component of the Armed Forces of the United States**, to a leave of absence **from his or her respective duty** without loss of pay or time on



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all work days he/she on which he or she shall be engaged in any period of **Federal** active duty, provided, **however, that** such leave of absence shall not exceed thirty work days in any calendar year. **Such leave shall be in addition to the regular vacation or other accrued leave provided to the officer or employee. Any leave of absence for such duty in excess of thirty work days shall be without pay, but without loss of time.** A ~~permanent or~~ full-time temporary officer or employee who has served **under such temporary appointment for** less than one year in the district shall receive this leave without pay, but without loss of time. ~~This paid leave shall be in addition to the regular vacation or other accrued leave provided to the officer or employee. Any leave of absence for such duty in excess of thirty workdays shall be without pay, but without loss of time.~~

Military leave with pay is not authorized for Inactive Duty Training (IDT) as defined in N.J.A.C. 5A:2-2.1.

The district will provide benefits and rights for staff on military leave as required by Federal and State laws.

Pursuant to N.J.S.A. 52:13H-2.1, in accordance with the provisions of Article VIII, Section II, paragraph 5 of the New Jersey Constitution, upon application by the district to the State Treasury and approval of the application by the Director of the Division of Budget and Accounting, reimbursement shall be made by the State of New Jersey for any costs incurred as a result of the provisions of P.L. 2001, Chapter 351.

N.J.S.A. 18A:6-33; 18A:28-11.1; 18A:29-11; 18A:66-8.1

N.J.S.A. 38:23-1 et seq.; 38A:1-1; 38A:4-4; 52:13H-2.1;

N.J.A.C. 5A:2-2.1

Uniformed Services Employment and Reemployment Rights Act
(USERRA), 38 U.S.C. Section 4301 et seq.

Adopted:



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Dec 17

[See POLICY ALERT Nos. 164 and 214]

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A permanent or full-time temporary officer or employee of the school district who is a member of the organized militia of New Jersey (New Jersey National Guard, New Jersey Naval Militia Joint Command) shall be entitled, in addition to pay received, if any, **as a member of the organized militia**, to a leave of absence **from his or her respective duties** without loss of pay or time on all days **during** in which ~~he/she~~ **he or she** shall be is engaged in any period of State or Federal active duty; **provided, however, that** ~~t~~The leave of absence for Federal active duty or active duty for training shall not exceed ninety work days in the aggregate in any calendar year. **Any leave of absence for such duty in excess of ninety work days shall be without pay, but without loss of time. Such leave shall be in addition to the regular vacation or other accrued leave provided to the officer or employee.** A permanent or full-time temporary officer or employee who has served **under such temporary appointment** for less than one year in the district shall receive this leave without pay, but without loss of time. ~~This paid leave shall be in addition to the regular vacation or other accrued leave provided to the officer or employee.~~ **Any leave of absence for such duty in excess of ninety work days shall be without pay, but without loss of time.**

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N.J.S.A. 18A:6-33; 18A:29-11

N.J.S.A. 38:23-1 et seq.; 38A:1-1; 38A:4-4; 52:13H-2.1;

N.J.A.C. 5A:2-2.1

Uniformed Services Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Section 4301 et seq.

Adopted:



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Lead Testing of Water in Schools
Dec 17

[See POLICY ALERT No. 214]

7425 LEAD TESTING OF WATER IN SCHOOLS

The health, safety, and welfare of the children in the school district are of utmost importance to the Board of Education. The potential exposure to lead-contaminated drinking water poses serious health problems, particularly for children, as well as for teachers and school personnel, since the risk of lead contamination can come from pipe and plumbing fixtures in school facilities or on school grounds. The Board shall assure the availability of potable drinking water through sanitary means in school facilities or on school grounds. The Board of Education shall provide, in accordance with N.J.A.C. 6A:26-12.4, testing for lead in all district sources of drinking water.

The Board shall conduct lead sampling and analysis in all drinking water outlets to which a student or staff member has or may have access in each school facility, other facility, or temporary facility, as soon as practicable, but no later than July 13, 2017, unless the district qualifies for an exemption in accordance with N.J.A.C. 6A:26-12.4(d)(h)(i). This testing shall be conducted with a lead sampling plan in accordance with N.J.A.C. 6A:26-12.4(d)1, 2, and 3, and shall be in accordance with the Safe Drinking Water Act, N.J.S.A. 58:12A-1.

Within twenty-four hours after the Board or designee has completed a review of final laboratory results in accordance with the provisions of N.J.A.C. 6A:26-12.4(e), the test results shall be made publicly available at the school facility and on the Board of Education's website. If any results exceed the permissible lead action level, the Board shall provide written notification to the parents of all students attending the facility, facility staff, and the New Jersey Department of Education. This notification shall include: a description of the measures taken by the Board or designee to immediately end the use of each drinking water outlet where the water quality exceeded the permissible lead action level; the measures taken to ensure that alternate drinking water has been made available to all students and staff members; and information regarding the health effects of lead in accordance with N.J.A.C. 6A:26-12.4(e)1 and 2. After the initial screening, the Board will conduct these lead screenings every six years and shall sample for lead after the replacement of any drinking water outlet or any other alteration to plumbing or service lines that may impact lead levels at the outlet, in accordance with N.J.A.C. 6A:26-12.4(f)1 and 2.



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Lead Testing of Water in Schools

The Board shall submit to the New Jersey Department of Education by June 30 of each year a statement of assurance, that the school district completed lead testing in accordance with N.J.A.C. 6A:26-12.4; that notifications were provided consistent with N.J.A.C. 6A:26-12.4; and that alternative drinking water continues to be made available to all students and staff, if necessary, pursuant to N.J.A.C. 6A:26-12.4(g).

The Board may apply for reimbursement for the costs of any water supply testing and analysis conducted, in accordance with N.J.A.C. 6A:26-12.4(j).

N.J.S.A. 58:12A-1 et seq.

N.J.A.C. 6A:26-12.4

Adopted:

