



Substitute Teacher Handbook 2023-2024

Scotch Plains-Fanwood Public Schools

A Community of Learners Seeking Excellence Together

SCOTCH PLAINS-FANWOOD PUBLIC SCHOOLS
SUBSTITUTE TEACHER HANDBOOK
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Scotch Plains – Fanwood Public Schools

A Community of Learners Seeking Excellence Together!

WELCOME AS A SUBSTITUTE TEACHER

We are pleased that you have agreed to substitute for staff members when it becomes necessary for them to be absent.

As a substitute teacher, you will be expected to provide for the safety and well-being of the students in your charge, to maintain the continuity of the instructional program and to contribute to the operation of the various schools to which you may be assigned.

Obviously, the substitute cannot fill the entire void caused by the teacher's absence. Nevertheless, with some planning, you can give effective instruction and spend the time productively. In Scotch Plains-Fanwood, substitute teachers are teachers, with the only difference being that most of the planning is done by the regular teacher. Pupil respect, fellow teacher cooperation, and administrative assistance can be expected. We hope this handbook will be of some assistance in helping you accomplish these objectives.

The district utilizes a system called Frontline/Absence Management that will handle all your substitute assignments. Materials and training on how to use the Frontline/Absence Management system will be provided to every substitute.

Again, thank you for joining the Scotch Plains-Fanwood School District as an on-call, as needed basis substitute teacher and I wish you a rewarding experience.

Adina Williamson
Human Resources Manager

The Scotch Plains-Fanwood Public Schools

512 Cedar Street
Scotch Plains, New Jersey 07076

HUMAN RESOURCES DEPARTMENT

(908) 232-6161

Fax: (908) 889-4997

ANNUAL NOTICE TO ALL EMPLOYEES

The New Jersey State Board of Education adopted amendments to the Licensing code which took effect on January 5, 2009. This memo serves to alert you to your obligation to report *criminal violations* according to *N.J.A.C. 6A:9-17.1(c)*:

- *Certificate holders must report to their superintendent within 14 days if they are arrested or indicted for any crime or offense by any jurisdiction, and must report within seven days the final disposition of such charges. Districts must make these reporting requirements known annually to certificate holders.*
- *Districts must report substitute teachers in their employ who resign, retire, or are terminated because of accusations of criminal charges or unbecoming conduct.*

QUALIFICATIONS

A substitute teacher must hold a teaching certificate (Standard, CEAS, or CE) issued by the New Jersey State Board of Examiners/New Jersey Department of Education.

OR

Must be eligible to receive a County Substitute Certificate. To receive the County certificate, a person must have completed 60 semester hour credits in an accredited college OR have completed 30 college credits, be registered and attending college classes and be at least 20 years old. A fee of \$128.00 is charged for this certificate and the certificate is issued for a five-year period.

PROCEDURE FOR APPOINTMENT

Qualified interested persons should complete an application online at the Scotch Plains-Fanwood School District website, www.spfk12.org, and submit supporting documents (certificate, transcripts and criminal history approval) to the Human Resources Department. A Mantoux Test (tuberculin test) is also required.

Applications are screened and, as appropriate, orientation(s) are provided with the Director of Human Resources. The names of successful applicants are submitted to the Board of Education for approval.

SUBSTITUTE ASSIGNMENTS PROCEDURE

If you find that due to illness or emergency you cannot meet a commitment, please call the school office as early as possible so that arrangements can be made to cover your assignment. You can also call Human Resources if the secretaries cannot be reached.

If you know you are going to be unavailable for a few days use the Frontline/Absence Management System and enter “non-work days” to make this known. This precludes making unnecessary calls and also prevents unwanted calls at 6:00 am.

School Schedules 2023-2024

	Regular	Single-Session	Delayed Opening
Preschool			
AM Students Arrive	8:25 AM	8:25 AM	9:55 AM
AM Instruction	8:35-11:20 AM	8:35-10:35 AM	10:05-12:15 PM
PM Students Arrive	12:20 PM	10:35 AM	1:00 PM
PM Instruction	12:20-3:10 PM	10:40-12:40 PM	1:00-3:10 PM
Grades K-4			
Students Arrive	8:25 AM	8:25 AM	9:55 AM
Instruction Begins	8:35 AM	8:35 AM	10:05 AM
Student Dismissal	3:10 PM	12:40 PM	3:10 PM
Middle School Grades 5-8			
Students Arrive	8:00 AM	8:00 AM	9:30 AM
Instruction Begins	8:10 AM	8:10 AM	9:40 AM
Student Dismissal	2:42 PM	12:20 PM	2:42 PM
High School			
Students Arrive	7:58 AM	7:58 AM	9:28 AM
Period One Begins	8:08 AM	8:08 AM	9:38 AM
Student Dismissal	2:24 PM	12:08 PM	2:24 PM

All substitute teachers are requested to be in their respective buildings no later than 15 minutes before the opening of school.

All substitutes are expected to remain in school until after the students have been dismissed for the day. Always check with the school office before you leave each day. You may be asked to continue in the same assignment if the regular teacher is unable to return.

The Scotch Plains - Fanwood Public Schools

Scotch Plains, NJ 07076

School Calendar 2023-2024

Approved 1.19.23

September	October	November	December	January																																																																																																																																																						
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September

4 Labor Day
5 Staff Meetings
6 Staff PD Day
7 Schools Open
25 Yom Kippur

October

9 Columbus Day, Indigenous Peoples Day, Staff PD Day

November

7 Election Day (Single Session Day)
9, 10 NJEA Convention
23, 24 Thanksgiving Weekend (Single Session Nov. 22)

December

25-29 Winter Break (single session Dec. 22)

January

1 New Year's Day
15 Martin Luther King Jr. Day

February

19 Presidents' Day

March

25-29 Spring Recess
29 Good Friday

April

10 Eid Al-Fitr

May

27 Memorial Day

June

17 Single Session Day
18 Last Day of School/Graduation
19 Juneteenth
20 Staff Flex PD

Note: 3 Emergency Days are built into the calendar. Based upon the # of emergency days used throughout the year, schools may be closed following the schedule of days below:
If 0 days used = May 22, 23, 24 closed
If 1 day used = May 23, 24 closed
If 2 days used = May 24 closed
If 3 days used - Schools will not be closed for any additional days
If more days are needed they will be taken from Spring Recess starting March 25, 26, etc.



Single Session Day



Schools Closed



Staff PD/closed for students

single session prek-4 conf. TBD

single session prek-4 evening conferences TBD

Back to School TBD

Single session assigned by school

EMERGENCY SCHOOL CLOSINGS

Notice of the closing of schools due to inclement weather or emergency situations is announced on 101.5 FM (between 6:30 a.m. and 8:30 a.m.) and on Channel 7's website. Please do not call the radio station, police headquarters, or the individual schools. Emergency school closings will also be displayed on the district's website www.spfk12.org and on your Frontline/Absence Management web page.

The District also has provisions for delayed openings due to inclement weather or emergency. In the event a delayed opening is called a notice will be posted on your Frontline/Absence Management web page as well as the District website.

COMPENSATION SCHEDULE

Substitute teachers are paid twice a month on or about the fifteenth (15th) and the last day of the month. Payment for days worked are as follows:

Working days from 1st to 15th of the month you will receive payment the last day of the month.

Working days from 16th to 31st of the month you will receive payment on the 15th of the next month.

The rate of pay for a Substitute Teacher is \$125/per day; \$62.50 for a half-day. The rate of pay for a Classroom Aide is \$100/per day; \$50 for a half-day. An assignment on a single session day will be considered a full day for pay purposes if the substitute teacher remains through the end of the single session day.

When a substitute teacher with appropriate certification continues in the same assignment beyond 19 consecutive days, either by pre-arrangement or extended arrangement, per diem compensation is at the rate of 1/200th of Step 1 on the BA level of the current salary guide. For the 2023-2024 school year, this rate is \$307.00. Appropriate certification is required for long-term substituting. *

*The additional compensation is intended to recognize additional planning, preparing and evaluation responsibilities which are inherent in longer term assignments. To be paid the higher fee the service must be continuous for a minimum of 20 days, be for the same teacher and the substitute must hold the appropriate certification. Once the 20-day test has been met, the Superintendent or his/her designee may permit minor breaks in service for emergencies or very short illness. The additional compensation carries with it no entitlement to benefits other than salary.

PAYROLL PROCEDURES

Individual school offices provide a daily record of substitute work to Human Resources. Please be sure that the school office is aware of your presence in the building, correct spelling of your name, etc. It is not necessary for you to submit a record of your work; however, it is advised that you keep an accurate record to check against your payroll stub. You may check your work record by logging onto your Frontline/Absence Management account and selecting “History”.

All questions concerning days worked and payroll records are to be directed to the Human Resources Department.

PAYROLL DATES 2022-2023

July 14, 2023	July 31, 2023
August 15, 2023	August 31, 2023
September 15, 2023	September 29, 2023
October 13, 2023	October 31, 2023
November 15, 2023	November 30, 2023
December 15, 2023	December 22, 2023
January 12, 2024	January 31, 2024
February 15, 2024	February 29, 2024
March 15, 2024	March 22, 2024
April 15, 2024	April 30, 2024
May 15, 2024	May 31, 2024
June 14, 2024	June 28, 2024

Please note: An alteration to the school calendar as a result of emergency closing days may/will result in a change in payroll dates

DOCULIVERY

Quick-Start Guide

This guide provides you with the basic quick-start information needed to log in and access your electronic documents in no time at all. The instructions below highlight the steps for logging into the Doculivery system with a unique User ID and Password to access your online pay stubs and setup notification options with just a few quick clicks!

Getting Started

1. Point your internet browser to the following url:

www.doculivery.com/systems3000-SPFPS

2. Enter your initial User ID. **1**

Your initial USER ID is:

Your Last Name followed by the last 4 digits of your SSN.

3. Enter your initial Password. **2**
You will be required to change your password upon initial log in.

Your initial PASSWORD is:

The last four digits of your SSN.

4. Click the Log In button. **3**

5. Once you have logged in and changed your password, please make a note of your new password for future reference.

6. Once logged in, you will see the main screen which is organized by tabs. Click on the Pay Stubs tab **4** to see a list of all pay dates for which you have a pay stub. To see the entire pay stub for a particular date click on the view icon in the Click To View column on the left side of the screen. **5**

Setting Up Notification Options

1. Click on the Pay Stubs tab **4**. On the right side of the screen, select the appropriate bar **6** to setup email or text message notifications.

PLEASE LOG-IN TO THE DOCULIVERY SYSTEM.

User ID help information will appear here when you visit the url noted in step one.

User ID:

Password help information will appear here when you visit the url noted in step one.

Password:

Log In

Pay Stubs

Messages

Manage Your Account

CLICK TO VIEW	PAY DATE	PAY BEGIN DATE	PAY END DATE
	07/24/2006	07/10/2006	07/21/2006
	07/10/2006	06/26/2006	07/03/2006
	06/26/2006	06/12/2006	06/23/2006
	06/12/2006	05/29/2006	06/09/2006
	05/29/2006	05/15/2006	05/26/2006
	05/15/2006	04/27/2006	04/28/2006

CURRENT NOTIFICATION OPTIONS

Email my new paystub [tyler@naspay.com] (as HTML) [Remove](#)

Email my new paystub [tyler@naspay.com] (as HTML) [Remove](#)

Text Message of Callup by sending a text message to the phone number: (813) 222-0333 (AT&T) [Remove](#)

Email my new paystub (123@abc.com) (as HTML) [Remove](#)

Notify me when my paystub is delivered by sending a text message to the phone number: (260) 437-9970 (VERIZON WIRELESS) [Remove](#)

Notify me when my paystub is delivered by sending an email to the email address: test@naspay.com [Remove](#)

Add Another Email Delivery Option

Add Another Email Notification

Add Another Text Message Notification

Add Detailed Text Messaging

LUNCH FACILITIES

Teacher's cafeterias are located at the high school and at both middle schools in the district. Elementary schools have kitchen facilities and eating accommodations in their teachers' rooms.

BOARD OF EDUCATION ADMINISTRATIVE OFFICES

512 Cedar St.
Scotch Plains, NJ 07076
Phone: (908) 232-6161

Dr. Joan Mast, Superintendent
Adina Williamson, Human Resources Manager

If you have questions concerning substitute teaching, please call the Human Resources Department.

PARKING: Parking and entrance are located in back of Evergreen School. The parking lot can be reached by turning right at Cedar Street after you pass Evergreen School on Evergreen Avenue.

SCOTCH PLAINS-FANWOOD HIGH SCHOOL, GR. 9-12

667 Westfield Road
Scotch Plains, NJ 07076
Phone: (908) 889-8600

Dr. David Heisey, Principal
Mrs. Brooke Kaska-Esposito, Asst. Principal

Substitute Teachers should report to the main office (located by Door 12) by 7:43 am.

PARKING: Enter the high school directly from Westfield Road. Use the numbered space given at the time of your AESOP assignment.

NETTINGHAM MIDDLE SCHOOL, GR. 5-8

580 Park Avenue
Scotch Plains, NJ 07076
Phone: (908) 322-4445

Dr. Jocelyn Dumaresq, Principal
Ms. Sara Durand, Asst. Principal

Teachers should report into the main office by 7:55 a.m. and ask for Ms. Lisa Wilbur.

PARKING: There is a parking lot located on the west side of the school building between the Post Office and the school. Enter the building by the side entrance adjacent to the parking lot and proceed up the stairs to the first landing. Follow this corridor to the office on the left.

TERRILL MIDDLE SCHOOL, GR. 5-8

1301 Terrill Road
Scotch Plains, NJ 07076
Phone: (908) 322-5215

Dr. Kevin Holloway, Principal
Mr. Raffaele Gerace, Asst. Principal

Teachers should report to the main office by 7:55 a.m. and ask for Mrs. Nicole Seymour.

PARKING: Entrance to Terrill Middle School is on the east side of the building. Drive past the front of the school. Use the numbered parking spot given to you at the time of your assignment. Enter the school through the main entrance (Door 1) and proceed to the main office on your left

BRUNNER ELEMENTARY SCHOOL

721 Westfield Road
Scotch Plains 07076
Phone: (908) 889-2148

Dr. Scott Bortnick, Principal

Teachers should report to the main office by 8:10 a.m. and ask for Mrs. Sheila Lockier.

PARKING: Enter the one-way drive on the east side of the building and proceed to drive past the front of the school to the parking lot on the west side. Use the numbered spot given to you at the time of your assignment. Enter the building off the parking lot and proceed to the office on the right.

COLES ELEMENTARY SCHOOL

16 Kevin Road
Scotch Plains, NJ 07076
Phone: (908) 757-7555

Mrs. Sandra Fehte, Principal

Teachers should report to the main office by 8:10 a.m. and ask for Mrs. Shari Marcus.

PARKING: Enter the parking lot of Kevin Road. Use the main entrance to the building. The office is to your right.

EVERGREEN ELEMENTARY SCHOOL

2280 Evergreen Avenue
Scotch Plains, NJ 07076
Phone: (908) 889-5331

Mrs. Erin Mullman, Principal

Teachers should report to the main office by 8:10 a.m. and ask for Mrs. Erica Marvelli.

PARKING: Enter the parking lot off Evergreen Avenue on the south side of Evergreen School the number space will be on the AESOP assignment. Enter the building by the front entrance on the south side of the building and turn left. The office is down the corridor on your left.

McGINN ELEMENTARY SCHOOL

1100 Roosevelt Avenue
Scotch Plains, NJ 07076
Phone: (908) 233-7950

Dr. Sasha Slocum, Principal

Teachers should report to the main office by 8:10 a.m. and ask for Ms. Neelambari Save.

PARKING: Parking is available on Trenton Avenue, any side street or at Kramer Manor Park. There is no available parking in McGinn's parking lots.

SCHOOL ONE

563 Willow Avenue
Scotch Plains, NJ 07076
Phone: (908) 322-7731

Mr. Justin Fiory, Principal

Teachers should report to the main office by 8:10 a.m. and ask for Mrs. Christina O'Brien.

PARKING: Enter the parking lot on the west side of the building off Willow Avenue. Use the ramp entrance on the west side of the building. Use numbered spots given to you at the time of your assignment. The office is down the corridor on your left.

POLICY

Scotch Plains-Fanwood Board of Education

Section: Teaching Staff Members
3125.2. EMPLOYMENT OF SUBSTITUTE TEACHERS
Date Created: June 2012
Date Edited: December 2016

3125.2. EMPLOYMENT OF SUBSTITUTE TEACHERS

The Board of Education will employ substitutes in order to ensure continuity in the instructional program and will approve a list of substitutes on an annual basis and additional approved substitutes will be added to the approved list throughout the school year. Substitute teachers will be employed from the substitute list recommended by the Superintendent and approved by the Board. The Board shall also approve the substitute rate of pay.

All substitute teachers must possess a substitute credential issued by the New Jersey State Board of Examiners in accordance with the provisions of N.J.A.C. 6A:9B-7.1 et seq. All substitute teachers are required to undergo a criminal history record check in accordance with the provisions of N.J.S.A. 18A:6-7.1 et seq. and New Jersey Department of Education regulations and procedures for criminal history record checks. In accordance with the provisions of N.J.S.A. 18A:6-7.1b., a substitute teacher who is rehired annually by the Board shall only be required to undergo a criminal history record check as required by N.J.S.A. 18A:6-7.1 et seq. upon initial employment, provided the substitute continues in the employ of at least one of the districts at which the substitute was employed within one year of the approval of the criminal history record check.

A substitute teacher shall follow the daily lesson plan provided by the regular teacher and, when that plan is exhausted or unavailable, the instructions of the Principal. A substitute teacher may not plan or direct an instructional program except as expressly permitted by the Superintendent.

In accordance with the provisions of N.J.S.A. 18A:16-1.1b. and N.J.A.C. 6A:9B-7.4(c), a vacant teaching position may only be filled by one or more individuals employed as substitute teachers and holding an instructional certificate of eligibility (CE), certificate of eligibility with advanced standing (CEAS), or standard certificate issued by the New Jersey State Board of Examiners with an endorsement within the scope of the subject being taught for no more than sixty instructional days in the same classroom per year. The sixty day limit may be extended if the Executive County Superintendent is notified of an extension by the school district which shall demonstrate:

- 1.oo The school district was unable to hire an appropriately certified teacher for the vacant position;oo
2. The school district is filling the position subject to the limitations in a local contract or N.J.A.C. 6A:9B-7.1; and
- 3.oo Holders of an instructional CE or CEAS with an endorsement within the scope of the subject being taught meet the following provisions:oo
 - a.oo CE or CEAS holders obtain a provisional certificate;oo
 - b.oo CE or CEAS holders are enrolled in a district mentoring program upon obtaining a provisional certificate;oo
 - c.oo CE holders are accepted into a CE educator program and will begin coursework in the program's next available cohort.oo

In the event that one individual employed pursuant to the provisions of N.J.S.A. 18A:16-1.1b. is employed in the same position for more than sixty days, the substitute shall be compensated by the school district on a pro-rata basis consistent with the salary provided to a teacher with similar credentials in the school district.

In accordance with the provisions of N.J.S.A. 18A:16-1.1c. and N.J.A.C. 6A:9B-7.4(b), a vacant teaching position may only be filled by one or more individuals employed as substitute teachers and holding an instructional CE, or a CEAS, or a standard certificate issued by the New Jersey State Board of Examiners with an endorsement not within the scope of the subject being taught for no more than forty instructional days in the same classroom per year. The Executive County Superintendent of Schools shall be notified by the Superintendent or designee if a holder of an instructional CE or CEAS substitutes for more than twenty instructional days in the same classroom.

Holders of a career and technical education substitute credential pursuant to N.J.A.C. 6A:9B-7.5 shall be permitted to substitute for no more than forty instructional days in the same classroom per year in accordance with the provisions of N.J.A.C. 6A:9B-7.4(b)2.

In accordance with the provisions of N.J.S.A. 18A:16-1.1a. and N.J.A.C. 6A:9B-7.4(a), a vacant teaching position may only be filled by one or more individuals holding a substitute credential or holding an administrative or educational services certificate without an instructional CE, CEAS, or standard certificate issued by the New Jersey State Board of Education pursuant to the provisions of N.J.S.A. 18A:6-38 for no more than twenty instructional days in the same classroom per year. The Commissioner of Education may grant an extension of up to an additional twenty school days upon written application from the school district demonstrating the district's inability to hire an appropriately certified teacher for the vacant position within the original twenty-day time limit.

N.J.S.A. 18A:6-7.1 et seq.; 18A:16-1.1a.; 18A:16-1.1b.;
18A:16-1.1c.; 18A:16-1.1d.
N.J.A.C. 6A:9B-7.1; 6A:9B-7.2; 6A:9B-7.3; 6A:9B-7.4;
6A:9B-7.5

Adopted: 28 June 2012
Revised: 22 December 2016

**SCOTCH PLAINS-FANWOOD BOARD OF EDUCATION
JOB DESCRIPTION
SUBSTITUTE TEACHER**

Date of Adoption: **December 22, 2011**

JOB TITLE: Substitute Teacher

REPORTS TO: Principal or designee

NATURE AND SCOPE OF JOB:

The Substitute Teacher supervises the assigned classroom(s) and/or students as assigned.

QUALIFICATIONS:

The Substitute Teacher shall:

1. Have a valid New Jersey Substitute Certificate or a New Jersey Teaching Certificate.
2. Have excellent integrity and demonstrate good moral character and initiative.
3. Show evidence of successful experience in working with children.
4. Exhibit a personality that demonstrates interpersonal skills to relate well with students, staff, administration, parents, and the community.
5. Demonstrate the ability to communicate effectively both orally and in writing.
6. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
7. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
8. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A-4.
9. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A-4.
10. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

EMPLOYMENT TERMS:

Substitute rate to be determined by the Board of Education.

**SCOTCH PLAINS-FANWOOD BOARD OF EDUCATION
JOB DESCRIPTION
SUBSTITUTE TEACHER**

JOB RESPONSIBILITIES:

1. Follows information provided from the district through the Substitute Handbook and orientation.
2. Monitors the hall before, after and between class periods where appropriate.
3. Takes accurate attendance on each day and /or period.
4. Follows teacher's plans as closely as possible. Supplements activities when necessary.
5. Interacts with students – monitoring their activities and classroom behavior.
6. Maintains a relationship with the class conducive to learning.
7. Enforces safety habits, rules and regulations.
8. Is punctual and dependable. (Report by time designated by Aesop).
9. Supervises students at all times.
10. Performs other duties as assigned by the Administration and/or listed in teachers plans.
11. Follow all policies, regulations, and rules according to the Substitute Teacher Handbook.

EVALUATION:

The Principal and/or designee shall evaluate the Substitute Teacher in accordance with Board Policy, this Job Description, and such other criteria as shall be established by the Board of Education.

SUBSTITUTE STAFF EMPLOYMENT

The Board recognizes its responsibility to obtain the services of substitute teachers to prevent undue interruption of instructional activity during the absence of regular professional personnel. In order to provide for this circumstance, the Board annually shall approve the names of potential substitute personnel. Additional names may be added to the list during the course of the school year by the Superintendent of Schools or his/her designee subject to routine Board approval. Employment of substitutes beyond the initial year of appointment is subject to the discretion of the Board of Education and the Superintendent.

TEMPORARY EMPLOYMENT

Substitute teachers are to work temporarily on a day-to-day basis in the place of an absent teacher who has entitlement to a regular position approved by the Board. Any such substitute employee shall be entitled only to the per diem wages approved by the Board and to no other benefits.

EVALUATION

Building Principals/Supervisors shall complete a report of substitute teacher unsatisfactory performance. Said report is to be based upon the substitute's use of effective instructional strategies, effective classroom management, their ability to elicit student cooperation, and/or any other issues related to their performance. A copy of the report is to be forwarded to the central office location holding the substitute files. A Warning Letter will be sent to the substitute regarding the incident. Unsatisfactory reports may warrant a formal conference or phone conference with the substitute at the Administrator's discretion.

A building principal may request removal of a substitute teacher from his/her building if in his/her professional judgment the safety and/or welfare of pupils are endangered by continuing that person as a substitute. Presentation of documentation to the Superintendent or his/her designee is required.

Substitutes may be removed from the approved substitute list, at any time, at the discretion of the Administration.

All classroom teacher substitute reports will be appended to the substitute teacher's record of application. This record will be maintained in the Central Administration Office designated for this purpose.

SUBSTITUTE STAFF EMPLOYMENT

COMPENSATION

Substitute teachers shall be compensated in accordance with the schedule attached hereto which shall be considered a part of this policy. This schedule may be revised from time to time as determined by the Board of Education. The schedule carries no entitlement to benefits other than salary listed.

WORK DAY

A substitute teacher is expected to work all phases of the absent teacher's schedule including duty periods. In cases where a school administrator has reason to change a schedule, a substitute teacher could be asked to take a class or another assignment for a teacher other than the absent teacher.

The reporting and leaving time for substitutes shall be designated by the school principal or his/her designee. Substitute teachers shall report to the designated school office at the end of their assigned schedule for additional assignments. If further assignment is not required, a substitute may be excused for the day by the principal at the end of the initially assigned pupil contact schedule upon completion of required daily reports by the substitute.

DEFINITION OF PUPIL CONTACT PERIODS

In general, all full-period assignments are considered pupil contact periods. Examples might include but are not limited to hall monitoring, study hall supervision, cafeteria duty, detention/suspension room supervision, and any class period.

RECRUITMENT

Periodic advertisements will be placed in area newspapers encouraging candidates to apply for substitute duty in the Scotch Plains-Fanwood District. Substitutes who have served the district and whose performance has been satisfactory will be invited by letter in April/May of each year to commit to another year of substitute work.

EMPLOYMENT

An interview may be required before substitutes are placed on the District list. At the time of interview, an evaluation form shall be completed and attached to the application. A rating of satisfactory must be attained at the time of interview in order to be placed on the personnel agenda for appointment.

TIPS FOR SUBSTITUTES

A. YOUR PROFESSIONAL PERFORMANCE

Your initial employment in the district is based upon your professional preparation and desire to work in the Scotch Plains-Fanwood Public Schools. Continued employment in the district is contingent upon your professional performance.

You are expected and encouraged to:

- Be punctual in your arrival at school and at all assigned classes and duties.
- Be prepared to execute your assignment by implementing the instructional plans of the regular teacher and by using your own professional resources.
- Be receptive to suggestions made by administrative personnel to improve your performance.
- Cooperate with staff members in their efforts to create and maintain a positive educational environment in our schools.
- Dress appropriately for your assignment.
- Keep confidential all information relative to students, staff and parents.
- Maintain high standards of professional ethics by referring all grievances, criticisms, and concerns related to your employment in the Scotch Plains-Fanwood Public Schools to members of the administrative staff.

B. STARTING YOUR SCHOOL DAY

Upon your arrival at the assigned school, you will receive instructions relating to lesson plans, seating charts, attendance and lunch procedures, schedules, and special duties which you will be expected to assume.

Each classroom teacher usually prepares a folder for substitute teachers which makes note of special lesson plans, lists students who must report to other teachers for special instruction, identifies times when the classroom will be used for instruction by other teachers, and records other pertinent information including suggestions for making your day successful.

Make an effort to arrive for your assignment early enough to allow sufficient time to familiarize yourself with school procedures and instructional information. You will be better able to direct your attention to the students if you have a good understanding of the routine procedures and the instructional format for the day.

Being prepared will expedite the completion of routine procedures and the beginning of instructional activities. Students will immediately recognize that you are in control of the situation and respect your intent to help them accomplish the day's assignment.

TIPS FOR SUBSTITUTES (cont.)

C. STAFF ASSISTANCE

Substitute teachers will meet friendly, cooperative staff members who will give them a warm welcome and a helping hand. You are encouraged to become acquainted on a professional basis, to seek assistance when needed.

All members of the teaching staff have been requested to facilitate the duties of substitute teachers by establishing guidelines for behavior with their students and by providing specific instructional plans and relevant information about classroom and school procedures.

D. OPENING EXERCISES

It is the responsibility of the homeroom teacher or elementary classroom teacher to conduct the flag salute and Pledge of Allegiance in compliance with the N.J.S.A. 18A:36-3, which requires the pupils in each school in the district on every school day to salute the United States flag and to repeat the following Pledge of Allegiance to the flag:

“I pledge allegiance to the flag of the United States of America,
and to the Republic, for which it stands, one nation, under God,
indivisible, with liberty and justice for all.”

The salute and Pledge of Allegiance shall be rendered with the right hand over the heart, except for pupils who have conscientious scruples against such pledge or salute, or children of accredited representatives of foreign governments to which the United States government extends diplomatic immunity, who shall not be required to render such salute.

E. ESTABLISHING YOUR INSTRUCTIONAL PLAN

Follow the lesson plans left by the regular classroom teacher as closely as possible.

If the regular classroom teacher requests that you use only the materials in the substitute folder, please adhere to this request.

You are encouraged to use your professional expertise to provide a beneficial instructional experience for students. Have some special teaching strategies and projects planned to be used when the situation merits a different approach.

The principal, assistant principal, or department supervisor will observe your professional performance and will be available to assist you with the instructional plan if needed.

TIPS FOR SUBSTITUTES (cont.)

F. EMERGENCY AND FIRE DRILL PROCEDURES

Instruction for emergency and fire drill procedures are posted in each classroom. Read them carefully to ascertain the pattern of the bell alarm and the exit routes for the class.

Orderliness is mandatory for pupil safety. Students have been well instructed about the procedures. Insist that they adhere to the rules.

Attendance must be checked after exiting the building and upon return to the classroom.

G. PREPARATION PERIODS

Preparation periods are indicated in the teacher's schedule. In the elementary schools, preparation periods are those periods when students are being instructed by art, music, and physical education teachers.

Classes in the elementary schools must be escorted to and from art, music, and physical education classes. Be certain your class arrives on time and you are prompt to accompany them back to the classroom.

H. MEDICAL PROCEDURES

Any student who becomes ill or suffers a minor injury while under your supervision is to be sent to the school nurse.

If any emergency medical situation occurs such as a serious illness or injury, remain with the student and send for the nurse and the principal.

Substitute teachers are required to complete a Student Accident Report when an injury is sustained by a student under their supervision.

Students are not to be sent home unless parents are notified. The school nurse or main office will handle the necessary contacts.

Persons employed by the Board of Education who sustain an injury in the course of their employment are entitled to use the services of the district's insurance company physician and are required to complete the Worker's Compensation Employee Accident Report, available from the school nurse.

School nurses are assigned to all schools on a full-time basis.

TIPS FOR SUBSTITUTES (cont.)

I. CARE OF MATERIALS

Substitute teachers are requested to take responsible care of instructional materials and equipment. Please monitor the use of paper, pencils, and other teaching supplies.

J. STUDENTS RECORDS

Student records are to be considered private and confidential and are to be secured at all times. Please keep attendance records, roll-books, testing information, and other official records in the desk.

K. COLLECTION OF MONEY

Occasionally, it will be necessary for you to collect money for various school-related activities such as school insurance, photographs, etc. All monies collected should be immediately sent to the school office. A receipt for same should be requested and left for the regular classroom teacher, along with pertinent information.

L. SECURITY OF PERSONAL PROPERTY

It is highly recommended that you secure your personal belongings. Although the incidence of theft is minimal, there is always the possibility that it can occur and cause inconvenience and distress.

The Board of Education is not responsible for personal losses.

M. KEYS

Classroom keys, when appropriate, will be given to you upon your arrival. Please lock classroom doors whenever you leave the room. Return the keys to the office at the end of the school day. No one is allowed to take school keys home overnight.

N. LEAVING THE BUILDING

You are requested to obtain permission from the principal if it is necessary for you to leave the building anytime during the day other than the lunch period.

TIPS FOR SUBSTITUTES (cont.)

O. GUIDELINES FOR GOOD DISCIPLINE

A firm, consistently positive manner combined with a well-planned instructional program will help to create a good classroom environment and establish rapport with the students.

Some basic rules to affect a good relationship with students and to minimize disciplinary problems are:

- Use intelligence, patience, and understanding when dealing with the diverse personalities of students.
- Assert your authority with dignity and deliberate judgment without creating situations which might lead to a challenge of your authority.
- Demonstrate a genuine interest in the students. Recognize students who may be potential disciplinary problems and encourage them to have self-control by giving them special attention and classroom responsibilities.
- Behavior issues should only be addressed for the misbehaving student, never the entire class. In cases of misconduct and insubordination, when ordinary disciplinary methods prove to be ineffectual, remember that you have the assurance of administrative assistance. This will negate the need for you to have a personal confrontation with a student.
- Guard against making remarks which would discredit students in front of peers.
- Never leave a class unsupervised. If you must leave the classroom, notify the office and arrangements will be made to supervise your class.
- Permit only one student at a time to leave the classroom for lavatory or messenger purposes.
- Pace your instruction in order to keep students interested and involved.
- Do not allow students to stand unsupervised outside of the classroom. You are legally responsible for the safety of your students at all times.
- Maintain your sense of humor.

TIPS FOR SUBSTITUTES (cont.)

P. DISTRICT DISCIPLINE POLICIES

In accordance with the revised New Jersey Statutes, 18A:19-1, all forms of corporal punishment are prohibited.

Students who are transported under the auspices of the Board of Education may not be detained after the regular dismissal.

School crossing guards remain on duty until 3:30 p.m. Therefore, students should be released by 3:15 p.m. unless special permission is granted by the principal and an alternate means of ensuring the students' safe arrival at home is arranged.

All students are entitled to a lunch period and may not be deprived of same as punishment.

Students can be suspended by the principal for fighting, defacing school property, stealing, forgery, cutting classes, willful disobedience, and use of profanity, smoking, tardiness, and failure to report to detention.

In extreme cases, such as assault, extortion, etc., it may be necessary for a formal complaint to be filed with the Scotch Plains Police Department. The principal will advise you in these cases.

Due process is afforded all students involved in incidents requiring disciplinary action.

Substitute teachers must comply with district discipline policies and report infractions immediately to the principal.

Q. DISMISSAL PROCEDURES

Escort students to proper exits as required by the individual schools.

Complete prepared forms or make written comments for the regular classroom teacher noting lessons completed, student conduct, and other pertinent information. Leave all manuals, plan books, seating charts, and other instructional materials in the proper place.

Crisis Response General Guidance

In addition to monthly fire drills, each of our schools conducts a variety of monthly emergency drills:

ANNOUNCEMENT	EMERGENCY	ACTIONS
Drop and tuck	Potential for harm to individuals inside school due to severe weather	Drop, cover, and hold.
Evacuate	Potential for harm to individuals inside the school building and it is determined to be safe to leave the building	Evacuate facility
Lockdown	Potential for harm to individuals inside the school building.	Lockdown and stay in classrooms. Await further directions.
Shelter in-place	Potential for harm to individuals from hazardous materials either within or outside of the school building or situations that require clear hallways.	Students and staff remain in classrooms and hallways remain clear.
Reverse evacuation	Emergency requiring shelter that occurs during recess or physical education.	Reverse evacuation – return to building or nearest safe place.
Stay in-place	Use when needed to keep hallways clear, e.g., medical emergency.	Students and staff remain in classrooms and hallways remain clear.

When you report to the building in which you will be a substitute, you will receive a packet that contains the District's Crisis Response Manual. In addition, important information is posted on sliding placards on classroom doors. It is important that you familiarize yourself with fire drill exit maps, evacuation procedures and required emergency procedures. While the protocols are the same throughout the district, each school has additional information specific to their location, e.g., safe areas to report to and exit paths to follow. Though we hope that these crises will never happen, it is imperative that everyone working with our students knows how to respond when emergencies arise. Please pay particular attention to the procedures to follow for fire and carbon monoxide hazards, active shooters and bomb threats, intruders and hostage situations, as well as situations that call for general evacuation or shelter/stay in place protocols.

Please note regarding Crisis Codes: The use of plain language is preferred for clear communication and additional directions may be provided by Principal/designee.

POLICY

Scotch Plains-Fanwood Board of Education

Section: Administration
1530. EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE (M)
Date Created: June 2016
Date Edited: June 2016

1530. EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE (M)

M

The Board of Education shall, in accordance with law, guarantee equal employment opportunity throughout the district.

The Board shall ensure all persons shall have equal and bias free access to all categories of employment and equal pay for equal work in this district without regard to the candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability, pursuant to N.J.A.C. 6A:7-1.1. The school district's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division of Civil Rights.

The Board will use equitable practices that prevent imbalance and isolation based on race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability among the district's certificated and non-certificated staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.

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, pursuant to N.J.A.C. 6A:7-1.1.

The Board will target underutilized groups in every category of employment. The Board will provide among the faculty of each school role models of diverse racial and cultural backgrounds.

The Board shall not enter into a contract with a person, agency, or organization that discriminates in employment practices or in the provision of benefits or services, on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability, either in employment practices or in the provision of benefits or services to students or employees, pursuant to N.J.A.C. 6A:7-1.1.

The Superintendent shall promulgate a complaint procedure for the adjudication of disputes alleging violation of the law prohibiting discrimination in employment or this policy.

The Board shall not discriminate against any person for that person's exercise of rights under the laws prohibiting discrimination in employment or this policy.

N.J.S.A. 18A:6-5; 18A:6-6; 18A:28-10; 18A:29-2
N.J.A.C. 6A:7-1.1 et seq.; 6A:7-1.8

Adopted: 17 December 2009
Adopted: 30 June 2016

POLICY

Scotch Plains-Fanwood Board of Education

Section: Administration
1550. AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M)
Date Created: December 2009
Date Edited: June 2018

1550. AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES (M)

M

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.

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: 17 December 2009
Revised: 28 June 2018

POLICY

Scotch Plains-Fanwood Board of Education

Section: Teaching Staff Members
3217. USE OF CORPORAL PUNISHMENT
Date Created: June 2012
Date Edited: June 2012

3217. USE OF CORPORAL PUNISHMENT

The Board of Education cannot condone an employee's resort to force or fear in the treatment of pupils, even those pupils whose conduct appears to be open defiance of authority. Each student is protected by law from bodily harm and from offensive bodily touching.

Teaching staff members shall not use physical force or the threat of physical force to maintain discipline or compel obedience except as permitted by law, but may remove pupils from the classroom or school by the lawful procedures established for the suspension and expulsion of pupils.

A teaching staff member who:

- 1.o Uses force or fear to discipline a student except as such force or fear may be necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of a student, to act in self-defense, or to protect persons or property;o
2. Touches a student in an offensive way even though no physical harm is intended;o
3. Permits pupils to harm one another by fighting; or
- 4.o Punishes pupils by means that are cruel or unusual;

will be subject to discipline by this Board and may be dismissed.

N.J.S.A. 18A:6-1; 18A:37-1

Adopted: 28 June 2012

POLICY

Scotch Plains-Fanwood Board of Education

Section: Teaching Staff Members
3362. SEXUAL HARASSMENT (M)
Date Created: June 2012
Date Edited: June 2012

3362. SEXUAL HARASSMENT (M)

M

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

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

The sexual harassment of any employee of this district is strictly forbidden. Any employee or agent of this Board who is found to have sexually harassed an employee of this district will be subject to discipline which may include termination of employment. Any employee who has been exposed to sexual harassment by any employee or agent of this Board is encouraged to report the harassment to an appropriate supervisor. An employee may complain of any failure of the Board to take corrective action by recourse to the procedure by which a discrimination complaint is processed. The employee may appeal the Board's action or inaction to the United States Equal Employment Opportunity Commission or the New Jersey Division of Civil Rights. Complaints regarding sexual harassment shall be submitted following the procedures outlined in Regulation No. 1530, Equal Employment Opportunity.

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

29 C.F.R. 1604.11

Adopted: 28 June 2012

INSTRUCTIONS: ~~Scotch Plains~~Fanwood Board Of Education

1) Access the Login Screen

Enter **www.gcntraining.com** into your browser's address bar

When the website loads, **Click**

▶▶▶ LOGIN TO VIEW TRAINING

2) Enter your Organization ID

111213p

The Organization ID is a code unique to each organization.

3) The User ID

If you do NOT have a User ID,

click

and follow the prompts to create one.

If no account is found, check with your HR Department or Supervisor to see if there is an issue with your account/name. -- it may be a difference of "Smith-Jones" vs "Smith Jones" or "VanHoff" vs "Van Hoff".

If you have created a User ID already, enter your User ID and click Submit

If you've forgotten your User ID, click "I Don't Know..." below the User ID field.

4) The Tutorial Listing Page

On the Tutorial Listing page you'll see a list of tutorials your organization has either required or has made available to you -- if the list does not specifically state "Required", it's possible that not all on the list are required (your organization may provide a list for you in this case).

Take notice of any articles in the News & Information area to the right of the page.

5) Viewing Tutorials

To view a tutorial, click **START** to the left of any title in the list. Your progress is saved after each slide completes, so you may complete a tutorial in several sessions.

If you have trouble viewing a tutorial or slide, use the orange buttons below the tutorial viewer.



*Scotch Plains-Fanwood
Township School District*

***SEXUAL HARASSMENT
PREVENTION
NON-DISCRIMINATION/
AFFIRMATIVE ACTION TRAINING***



***Protect Yourself Against Sexual
Harassment***

- ★ Recognize behaviors which may constitute sexual harassment
- ★ Understand the costs of sexual harassment
- ★ Know the proper procedures to follow if sexual harassment occurs
- ★ Prevent sexual harassment



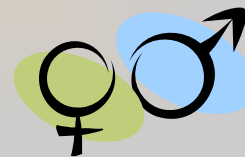
Know the Definitions

- ★ **Sexism**: An attitude or belief that one gender is superior to the other
- ★ **Heterosexism**: An attitude or belief that heterosexuality is superior to homosexuality
- ★ **Sex Discrimination**: A behavior
- ★ **Sexual Harassment**: An unwelcome behavior



Understand Sexual Harassment

- ★ A form of gender discrimination
- ★ It is not about sex
- ★ It is about **abuse of power**
- ★ Can involve any combination of people





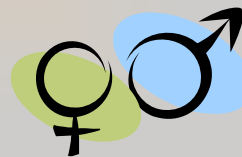
Possible Experiences

- ★ Persons witnessing it
- ★ Person(s) who is the target
- ★ Person who is accused
- ★ Male-Female, Female-Male, Same sex harassment, harassment by non-employees



Sexual Harassment Forms

- ★ Verbal
- ★ Physical
- ★ Visual (Non-Verbal)
- ★ Private Experience





The Legal Definition

★ Quid Pro Quo Harassment

★ Hostile Environment Harassment

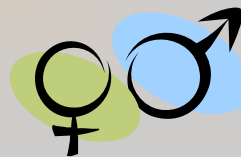
- unwelcome
- pervasive
- related to gender
- disruptive to normal course of work



Quid Pro Quo

★ Employment decisions or expectations are based on an employee's willingness to grant or deny sexual favors.

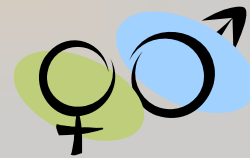
★ “This for That”





Hostile Environment

- ★ Focuses on the sexuality of another person
- ★ Is unwanted or unwelcome
- ★ Is severe enough to affect the person's work environment
- ★ Intent is irrelevant!



Hostile Environment Behaviors

- ★ Catcalls or wolf whistles
- ★ Repeated requests for dates after you have said "NO"
- ★ Requests to be kissed or have sexual relations
- ★ Unwanted patting, touching, tickling



More Hostile Behaviors



- ★ Sexually suggestive remarks, objects or pictures



- ★ Interference about the appropriateness of your job based on gender



- ★ Threats that your job might depend on permitting any form of sexual harassment



Non-Verbal Forms of Sexual Harassment



- ★ Looking a person up and down (elevator eyes)

- ★ Staring at someone

- ★ Blocking a person's path



- ★ Following the person

- ★ Accessing websites with inappropriate content or visuals



- ★ Sending or receiving emails with inappropriate content

- ★ Making facial expressions (winking, licking lips, blowing kisses, etc.)



Romantic Relationships between Co-Workers

- Not explicitly prohibited
- Could lead to a hostile environment if it goes sour and adversely affects the work environment



Romantic Relationships between Supervisors and Subordinates

- Never a good idea
- Could lead to a hostile environment if it ends and adversely affects the work environment (Perceptions)
- Accusations of “Favoritism”



Understand the Seriousness of the Effects and Consequences



- ★ Employers are losing millions



- ★ Erodes workplace morale and productivity



- ★ Embarrassing publicity

- ★ Ruins relationships and marriages

- ★ Employees are reporting impaired health and career damage



Laws and Policies



Sexual Harassment is illegal and prohibited according to the following mandates:



- ★ Title VII – Civil Rights Act of 1964



- ★ Section 1604.11 of EEOC Rules (Equal Employment Opportunity Commission)

- ★ Executive Order EEOC 11246

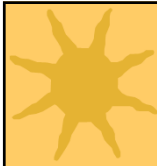
- ★ Title IX



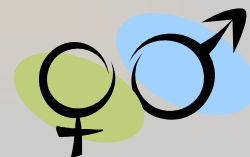
Laws and Policies

Sexual Harassment is illegal and prohibited according to the following mandates:

- ★ Civil Rights Restoration Act of 1991 (CRA)
- ★ NJ Constitution – Article 1 Section 1
- ★ NJ Civil Rights Act as Amended in 1992
- ★ NJ Law Against Discrimination
- ★ Scotch Plains-Fanwood Board of Education Policy 3362/4352



Be prepared if you are sexually harassed





If you are Sexually Harassed



- ★ Make it known that the harasser's conduct is unwelcome



- ★ Do not send mixed messages



- ★ Do not blame yourself

- ★ Do not deny that it is happening



If you are Sexually Harassed



- ★ Confront the accuser in a safe environment



- ★ Clearly communicate you want the behavior to stop



- ★ Say "NO" as soon as possible

- ★ If the offending behavior doesn't stop, confront the harasser in writing



If you are Sexually Harassed



- ★ Report it to your supervisor or Affirmative Action officer. Follow complaint procedure in Board Policy



- ★ Keep all gifts, pictures, recorded messages, etc.



- ★ Document in a journal every incident

- ★ Retaliation is Unlawful!



Journal Sexual Harassment



- ★ Handwritten

- ★ Date, time and location



- ★ Description of incident and your efforts to stop it

- ★ Whether harasser acted alone or part of a group; witnesses



- ★ Notations regarding complaints to supervisors

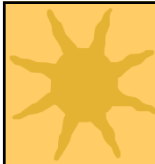
- ★ How the behavior affected you



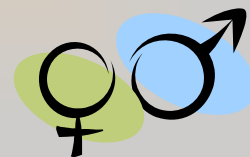
If You Observe Hostile or Offensive Conduct



- ★ Intervene to stop the offending behavior
- ★ Inform employee(s) that such behavior will not be tolerated
- ★ Advise your immediate supervisor or Affirmative Action Officer
- ★ Seek further guidance on other appropriate action



You can prevent sexual harassment





Prevent Sexual Harassment



- ★ Read and understand Board policy and regulation



- ★ Don't assume



- ★ Don't be pressured

- ★ Be clear

- ★ Provide support



Guidelines for Individual Behavior



- ★ Be aware of the difference between the intent of your behavior and the impact of your behavior



- ★ Ensure that there is equal initiation and participation when interacting with others



- ★ Treat people equally, as you would like to be treated



Ask Yourself



★ Does this behavior contribute to work output ?

★ Could this behavior offend or hurt?



★ Could this behavior be misinterpreted?

★ Could this behavior be sending out signals that invite harassing behavior on the part of another?



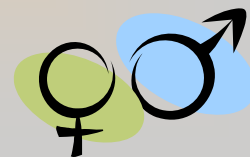
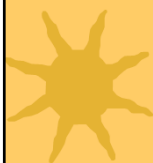
★ Would I want someone to act this way toward my child, spouse or partner?




The Rule of Thumb



**WHEN IN DOUBT...
DON'T.**





The Building Blocks

**THE
RESPECTFUL
WORKPLACE**

**APPRECIATING
DIVERSITY**

ACCEPTING DIFFERENCES

PROMOTE EQUITY

Unlawful Discrimination

New Jersey Law Against Discrimination (NJLAD) prohibits discrimination on the basis of:

- ★ Race
- ★ Color
- ★ National Origin
- ★ Creed
- ★ Ethnic background
- ★ Age
- ★ Sex



Unlawful Discrimination

NJLAD prohibits discrimination on the basis of:

- ★ Pregnancy Status
- ★ Disability
- ★ Marital status, domestic partnership and civil union
- ★ Sexual Orientation
- ★ Gender Identity or Expression
- ★ Genetic information
- ★ Service in armed forces



NJ Law Against Discrimination

No employee or student shall engage in any discriminatory or harassing conduct that is based on the criteria protected by the *New Jersey Law against Discrimination*



Examples of Unlawful Discrimination/Harassment

Race/Color/National Origin/Ethnicity

- ★ Using racially derogatory names and remarks
- ★ Telling racially-biased jokes
- ★ Making fun of someone's accent or culture
- ★ Making any comments or using nicknames based on someone's race, color, ethnicity, etc.



Examples of Unlawful Discrimination/Harassment

Creed/Religion

- ★ Using derogatory names and remarks based on religious beliefs
- ★ Making fun of someone's observance of a religious holiday

Age

- ★ Telling someone they are too old or young to do a job
- ★ Suggesting an older employee retire



Examples of Unlawful Discrimination/Harassment

Sexual/Affectional Orientation

- ★ Using derogatory names and remarks based on actual or perceived sexual orientation
- ★ Using terms such as, “That’s so gay” “Fag” etc. is absolutely unacceptable by either staff or students

Service in the Armed Forces

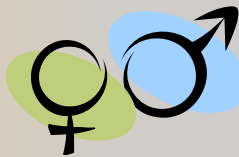
- ★ Assuming someone is unable to perform a job based on service obligation in the reserves



The Rule of Thumb

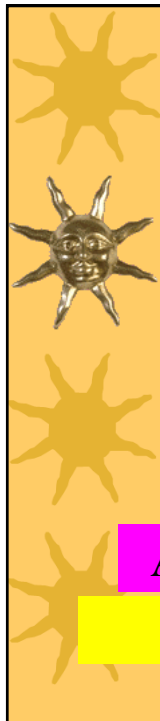
WHEN IN DOUBT...

DON'T.



Remember...

INTENT IS IRRELEVANT




The Building Blocks

**THE
RESPECTFUL
WORKPLACE**

**APPRECIATING
DIVERSITY**

ACCEPTING DIFFERENCES

PROMOTE EQUITY



District Contact:

**Dr. Robert McGarry, Affirmative
Action Officer for Educational
Programs
(908) 232-6161**

Reporting Child Abuse in New Jersey

In New Jersey, anyone with reasonable cause to believe a child is being abused should immediately call the Child Abuse Hotline. If the child is in immediate danger, call 911 as well as **1-877 NJ ABUSE**. You can call anonymously and do not need proof to report an allegation of child abuse. The Hotline is available 24 hours a day, seven days a week.

What information will I be asked to provide to the hotline screener?

Whenever possible, a caller should provide all of the following information:

- ▶ **Who:** The child and parent/caretaker's name, age and address and the name of the alleged abuser and that person's relationship to the child.
- ▶ **What:** Type and frequency of alleged abuse/neglect, current or previous injuries to the child and what caused you to become concerned.
- ▶ **When:** When the alleged abuse/neglect occurred and when you learned of it.
- ▶ **Where:** Where the incident occurred, where the child is now and whether the alleged abuser has access to the child.
- ▶ **How:** How urgent the need is for intervention and whether there is a likelihood of imminent danger for the child.

Do callers have immunity from civil or criminal liability?

Any person who, in good faith, makes a report of child abuse or neglect or testifies in a child abuse hearing resulting from such a report is immune from any criminal or civil liability as a result of such action. All calls to the hotline can remain **ANONYMOUS**.

Is it against the laws of New Jersey to fail to report suspected abuse/neglect?

Any person who knowingly fails to report suspected abuse or neglect according to the law or to comply with the provisions of the law is a disorderly person and subject to a fine of up to \$1000 or up to six months imprisonment, or both.

What happens after I make the call?

When a report indicates that a child may be at risk, an investigator from the Division of Youth and Family Services will promptly investigate the allegations of child abuse and neglect within 24 hours of receipt of the report.

All reports of child abuse and neglect, including those occurring in institutional settings such as child care centers, schools, foster homes and residential treatment centers, must be reported to the Child Abuse Hotline.



1-877 NJ ABUSE

(1-877-652-2873)

TTY 1-800-835-5510

Physical and Behavioral Indicators of Child Abuse and Neglect



	Physical Indicators	Behavioral Indicators
PHYSICAL ABUSE	<p>Unexplained bruises and welts:</p> <ul style="list-style-type: none"> ▪ On face, lips, mouth ▪ On torso, back, buttocks, thighs ▪ In various stages of healing ▪ Cluster, forming regular patterns ▪ Reflecting shape of article used to inflict (electric cord, belt buckle) ▪ On several different surface areas ▪ Regularly appear after absence, weekend or vacation <p>Unexplained burns:</p> <ul style="list-style-type: none"> ▪ Cigar, cigarette burns, especially on soles, palms, back or buttocks ▪ Immersion burns (sock-like, glove-like doughnut shaped on buttocks or genitalia) ▪ Patterned like electric burner, iron, etc. ▪ Rope burns on arms, legs, neck or torso <p>Unexplained fractures:</p> <ul style="list-style-type: none"> ▪ To skull, nose, facial structure ▪ In various stages of healing ▪ Multiple or spiral fractures <p>Unexplained laceration or abrasions:</p> <ul style="list-style-type: none"> ▪ To mouth, lips, gums, eyes ▪ To external genitalia 	<ul style="list-style-type: none"> ▪ Wary of adult contact ▪ Apprehensive when other children cry ▪ Behavioral extremes: <ul style="list-style-type: none"> – Aggressiveness – Withdrawal ▪ Frightened of parents ▪ Afraid to go home ▪ Reports injury by parents
PHYSICAL NEGLECT	<ul style="list-style-type: none"> ▪ Consistent hunger, poor hygiene, inappropriate dress ▪ Consistent lack of supervision, especially in dangerous activities or long periods ▪ Constant fatigue or listlessness ▪ Unattended physical problems or medical needs ▪ Abandonment 	<ul style="list-style-type: none"> ▪ Begging, stealing food ▪ Extended stays at school (early arrival and late departure) ▪ Constantly falling asleep in class ▪ Alcohol or drug abuse ▪ Delinquency (e.g. thefts) ▪ States there is no caregiver
SEXUAL ABUSE	<ul style="list-style-type: none"> ▪ Difficulty in walking or sitting ▪ Torn, stained or bloody underclothing ▪ Pain or itching in genital area ▪ Bruises or bleeding in external genitalia, vaginal or anal area ▪ Venereal disease, especially in pre-teen ▪ Pregnancy 	<ul style="list-style-type: none"> ▪ Unwilling to change for gym or participate in PE ▪ Withdrawn, fantasy or infantile behavior ▪ Bizarre, sophisticated or unusual sexual behavior or knowledge ▪ Poor peer relationships ▪ Delinquent or run away ▪ Reports sexual assault by caregiver
EMOTIONAL MALTREATMENT	<ul style="list-style-type: none"> ▪ Habit disorders (sucking, biting, rocking, etc.) ▪ Conduct disorders (antisocial, destructible, etc.) ▪ Neurotic traits (sleep disorders, speech disorders, inhibition of play) ▪ Psychoneurotic reactions (hysteria, obsession, compulsion, phobias, hypochondria) 	<ul style="list-style-type: none"> ▪ Behavior extremes: <ul style="list-style-type: none"> • Compliant, passive • Aggressive, demanding ▪ Overly adoptive behavior: <ul style="list-style-type: none"> • Inappropriately adult • Inappropriately infantile ▪ Attempted suicide

POLICY

Scotch Plains-Fanwood Board of Education

Section: Students
5512. HARASSMENT, INTIMIDATION, AND BULLYING (M)
Date Created: August 2011
Date Edited: May 2022

5512. HARASSMENT, INTIMIDATION, AND BULLYING (M) M

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- R. Students with Disabilities
- S. Approved Private Schools for Students with Disabilities (APSSD)
- 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 unwanted, 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); adoptive parent(s); legal guardian(s); foster parent(s); or parent surrogate(s) of a student. When 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 parental rights have not been terminated by a court of appropriate jurisdiction.

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 their person or damage to their 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).

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

D. Consequences and Appropriate Remedial Actions

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.

Consequences – Students

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; the developmental age of the student; and the student's history of problem behaviors and performance 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.

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.

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.

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.

In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.

Appropriate Remedial Actions – 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.

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.

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 Remedial Measures

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 they 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 their 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;
3. Have the student meet with the school counselor or school social worker to ensure they do not feel responsible for the bullying behavior;
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. Refer the family for family counseling; and
3. 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;
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;
31. 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.

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 victim's 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.

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 written report shall be on a numbered form developed by the New Jersey Department of Education in accordance with N.J.S.A. 18A:37-15 b.(5). A copy of the form shall be submitted promptly by the Principal to the Superintendent.

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 keep a written record of the date, time, and manner of notification to the parents. 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, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report. The district shall provide a means for a parent to complete an online numbered form developed by the New Jersey Department of Education to confidentially report an incident of harassment, intimidation, or 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;
- 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 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; 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

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 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.

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. The Superintendent or designee will appoint a staff member to complete investigations involving allegations against a staff member serving in a supervisory or administrative position.

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.). 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 as a result of the finding of the investigation, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action including seeking further information, 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 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. A redacted copy of the completed written report form developed by the New Jersey Department of Education that removes all student identification information shall be confidentially shared with the Board of Education after the conclusion of the investigation if a hearing with the Board of Education is requested by the parents pursuant to N.J.S.A. 18A:37-15.b.(6)(d).

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:

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 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 N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.4, 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 Dissemination

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.

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 or designee 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 Anti-Bullying Coordinator on the home page of each school's website. The Superintendent or designee shall post the contact information for the New Jersey School Climate State Coordinator on the school district's and on each school's website in the same location as this Policy is posted.

The Superintendent or designee shall post on the school district's and each school's website the current version of "Guidance for Parents on the Anti-Bullying Bill of Rights Act" developed by the New Jersey Department of Education.

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.

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.

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.

The Superintendent, 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). 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

The Superintendent or designee and the Principal shall consult law enforcement, as appropriate, pursuant to the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.

Some acts of harassment, intimidation, and bullying may be bias-related acts and school officials must report to law enforcement officials any bias related acts, in accordance with N.J.A.C. 6A:16-6.3.(e), and pursuant to the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

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.

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

N.J.A.C. 6A:16-7.1 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 August 2011

Revised August 2018

Revised May 19, 2022

POLICY

Scotch Plains-Fanwood Board of Education

Section: Students
5512.02. CYBER-BULLYING
Date Created: June 2012
Date Edited: June 2012

5512.02. CYBER-BULLYING

Policy Statement

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

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

Definitions

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

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

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

Reporting Procedure and Investigation

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

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

In the event the investigation results indicate cyber-bullying was committed by a school district student using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a student for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct, which is the subject of the proposed consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 6A:16-7.3, or 6A:16-7.5.

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

Discipline and Consequences

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

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

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

Reprisal or Retaliation Prohibited

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

Consequences for False Accusation

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

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

Policy Publication

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

Adopted: 28 June 2012

POLICY

Scotch Plains-Fanwood Board of Education

Section: Program
2361. ACCEPTABLE USE OF COMPUTER NETWORKS/COMPUTERS AND RESOURCES (M)
Date Created: June 2012

Date Edited: September 2018

2361. ACCEPTABLE USE OF COMPUTER NETWORKS/COMPUTERS AND RESOURCES (M)

M

The Board of Education recognizes as new technologies shift the manner in which information is accessed, communicated, and transferred; these changes will alter the nature of teaching and learning. Access to technology will allow students to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by students to these information sources but reserves the right to limit in-school use to materials appropriate for educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes technology allows students access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable, or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.

The Board provides access to computer networks/computers for educational purposes only. The Board retains the right to restrict or terminate student access to computer networks/computers at any time, for any reason. School district personnel will monitor networks and online activity to maintain the integrity of the networks, ensure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

- A. Using the computer networks/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate Federal, State, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the networks. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer networks/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer networks in a manner that:
 1. Intentionally disrupts network traffic or crashes the network;
 2. Degrades or disrupts equipment or system performance;
 3. Uses the computing resources of the school district for commercial purposes, financial gain, or fraud;
 4. Steals data or other intellectual property;
 5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;
 6. Gains or seeks unauthorized access to resources or entities;
 7. Forges electronic mail messages or uses an account owned by others;
 8. Invades privacy of others;
 9. Posts anonymous messages;
 10. Possesses any data which is a violation of this Policy; and/or
 11. Engages in other activities that do not advance the educational purpose for which computer networks/computers are provided.

Internet Safety Protection

As a condition for receipt of certain Federal funding, the school district shall be in compliance with the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries. The technology protection must block and/or filter material and visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other material or visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding blocking and/or filtering the material and visual depictions prohibited in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors.

In accordance with the provisions of the Children's Internet Protection Act, the Superintendent of Schools or designee will develop and ensure education is provided to every student regarding appropriate online behavior, including students interacting with other individuals on social networking sites and/or chat rooms, and cyberbullying awareness and response.

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

The school district will certify on an annual basis, that the schools, including media centers/libraries in the district, are in compliance with the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act and the school district enforces the requirements of these Acts and this Policy.

Consent Requirement

No student shall be allowed to use the school districts' computer networks/computers and the Internet unless they have filed with the Principal or designee a consent form signed by the student and his/her parent(s) or legal guardian(s).

Violations

Individuals violating this Policy shall be subject to the consequences as indicated in Regulation 2361 and other appropriate discipline, which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3

Federal Communications Commission: Children's Internet Protection Act

Federal Communications Commission: Neighborhood Children's Internet Protection Act

Adopted: 28 June 2012

Revised: 25 September 2018

POLICY

Scotch Plains-Fanwood Board of Education

Section: Teaching Staff Members
3322. STAFF MEMBER'S USE OF CELLULAR TELEPHONES
Date Created: June 2012
Date Edited: November 2018

3322. STAFF MEMBER'S USE OF CELLULAR TELEPHONES

The Board of Education recognizes a teaching staff member may need to electronically communicate on a non-school related, personal matter using a personal cellular telephone or other personal communication device during their workday. Electronic communications include, but are not limited to: voice conversations, text-messaging, accessing social networking or other internet sites, or any other type of electronic communication.

In the event the teaching staff member needs to electronically communicate on a non-school related, personal matter using a personal cellular telephone or other personal communication device during their workday, the teaching staff member may do so provided the communication is made during the teaching staff member's duty free lunch or break periods and/or preparation periods for teaching staff and is made outside the presence of students.

An electronic communication by a teaching staff member on a non-school related, personal matter using a personal cellular telephone or other personal communication device shall not be made while the teaching staff member is performing assigned school district responsibilities.

In the event the teaching staff member has an emergency requiring immediate attention that requires such a communication while performing assigned school district responsibilities, the teaching staff member shall inform their Principal or immediate supervisor before or immediately after the communication, depending on the nature of the emergency. The Board of Education is not responsible if a teaching staff member's personal cellular telephone or other communication device is lost, stolen, or missing.

Adopted: 28 June 2012
Revised: 29 November 2018

POLICY

Scotch Plains-Fanwood Board of Education

Section: Teaching Staff Members

3283. ELECTRONIC COMMUNICATIONS BETWEEN TEACHING STAFF MEMBERS AND STUDENTS (M)

Date Created: August 2014

Date Edited: August 2014

3283. ELECTRONIC COMMUNICATIONS BETWEEN TEACHING STAFF MEMBERS AND STUDENTS (M)

The Board of Education recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and teaching staff members communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between teaching staff members and students. However, the Board of Education recognizes teaching staff members can be vulnerable in electronic communications with students.

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to teaching staff members to prevent improper electronic communications between teaching staff members and students.

The Commissioner of Education and arbitrators, appointed by the Commissioner, have determined inappropriate conduct may determine a teaching staff member unfit to discharge the duties and functions of their position. Improper electronic communications by teaching staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, "professional responsibility" means a teaching staff member's responsibilities regarding co-curricular, athletic coaching, and any other instructional or non-instructional responsibilities assigned to the teaching staff member by the administration or Board of Education.

For the purposes of this Policy, "improper electronic communications" means an electronic communication between a teaching staff member and any student of the school district when:

1. The content of the communication is inappropriate as defined in this Policy; and/or
2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a teaching staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a teaching staff member and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the teaching staff member's or student's past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or bullying;
6. Communications requesting or trying to establish a personal relationship with a student beyond the teaching staff member's professional responsibilities;
7. Communications related to personal or confidential information regarding another school staff member or student; and
8. Communications between the teaching staff member and a student that the Commissioner of Education or an arbitrator would determine to be inappropriate in determining the teaching staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a teaching staff member and a student shall be followed:

1. E-Mail Electronic Communications Between a Teaching Staff Member and a Student

- a. All e-mails between a teaching staff member and a student must be sent or received through the school district's e-mail system. The content of all e-mails between a teaching staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.
- b. A teaching staff member shall not provide their personal e-mail address to any student. If a student sends an e-mail to a teaching staff member's personal e-mail address, the staff member shall respond to the e-mail through the school district e-mail system and inform the student his/her personal e-mail address shall not be used for any electronic communication between the teaching staff member and the student.
- c. A teaching staff member's school district e-mail account is subject to review by authorized school district officials. Therefore, a teaching staff member shall have no expectation of privacy on the school district's e-mail system.

2. Cellular Telephone Electronic Communications Between a Teaching Staff Member and a Student

- a. Communications between a teaching staff member and a student via a personal cellular telephone shall be prohibited.
 - (1) However, a teaching staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the teaching staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee.

3. Text Messaging Electronic Communications Between Teaching Staff Members and Students

- a. Text messaging communications between a teaching staff member and an individual student are prohibited.

- (1) However, a teaching staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the teaching staff member's professional responsibilities with a class or co-curricular activity. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the class or activity approved by the Principal or designee.

4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Teaching Staff Members and a Student

- a. A teaching staff member is prohibited from communicating with any student through the teaching staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a teaching staff member and a student.
- b. A teaching staff member shall not accept "friend" requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a teaching staff member's personal social networking website or other Internet-based social media website shall not be responded to by the teaching staff member and shall be reported to the Principal or designee by the teaching staff member.
- c. If a teaching staff member has a student(s) as a "friend" on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts upon Board adoption of this Policy.
- d. Communication between a teaching staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

Reporting Responsibilities

In the event a student sends an improper electronic communication, as defined in this Policy, to a teaching staff member, the teaching staff member shall report the improper communication to the Principal or designee by the next school day. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a teaching staff member or a student may result in appropriate disciplinary action.

A teaching staff member and student may be exempt from the provisions outlined in this Policy if a teaching staff member and student are relatives. The parent of a student and the teaching staff member requesting an exemption from the provisions of this Policy must submit a written request to the Principal of the student's school indicating the family relationship between the student and the teaching staff member. The Principal will provide written approval of the request to the teaching staff member and the student. If the Principal does not approve the request, the teaching staff member and the student must comply with all provisions of this Policy. The Principal's approval of a request for this exemption shall only be for the individual teaching staff member and student included in the request and for the school year in which the request is submitted. Under this exemption option, the teacher/student must comply with Policy 5516 – Remotely Activating Devices, Pagers & Cell Phones.

The provisions of this Policy shall be applicable at all times while the teaching staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

N.J.S.A. 18A:36-40

Cross Reference: Policy 5516 – Remotely Activating Communication Devices, Pagers & Cell Phones

Adopted: 28 August 2014

POLICY

Scotch Plains-Fanwood Board of Education

Section: Administration
1140. AFFIRMATIVE ACTION PROGRAM (M)
Date Created: June 2016
Date Edited: June 2016

1140. AFFIRMATIVE ACTION PROGRAM (M)

M

The Board of Education shall adopt and implement written educational equality and equity policies in accordance with the provisions of N.J.A.C. 6A:7 – Managing For Equality And Equity In Education.

The Board's affirmative action program shall recognize and value the diversity of persons and groups within society and promote the acceptance of persons of diverse backgrounds 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. The affirmative action program will also promote equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Education.

The Board shall inform the school community it serves of these policies in a manner including, but not limited to, the district's customary methods of information dissemination. The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

The Board shall assess the district's needs for achieving equality and equity in educational programs based on an analysis of student performance data such as: National Assessment of Educational Progress and State assessment results, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates; re-examination and re-evaluation of classification and placement of students in special education programs if there is an over representation within certain groups; staffing practices; student demographic and behavioral data; quality of program data; and stakeholder satisfaction data prior to developing the Comprehensive Equity Plan. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.

The Board shall annually designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, of whom the Affirmative Action Officer is a member, to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing For Equality And Equity in Education. The Board shall assure that all stakeholders know who the Affirmative Action Officer is and how to access him or her.

The Affirmative Action Officer shall have a New Jersey standard certification with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B et seq. The Affirmative Action Officer shall: coordinate the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; notify all students and employees of district grievance procedures for handling discrimination complaints; and ensure the district grievance procedures, which include investigative responsibilities and reporting information, are followed.

The Affirmative Action Team shall: develop the Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the district's Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); collaborate with the Affirmative Action Officer on coordination of the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the Comprehensive Equity Plan; and conduct the annual district internal monitoring to ensure continuing compliance with State and Federal statutes governing educational equality and equity, pursuant to N.J.A.C. 6A:7-1.4(d).

The Board shall provide professional development training to all certificated and non-certificated school staff members on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice 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. All new certificated and non-certificated staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. Parents and other community members shall be invited to participate in the professional development training.

The Commissioner or his/her designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice 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.

N.J.A.C. 6A:7-1.4; 6A:7-1.5; 6A:7-1.6

Adopted: 28 June 2012

Adopted: 30 June 2016



Absence Management

SIGNING IN

Go to app.frontlineeducation.com. Enter your username and password and click **Sign In**. Or, if applicable, use the organization SSO link.


LOGIN SUPPORT

If you cannot recall your credentials, use the recovery options or click the “**Having trouble signing in?**” link for additional troubleshooting details.

Sign in with a Frontline ID

Frontline Username

Frontline Password

 Sign In with Frontline ID

[Forgot Username](#) | [Forgot Password](#)

Having trouble signing in?
[Click here for more information](#)
[Or Sign In with Organization SSO](#)

SEARCHING FOR AVAILABLE JOBS

Review available jobs directly on the homepage or via the “Available Jobs” option in your side navigation. These potential jobs appear in green on the calendar and in list form under the “Available Jobs” tab.

To accept a job, click the **Accept** button beside the absence (or click **Reject** to remove a job from the list).

Absence ManagementVictoria County School District

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Melody PondMulti-District View

→

Home

Calendar

Jobs

Settings

Help

June 2023

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 Available Jobs

2 Scheduled Jobs

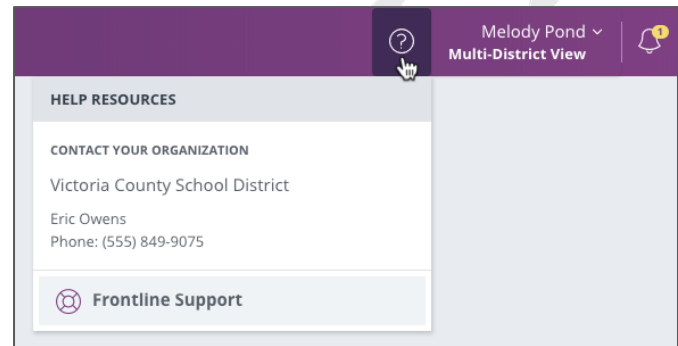
1 Past Jobs

0 Non Work Days

Date	Time	Duration	Location	Filter
Beasley, Pam				
<div>✖ Reject</div> <div>✔ Accept</div>				
Thu, 6/15/2023	8:00 AM - 5:00 PM	<div>1</div> Full Day	Victoria County School District Coal Hill School	<div>📍</div>

GETTING HELP AND RESOURCES

If you have questions, click **Help Resources** in the top purple bar of your application. View your Organization Admin's contact details or select **Frontline Support** to access learning resources.



MOBILE OPTIONS

Mobile App

You have access to the Frontline Education mobile app. This *free* app provides increased accessibility to job alerts and other job acceptance tools. Search “Frontline Education” via the app store to download it and use your system username and password to sign in.

Call Options for Absence Management

To call, dial **1-800-942-3767**. You will be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

If an available job has not been filled by another substitute two days before the absence is scheduled to start, the system will automatically begin to call substitutes and try to fill the job.

When the system calls you, be sure to say a loud and clear “Hello” after answering. It will call about one job at a time, even if you are eligible for other jobs. You can always call in to hear a list of *all* available jobs.

When You Call into Absence Management

- Find available jobs – **Press 1**
- Review or cancel upcoming jobs – **Press 2**
- Review or cancel a specific job – **Press 3**
- Review or change your personal information – **Press 4**

When Absence Management Calls You

- Listen to available jobs – **Press 1**
- Prevent Absence Management from calling again today – **Press 2**
- Prevent Absence Management from ever calling again – **Press 9**
- If interested in available jobs – **Press 1** and enter PIN, followed by the # sign

ADDITIONAL RESOURCES

Sign in and search for the following topics in the Learning Center for next steps:

• Getting Started	• Popular Questions	• Frontline Mobile App
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