



Staff Handbook 2022-2023



Greater Brunswick Charter School
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Established 1998

Preface

This Staff Handbook is meant to provide information for staff members that will contribute to a successful year at GBCS. Much thought was given to the necessities – what staff members absolutely need to know how to do. This is a living document, a work in progress. As the year unfolds, additions/revisions will be made as needed. Administration values your input; so let the Directors know what you think.

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Section 1: Introduction

Greater Brunswick Charter School

2022-2023

The Greater Brunswick Charter School is a public school of choice, as defined by New Jersey state charter school laws. The school opened in September 1998, and enrollment for 2022-2023 is anticipated to be 394 students in grades K through 8. It is a regional school district serving New Brunswick, Edison, and Highland Park.

The Greater Brunswick Charter School is defined by the broad themes of child-directed learning in the vein of constructivism, parental and community involvement, Project Based Learning, and Positive Discipline. GBCS began a Dual Language program in 2011, developing bilingual and bi-literate students. It currently serves students in grades K-5.

GBCS is passionately committed to creating and operating a diverse learning community to educate the whole child. We incorporate each child's interests and talents in their personal education plans. We are devoted to working together - students, families/sponsors, and teachers - to create a school that nurtures individuality, mutual respect, cooperation and social involvement, develops the critical thinker in all of us and fosters a lifelong love of learning.

There are three pillars upon which the Charter School has been built.

- **Children direct their own education.**
- **Students, staff, and families/sponsors create a learning community.**
- **The Charter School builds civility, community, and democracy.**

MISSION STATEMENT

To provide our students with an education of the highest standards that engages their individual interests and learning styles, and nurtures their intellectual, social, emotional, and physical well being; and to disseminate our best practices to the broader education community.

VISION STATEMENT

To be a community-oriented public school where students demonstrate independence and self direction, confidence, strong academic and social skills, a passion for learning, and a responsibility to their education, school, families, and community.

GREATER BRUNSWICK CHARTER SCHOOL

The Greater Brunswick Charter School was founded in 1998 by parents, teachers, and children who dreamed of a public school that would be a true learning community, and in which all students could achieve their best both academically and socially. GBCS is a living testament that by working together we can make dreams come true. The students, families, and staff of the Greater Brunswick Charter School are passionately committed to creating a school that educates the whole child — a school where all families feel valued and welcome. Our school is built on the principles that children must learn to direct their own education, and that they must develop the values of personal responsibility, integrity, interdependence, and cooperation to become good citizens and community leaders.

Section II: Quick Facts

2022-2023 School Calendar



SCHOOL CALENDAR 2022-2023 Revised 1/11/23

September (9)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
October (10)				
M	T	W	Th	F
		5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
November (11)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
December (12)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
January (1)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Trimesters

1st 09/06/2022 - 12/07/2022
2nd 12/08/2022 - 03/17/2023
3rd 03/20/2023 - 06/23/2023

Key

- = First/Last Day of school
- School Closed
- Early Dismissal 1:35 p.m.
- Conferences/Early Dismissal
- Professional Day/ School closed for Students only

September 2022	
5	Labor Day - School Closed
6-9	Students Return - Early dismissal for Students
21	Back to School Night - Grades 6-8
26	Rosh Hashanah - School Closed
28	Back to School Night - Grades K-5
October 2022	
5	Yom Kippur - School Closed
11	Picture Day!
24-28	Conferences - Early Dismissal for Students (Mon. - Fri.)
November 2022	
10-11	N.J.E.A. Convention - School Closed
23	Harvest Festival in Classrooms - Early Dismissal (No A.S.A.)
24-25	Thanksgiving Recess - School Closed
December 2022	
7	Last Day of Trimester
19	Progress Summaries Posted - Oncourse
23	Early Dismissal (No A.S.A.)
26-30	Winter Break - School Closed
January 2023	
2-3	Professional Days for Staff - School Closed for Students PD #4-5
4	Students Return to School
16	Martin Luther King Jr. Day - School Closed
February 2023	
14	Picture Day for Absentees/8th Grade Cap and Gown
17	Presidents' Day - School OPEN * If no emergency days were used before this date, school will be closed for this day. (Built in emergency day #1)
20	President's Day - School Closed
March 2023	
6-7	Professional Day for Staff - School Closed for Students PD#6-7
17	Last Day of Trimester
27	Progress Summaries Posted - Oncourse
27-31	Conferences - Early Dismissal for Students (Mon.-Fri.)
April 2023	
7-14	Spring Break - School Closed
17	Students Return to School
May 2023	
26	School OPEN * If only one emergency day was used before this day, school will be closed on this day. (Built in emergency day #2)
29	Memorial Day - School Closed
June 2023	
14	Field Day! (Wednesday)
19	Juneteenth Day - School Closed
21	8th Grade Graduation (2nd to last day of school) final date on website
21, 22, 23	Early Dismissal for Students (last 3 days of school)
22	Progress Summaries Posted - Oncourse
23	Last Day for Students School Open * If only two emergency days are used before this day, school will be closed this day. (Built in emergency day #3)

This calendar reflects 183 student days, 190 staff days, and allows up to 3 days for emergency closings.

THIS CALENDAR IS SUBJECT TO CHANGE. *EARLY DISMISSAL 1:35 p.m.*

*The Afterschool Academy is open everyday except for November 23 & December 23

This calendar allows for 3 days for emergency closings, which, if taken, will not be necessary to make up in order to meet the 183-day student year.

Built In Emergency Days: February 17, May 26, June 23.

If days for emergency closing are not necessary, we will be off on February 17, May 26, and the last day for students and staff will be on June 22. (We will be off on June 23).

The length of winter break, spring break, and the last day of school are subject to change in the event we have additional emergency closings beyond those allocated throughout the year. A notice will be posted at GBCS, on our GBCS website (www.greaterbrunswick.org), and on our Facebook page whenever there are changes.

* In the event a delayed opening occurs on a Wednesday, school will continue until 3:00 PM

February (2)				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	*17
20	21	22	23	24
27	28			
March (3)				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
April (4)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
May (5)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	*26
29	30	31		
June (6)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Conferences

Early Dismissals 1:35 pm
October 24 - 28
March 27 - March 31

Reminders

School begins at 8:00a.m.
A.S.A. ends at 5:30p.m.
Office Number: (732) 448-1052
School Website:
greaterbrunswick.org
[Like us on Facebook](#)

Contact Information

Mailing Address:

Greater Brunswick Charter School
429 Joyce Kilmer Avenue
New Brunswick, NJ 08901

Telephone: 732.448.1052

Fax: 732.448.1055

Email:

Administrators:

Executive Director, Vanessa Jones: vanessa.jones@greaterbrunswick.org
Education Director, Hector Alvarez: hector.alvarez@greaterbrunswick.org
Assistant Education Director, Rosalind Friday: rosalind.friday@greaterbrunswick.org
School Business Administrator, Michael Falkowski: mfalkowski@sboffice.com
Assistant to the Business Administrator,
Kristine Johnson: kristine.johnson@greaterbrunswick.org

After School Program:

Special Programs and After School Academy Coordinators:
Lirizell Johnson, lirizell.johnson@greaterbrunswick.org
Caitlin Mitchell, caitlin.mitchell@greaterbrunswick.org

Web: www.greaterbrunswick.org

School Hours

ARRIVAL

School opens	8:00 AM
Students are considered late at: (However, remind them that school STARTS at 8:00!)	8:10 AM
Staff start time (Ready in classrooms/posts, not arriving.)	8:00 AM

Staff should note that you are expected to be in your classroom or assigned duty at 8 AM unless otherwise communicated. Teachers need to be ready to greet students and begin the day at 8AM.

DISMISSAL

Full day dismissal	3:00 PM
Early dismissal	1:35 PM
Staff end time	3:30 PM

Office Business Hours: 7:30 AM to 4:30 PM Monday through Friday

Breakfast Program:

Greater Brunswick Charter School continues to make breakfast a priority. In the fall of 2017 we begin our sixth year of providing free breakfast to every student in our school, daily. GBCS topped the list of School Breakfast Champions by serving 100 percent of children eligible for free or reduced lunches according to a recent report released by the Advocates for the Children of New Jersey.

Breakfast contact person: carmen.rine@greaterbrunswick.org

After School Academy:

The After School Academy, ASA, begins the first day of the 2022-2023 school year on September 6. The ASA is run by members of our faculty and our ASA staff. The ASA begins at dismissal, daily at 3:00 PM, Wednesday at 1:35, and remains open until 5:30 PM. The ASA provides students with quiet time for homework, reading, and small group play (board games, puzzles, card games, etc.) as well as opportunities for physical activities and arts and crafts. A snack is provided for each child. For Terms and Rates, please see the registration forms in the main office.

After School Program Coordinators:

Lirizell Johnson, lirizell.johnson@greaterbrunswick.org

Caitlin Mitchell, caitlin.mitchell@greaterbrunswick.org



GBCS Bus Expectations

GBCS Bus Expectations

Be Responsible

- Take care of your belongings, bring all of your items off the bus
- Follow all the GBCS Code of Conduct and all bus rule
- Tell the driver if someone falls asleep

Be Respectful

- Keep your hands and feet to yourself, stay in your seat
- Respect yourself, everyone, and your environment on the bus

Be Ready

- Use appropriate language, treat everyone with kindness
- Have all of your belongings ready
- Arrive at your stop on time

Be Safe

- Be ready to get off the bus at your stop
- Stay in your seat until the bus stops



Listen to the driver at all times, know and follow their hand signals



School Closings/Early Dismissal

In the event that the Greater Brunswick Charter School is closed due to bad weather or emergency conditions, please check the resources below:

Web Site

<http://greaterbrunswick.org>

Facebook

Greater Brunswick Charter School

Email

Email notifying you of school closings, delayed openings, or early dismissals will be sent to all Staff and Families who provide the school with a working email address.

Telephone

An automated phone message will go out to Staff and Families regarding closings and delayed openings.

Radio

<u>Radio Station</u>	<u>Dial Setting</u>	<u>Announcement / Website</u>
WCTC	1450 AM	on air - between 5:45 a.m. and 8:45 a.m. http://www.centraljerseysnow.com/members/closings/
WMGQ	98.3 FM	on air - between 5:45 a.m. and 8:45 a.m. http://www.centraljerseysnow.com/members/closings/
NJ 101.5	101.5 FM	http://nj1015.com/closings/

Television

News 12 New Jersey	Channel 12	http://newjersey.news12.com/
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Delayed Openings

If it appears that early morning weather conditions make it advisable to delay opening, the school will open one-and-a-half (1 ½) hours later than usual and all morning pupil transportation will be delayed for one-and-a-half (1 ½) hours.

- **GBCS : Teachers and students are to report at 9:30 AM and classes will begin immediately.**
- **All teachers who have morning duty must be on duty at 9:15 AM.**

***In the event that a delayed opening occurs on a Wednesday, school will continue until 3:00PM.**

Early Closings

In the event that school will be cancelled early due to bad weather or an emergency situation, the After School Program will not run. Parents or their emergency contacts will be notified to pick up their children at school. Staff may leave when all students have been picked up. ***Teachers should check in with the Directors before leaving early.***

Dismissal Responsibilities

- Students who ride the bus are dismissed directly to their bus.
- Students who walk home must have signed permission slips from their parents (There is a form for parents to complete). **No student will be allowed to walk home without a signed permission slip.** Teachers will be given a list of students who have returned the permission slip. Teachers are responsible for adhering to this list, but should consult with the office if there is an issue.
- Parents who pick up students by car may not enter the parking lot. Parking is available on the street and in the Food Town lot. Parents must park and walk in to pick up their child.
- If parents request that students walk to Joyce Kilmer to meet them, students should be allowed to do so, including kindergarten students.
- Staff members on duty at the street will need to monitor students to assure they meet up with parents. If students are still waiting at 3:10 when duty is over, students should be brought in to the office to call a parent/guardian.
- Staff members who have “cone duty” should be outside 15 minutes before dismissal, at 2:45, 1:20 on Wednesdays.



Field Trips

GBCS encourages teachers to take their class on field trips that support and enhance the curriculum. Well-planned field trips allow students to venture into the real world and make connections between the world and the classroom. Students bear the cost of field trips, including transportation. However, no child shall be excluded from a trip for financial reasons.

Procedures:

Please follow field trip procedures carefully.

- Teachers need to plan their regular, yearly trips, early. All trips will be approved by the Board of Trustees at the October or November board meeting.
- Any additional trips that may be added later in the year, particularly if a bus is needed, must be planned at least a month ahead of the trip date to allow for bussing arrangements and nurse needs to be met.
- All bussing will be arranged by the Business Administrator's office.
- Complete a field trip request form (see addendum).
- Submit a copy of the form to the Education Directors for approval. The trip must also be board approved.
- Make arrangements for the trip (reservations, public transportation, etc.).
- **Submit a copy of the field trip request form to the Nurse** so she can review the medical needs of students and determine the need for a nurse to accompany the class on the trip. **She needs a copy of the field trip request at least two weeks before the trip.**
- Carmen Rine, Special Projects Coordinator, **needs a copy of the field trip request at least two weeks before the trip**, so she is aware of lunch needs. Note: She orders lunches weeks in advance based on estimates; she can't change the order the same day of a trip.
- Submit a copy to Kelly.
- Notify parents/guardians in a timely fashion, a minimum of 2 weeks prior to the trip. If a cost is involved, parents should be given plenty of time to plan for the expense. Two weeks may not be enough.
- All money collected for the trip should be submitted to Kristine Johnson on a daily basis. It will be deposited and a check will be written from the Student Activities Fund once an invoice is received.
- **Under no circumstances should teachers be keeping money in their classrooms, paying with their own charge cards, or comingling student money with their personal money. (see procedures below)**

Chaperones:

- Parents should be recruited well in advance of the trip (one month).
- The number of chaperones depends on the grade level and the details of the trip.
- One chaperone to every five or six students is a recommended standard for trips including walking or touring museums.
- Fewer chaperones may be appropriate in certain circumstances (attending a performance).
- Teachers should inform chaperones about the expectations for the trip and their responsibilities.

Payment:

- All monies collected should be tallied and given to the Business Administrator on a daily basis.
- **No student funds should be kept in the classroom or comingled with personal funds.**

- The teacher must determine payment needs and inform the Business Administrator and/or the Directors
- A requisition form should be completed and submitted to the Education Directors for approval.
- Typically, a purchase order will be issued and payment will be made upon receipt of the bill.
- If a check is required on the day of the trip, the Business Administrator must be informed at the time a requisition is submitted (which needs to be well in advance of the trip).

***For more information see Section X: Board Policy – Field Trips**

Student Absences

Students Arriving Late to school

Students who arrive after the official start time are late and must sign in at the office. If a student enters your classroom after 8:10 AM without a late pass, they must return to the office.

Teachers should take attendance, marking students absent or present. Teachers should not change attendance once a student arrives late to class. Office staff will take care of changing the records to reflect the late arrival.

Please see the next page for the updated procedures for excessive lateness and/or absences.

Vacations

Parents/guardians are responsible for students attending school whenever school is in session. We strongly recommend families schedule vacation in accordance with the school calendar. The school does not encourage trips taken during school time. **Vacations are not considered excused absences.** If a child is going to be absent for any period of time due to vacation, it is the student and parent's responsibility, prior to the absence, to make arrangements with the teacher regarding schoolwork that may be missed. Parents/Guardians are required to notify the front office and student's teachers two weeks prior to their travel dates

Permission to Leave School Early

We ask parents not to arrange medical, dental, or other appointments during the school day. When this is absolutely necessary, parents should provide written, advance notice to the school. Parents **must** come to the office when they arrive to sign out their child. Office staff will call the classroom to have the child come to the office and meet parent. Students will not be released after 2:45 (1:20 on early dismissal days).

Teachers should not allow a student to leave the classroom until notified by the office.

Students will not be allowed to leave school early on a routine basis unless there is a documented medical need.

Procedures for Student Attendance

In an effort to improve student attendance and communication with families, the following procedures will be followed for the 2022-2023 school year.

1. Regular communication with parents regarding student absences/tardies is important. The chart below outlines the procedure and person responsible for parent contact at varying intervals.

Absence and Tardiness Remediation Chart

Number of Absences/Tardies	Procedure	Person responsible
Each day absent	Call home by 9:30 AM	Automated call or Receptionist
5	Letter from office- Cc. teacher	Office staff
10	Parent/child meeting with Dean of Students	Dean of Students
10 +	May be referred to court system	Dean of Students
15	Parent/child meeting with Director	Education Director
20	Board Hearing	Trustees/Directors

1. Students absent more than 5 days may be required to stay after school to complete lessons or classwork they have missed due to their absences.
2. As per Board policy, 16 days of unexcused absences may result in retention.
3. A phone call from parent/guardian advising the school of an absence is required.
4. Upon returning to school a note explaining an absence is required.
5. Parents will be expected to submit a doctor's note after a child's long-term absence (more than 3 days).
6. A note from parent/guardian documenting a reason for a child leaving school early. Notes should be submitted no later than the morning of the designated day.
7. Parents/guardian must sign out their child. Office staff will call the classroom when the parent arrives for early dismissal. Parents should NOT sign students out early after 2:45 PM.
8. In order to participate in after school or evening events, students must be present in school that day. This includes all 8th grade end of year events and graduation.

What constitutes an excused and unexcused absence?

Administration and the Board of Education recognize that from time to time compelling circumstances will require that a pupil be late to school or be absent from school. As stated earlier, the school requires advance notification of such absences by written request of the student's parent/guardian, which shall state the reason for the tardiness or absence.

Excused Absences:

- Religious observance
- "Take Our Children to Work Day"
- Participation in observance of Veterans Day (N.J.S.A. 18A: 36-13.2) or district board of election membership activities (N.J.S.A. 18A: 36-33)

- The closure of a busing district that prevents a student from having transportation to the receiving school.

Unexcused Absences:

- Illness (after three days, a doctor's note is required)
- Uncoverable and/or uncovered weeping skin lesions
- Medical or dental appointments which cannot be scheduled outside of school hours;
- Medical disability
- Death or critical illness in immediate family
- Court appearance
- Suspension from school
- Such good cause as may be acceptable to the administration.

Tardiness and absences not covered by the causes listed shall be cumulative and subject to the previously outlined procedures.

Readmission to school after any absence:

1. A pupil returning from an absence of any length must present to the main office a written statement of the reasons for the absence, which must be dated and signed by the parent or guardian.
2. A note explaining a pupil's absence for non-communicable illness for a period of more than three school days must be accompanied by a physician's statement of the pupil's illness.
3. A pupil who has been absent as a result of a communicable disease must present to the school nurse written evidence of being free of the disease.

Tardiness

Students must come to school on time. Children who are not in class and ready to learn before 8:10 (K-8 students) are late and must sign in at the Office with their parents. Refer to the **Absence/Tardiness Remediation Chart** on the previous page for guidance.

Unexcused Absences or Tardiness

Parent/Guardians, who habitually bring their students late to school, or whose students have excessive unexcused absences, may be required to attend a Board hearing to address the issue. The Board may act to exclude students who are absent or late excessively (without an adequate excuse) from the program for the following year. Excessive unexcused absences also fall under state laws regarding truancy, and the school may pursue legal action in extreme cases.

Teacher Absence Requests

The regular and prompt attendance of teaching staff members is an essential element in the efficient operation of the school and the effective conduct of the educational program. Because absenteeism exacts a high cost in the depletion of school resources and in the disruption of the educational program, the Board of Trustees is vitally interested in the attendance of each employee and considers conscientious attendance an important criterion of satisfactory job performance.

***For more information see Section X: Board Policy – Attendance**

- **Personal Days:** Teachers should complete an absence request on AESOP and wait for the Education Directors electronic approval. If there is a problem with approval, the Directors will speak to individuals personally.

Personal days must be entered in AESOP and approved ahead of time, in the case of an emergency, a staff member should speak with or email the Directors for approval. **The request is not valid until the Director has approved the absence in AESOP, you will receive an emailed confirmation via AESOP.**

- **Sick Days:** If a teacher knows ahead of time that they will be taking a sick day, such as in the case of a doctor's appointment, then an absence request should be submitted in AESOP for the Education Directors for approval.
- **Emergency Sick Days:** If a teacher knows ahead of time that they will be taking a sick day, such as in the case of a doctor's appointment, then an absence request should be submitted in AESOP for the Education Directors for approval.

Teachers should be sure that there are emergency plans available or team member should know where to locate the emergency plans.

- **Professional Days:** Teachers should complete a workshop request form and attach the workshop information with a completed registration form and submit to the Education Directors for approval. The Board of Trustees must approve any workshop with a registration fee of more than \$150. Therefore, request forms must be submitted at least two weeks prior to a Board Meeting. A copy of the signed workshop request will be placed in the staff member's mailbox. The Directors will speak directly to the individual regarding approval and registration.

All staff members should expect to present information to colleagues either at a staff meeting or as a Wednesday Afternoon Special.

Once approved, these absences may be entered on AESOP.

In all cases, it is the teachers' responsibility to enter absences on AESOP regardless of the reason.

Purchasing Procedures

- Teachers are allotted a specific amount of money each year for classroom supplies.
- Teachers complete a requisition form, an excel sheet, for all purchases, make a copy for yourself, and then give it to the Education Directors for approval.
- Purchases above and beyond the allotted amount should be discussed with the Education Directors prior to completing the requisition form.
- Once approved the requisition is given to the business administrator who will process it.

Maintenance Needs

Any normal maintenance issues should be reported to the Head Custodian via email. Any facility needs beyond the normal should be discussed with the Directors.

Student Injury/Accident

- If possible, transport the student to the nurse.
- If transport is not possible, call the nurse or the office immediately. If a call is not possible, send a student or adult to inform the nurse she is needed
- Once the student's needs are addressed, the staff member should complete an accident form. These are available in the office, and one is included in the handbook addendum.
- Once completed, return the form to the nurse.

****Any serious injury should be personally reported to the Education Directors as well.**

Section III: Job Descriptions

Administrative Staff

Vanessa Jones, Executive Director
Hector Alvarez, Education Director
Rosalind Friday, Asst. Education Director
Michael Falkowski, School Business Administrator
Kristine Johnson, Assistant to the Business Administrator
Rebecca Batista, Executive Secretary
Kiian Bell, Data Specialist
Lilia Fabila-Guilbot, Family Coordinator
Alexa Estrada, Receptionist

The administrative staff at GBCS is responsible for the overall operation of the school. In addition to supporting the educational program, they handle communications with the New Jersey Department of Education, our sending districts, and the community at large.

Executive Director

The Executive Director is an important participant in strategic planning, budget development, policy and regulation development, and works closely with the Board to oversee their implementation. The Executive Director supports the school leadership team to ensure the implementation of the school's educational programs and efficient daily operations of the school. The Executive Director evaluates staff members and recommends staff for rehire and tenure.

Education Director

The Education Directors is responsible for ensuring the implementation of the school's educational programs as outlined in the Charter and in the annually set School Wide Goals focussed on academic growth and school climate. In addition, the Education Director ensures the smooth and efficient daily operations of the school and initiates efforts to promote efficiencies and improvements in running the school. The Education Director supports and evaluates staff members, directs professional development, and recommends staff for rehire and tenure.

Assistant Education Director

The Assistant Education Director supports teachers in proactive strategies to create a safe, respectful, inclusive, equitable, classroom community and school culture. The Assistant Education Director handles all serious discipline issues and serves as the Anti-Bullying Coordinator. It is expected that teachers create a positive and restorative classroom culture in which they prevent and manage normal discipline issues. When something is more serious or is a repeated issue, it is referred to the Assistant Education Director. In addition, the Assistant Education Director supports the academic program, oversees student attendance, evaluates staff members, directs professional development, and performs other duties as well.

School Business Administrator

The School Business Administrator (SBA) oversees school financial processes, including purchasing, payments to debtors, and payroll. He or she also manages the school accounts and bookkeeping, and participates in the annual audit.

Assistant to the Business Administrator

The Assistant to the Business Administrator works closely with the Business Administrator to assure the efficient processing of purchases, submission and distribution of payroll, and oversees the general maintenance of the facility. In addition, this person will assist administration in any projects related to the facility or other items as directed.

Executive Secretary

The Executive Secretary is responsible for the coordination of office workflow, prepares correspondences and reports, schedules conferences/meetings, and supports the Directors with administrative tasks.

Data Specialist

The Data Specialist is responsible for the collection and inputting of accurate data. Maintains and protects confidential records as well as prepares and submits reports.

Support Staff

School Nurse

The School Nurse oversees the health needs of our students and staff. This includes performing mandated health screenings for hearing, eyesight, scoliosis (curvature of the spine), and height/weight; finding community resources to meet student health needs; giving medication and treatments as prescribed by students' doctors.

The Nurse also provides Health instruction in sex education, personal hygiene, nutrition, and other areas as needed. The Nurse is the primary point of contact for parents/guardians who wish to discuss the health or medical needs of their students.

Student Counselor/School Social Worker

The Student Counselor is a licensed School Social Worker who provides counseling services to students, advises the Student Counsel, initiates character education programs, serves as a case manager for I&RS, and organizes child study team meetings and other meetings at which a student's well being and related services are discussed. The Student Counselor is available to address any concerns parents, students, or teachers may have about a student's well being, academic, emotional, or physical.

Head Custodian

The Head Custodian maintains our building and grounds, performs repairs, and assists in the overall running of the facility. The Custodian is also viewed as another adult within the school who is available to students to provide mentoring or support within the limitations imposed by his/her other responsibilities.

Teaching Staff

Teachers

Teachers are the leaders and managers of their classrooms. All GBCS teachers are certified in the State of New Jersey in Elementary Education or other areas as needed to comply with Highly Qualified Teacher criteria as per the No Child Left Behind Act.

Teachers have complete authority to implement the school's programs and policies and assess student work, and they are the main point of contact for members who have questions about the educational program and related policies as implemented in their classrooms. In addition, the teacher also collaborates with students and parents/guardians to create Personal Education Plans for all their students.

Teachers are charged with developing, documenting, and implementing the school's curriculum, collaborating with teaching assistants and colleagues to create a peaceful and respectful classroom and an environment conducive to learning.

Teaching Assistants

Teaching Assistants are key members of our teaching community, helping to facilitate instruction and classroom management. They assist the teacher in generally running the classroom and provide particular support for students as needed. In addition, Teaching Assistants help the teacher to maintain a neat and orderly learning environment. They participate in professional development activities similar to Teachers and Teacher Apprentices. Section IV provides a more thorough description of a teaching assistant's responsibilities and duties.

Special Education Teachers

Special Education Teachers provide instruction as mandated by student Individual Education Plans (IEPs), participate in child study team meetings, and ensure that student goals are addressed within the general education classroom. Special Education staff members are also a vital part of the I&RS committee, serving as a case manager and a resource. In addition, she/he may be asked to facilitate the Parent Advisory group, which provides support and guidance for parents of special education students.

Success Program Instructors

Success Program Instructors provide Basic Skills support to students who have been identified through assessments and teacher referrals. GBCS utilizes a push-in model of instruction, pulling students out in small groups on an as needed basis. They may provide services only with parent/guardian permission.

English Language Learner (ELL) Instructors

English Language Learner Instructors works with non-native speakers of English and help them develop social and academic language skills. They provide support to students who have been identified through assessments. GBCS utilizes a push-in model of instruction, pulling students out in small groups on an as needed basis.

Section IV: Responsibilities of a Teacher Assistant

General Responsibilities

At GBCS, teacher assistants play a vital instructional role. Teacher assistants provide support to the instructional program. Our teacher assistants serve as role models, modeling respectful behavior, communication, redirecting student behavior, and supporting conflict resolution. They also help to oversee the prepared classroom environment by maintaining a neat and organized classroom environment.

Teacher Assistants:

- Facilitate small groups of students
- Provide support for Success, ELL, and Special Education students as needed.
- At times may facilitate/manage the whole class
- Collaborate with the lead teacher to provide a cohesive and engaging instructional program
- Collaborate with special area teachers to provide necessary support for their program
- Supervise students in specials and at lunch or recess
- Engage in the school wide community to support GBCS efforts (committee members, volunteers, parent contact, etc.)
- Help to maintain a peaceful classroom environment by redirecting student behavior, preventing potential conflicts, enforcing classroom rules and procedures
- Provide support as required by student IEPs or 504 plans

Duties

In Class

In the classroom, teacher assistants work in partnership with the lead teachers. At times, TA's may take on the role of lead teacher. For example, the TA may serve as the lead teacher when the teacher is absent (dependent on certification). TA's collaborate with the lead teacher on a daily basis to provide a cohesive and engaging instructional program. The lead teacher and the TA serve as role models of respectful and collaborative interaction for their students.

Many times, the teacher assistant instructs small groups in newly introduced concepts or supports the practice of a previously taught skill. The TA also monitors student behavior and responds appropriately, using Positive Discipline strategies. The TA is responsible for carrying out discipline procedures and/or referring the student to the office when necessary. The TA employs strategies from Positive Discipline including: being kind and firm, looking for the belief behind the behavior, supporting conflict resolution, and using class meetings.

Assisting During Lessons

During whole class lessons TA's:

- Monitor student behavior and engagement, often positioning themselves near student(s) who benefit from additional support and encouragement
- Support struggling students
- Inject clarification or additional information when appropriate
- Support the teacher through the preparation and distribution of required materials
- Maintain a peaceful classroom using Positive Discipline and classroom rules and procedures

During small group instruction times:

- TA's must monitor the whole class at all times and respond to student needs
- Circulate through the room, monitoring behavior and supporting students as needed

Lunch and Recess

Teachers and TA's share responsibility for lunch and recess. They decide as a team who will be on duty for lunch and who will supervise recess.

During lunch time students should be allowed to socialize with peers, whether in the classroom or the community room. Such things as giving students the ability to choose who to sit with and quiet conversations should be a normal part of their lunch. Lunch time does need to be a calm and peaceful time in which students can relax and have a break from the rigors of academics.

Lunch responsibilities:

- Lunch orders are completed electronically
- Office staff will place orders with lunch providers.
- All K-3 classes will receive hot lunch trays in the classrooms.
- Grades 4-8 will be served their lunches in a designated hallway location and eat in their classroom.
- During lunch time, teacher/teacher assistant sets an example through his/her own behavior and monitors behavior of students
- After eating, teacher/teacher assistants guide students as they clean up.
- Students will be assigned rotating jobs as "cruisers" to assist in wiping tables, getting/returning supplies, and general clean up.
- The classrooms must be neat and orderly prior to leaving the space.

Recess responsibilities:

- Teachers spread themselves out so there are no blind spots and there are never children out of view. Teachers are aware of the physical environment and direct students to areas that are safe for playing
- Review rules and procedures for recess with students as necessary
- Monitor student behavior and respond appropriately as needed

Section V: Academic Programs

Our Mission

To provide our students with an education of the highest standards that engages their individual interests and learning styles, and nurtures their intellectual, social, emotional, and physical well-being; and to disseminate our best practices to the broader education community.

Constructivism

Constructivist learning is based on students' active participation in problem-solving and critical thinking, where they regard learning as an activity that is relevant and engaging. They are "constructing" their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained with their prior experience. The teacher is a facilitator or coach in the constructivist learning approach.

Constructivism is a movement away from the days when students sat at their desks in rows and listened to someone lecture to them. Constructivism is based on the theory that all people learn best when they are given the opportunity to discover material themselves and relate it to their own experiences and prior knowledge. We look for teachers who have knowledge of constructivism and provide new teachers with an introduction through the Teacher Induction Program. We expect all our teachers to introduce curriculum materials to our students in ways that will engage both their prior knowledge and their individual learning styles.

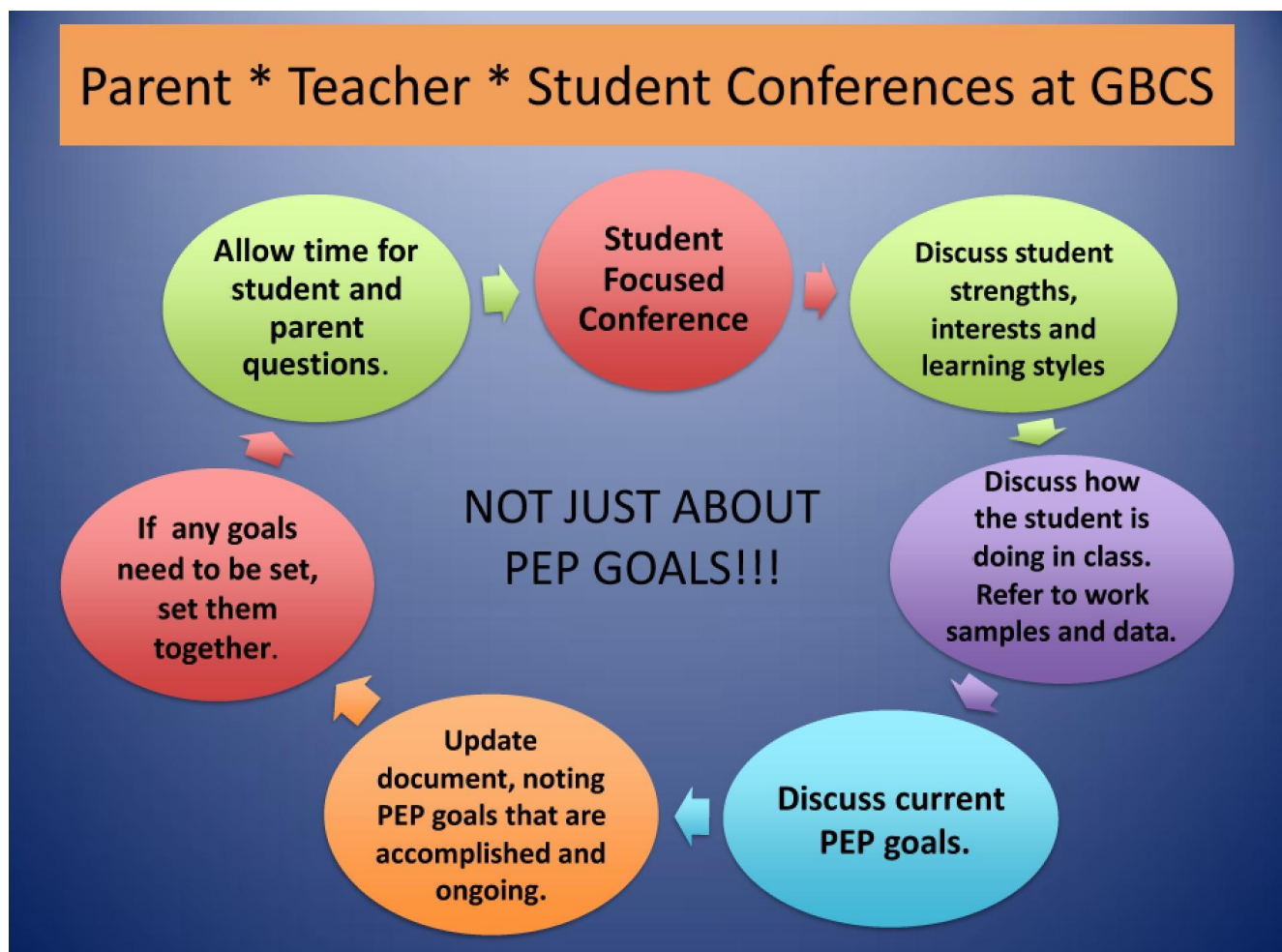
One approach to curriculum development and instruction in a constructivist classroom might be a three-step cycle: The teacher provides an open-ended environment where students interact with carefully selected materials and learning centers. The students will generate questions and hypotheses, and thus make "discoveries." These "discoveries" are derived from the student's own world of experiences and knowledge. The teacher then presents the "concept" and uses the students' discoveries and questions to provide meaning to the concept. In other words, the teacher helps the student apply his or her own world's experiences and knowledge to the understanding of the concept.

The teacher then gives the students opportunities to practice, experience, and apply the new concept.

Parent/Teacher/Student Conferences

Parents and students must attend two conferences each year with the student's teacher(s) during the Fall, and Spring. The dates for these conferences are noted on the school calendar. Teachers will send home sign-up sheets for conferences, which will be coordinated by Grade Group Leaders and Education Directors.

At these conferences, teachers, students and parents draw up the goals of the Personal Education Plan, with its curriculum requirements, areas of strength, areas for growth and strategies to achieve that growth. Parents and students may review the child's Portfolio, discuss concerns and satisfactions and commit to the course of educational progress that will be followed for the upcoming semester. These conferences are the place to set goals not just for this year, but also for the course of the child's education at GBCS.



Greater Brunswick Curriculum

The Greater Brunswick Charter School has striven to align its curriculum with the New Jersey Core Curriculum Content Standards (NJCCCS) and the National Core Standards in Math and Language Arts. Currently, we are in the midst of restructuring and adopting new curriculum in all areas. That will be an ongoing process in which teachers will play a vital role in assuring that the curriculum also supports the schools mission.

Personal Education Plan (PEP)

Personal Education Plans are a unique and integral part of the educational experience at GBCS. They reflect our school's mission and vision to support individual learning and to encourage all of our students to become independent and self-directed learners. Each child at GBCS has a Personal Education Plan (PEP), which is developed collaboratively with the parent, student, and teacher during conferences. The PEP contains student interests and learning styles. It also includes individual goals and strategies for success as developed by the student, teacher and parent/guardian.

A child's PEP contains:

- an assessment of the child's individual learning styles – Multiple Intelligence Inventory
- the child's interests, Interest Survey and Interest Inventory

- 1-3 goals - Teachers have the flexibility to encourage students to choose from 1 to 3 goals (this could vary by student or by trimester)
- suggestions related to learning strategies that will work with the child's style;
- final product and/or assessment for each goal

During the Fall conference, the teacher, student and parent develop the child's academic and intellectual goals for the trimester. The completed PEP then becomes the blueprint for the individual education that GBCS provides. The Personal Education Plan is reviewed and updated, as needed, minimally at each of the two annual parent-student-teacher conferences.

Sample PEP forms are included in the addendum and a PEP Packet/PPT is available for all staff.

Dual Language Program

What is a Dual Language Program?

Dual language education programs integrate native English speaking students with native Spanish speaking students for academic instruction, which is presented in both languages. Social and academic learning occurs in an environment that values the language and culture of all students and sets high standards to ultimately achieve academic success in Spanish and English.

Classrooms are composed of native English speakers and native Spanish speakers. The language used for instruction is also broken down by a 50/50 ratio. Fifty percent of classroom instruction is provided in English and fifty percent of classroom instruction is provided in Spanish. The goal is for all students to read, write, listen, and speak two languages equally well by the end of the program.

The dual language model creates an additive bilingual environment, which allows students to acquire a second language while maintaining and developing their native language. The curriculum of the program is the same as in the general education program. All academic areas: reading, language arts, math, science, and social science, are taught in both Spanish and English.

The diversity at Greater Brunswick Charter School provides an ideal platform for all students to have the opportunity to learn and develop a second language. Through the dual language program, students are exposed to rigorous curriculum while also having the opportunity to learn a second language.

What are the Goals of the Dual Language Program?

One of our goals at Greater Brunswick Charter School is "To prepare all students to become productive, responsible and contributing members of our changing global society by providing a nurturing environment that rigorously promotes the realization of individual potential." Students in the dual language program are presented with the social and cognitive benefits of bilingualism. They gain a second language, a broader vocabulary, and multiple views of the world, (Cazabon, Lambert, & Heise-Baigorria, 2002). In order to acquire these benefits, the program sets out to accomplish the following goals:

- Develop high levels of proficiency in Spanish and English
- Achieve grade level academic performance in Spanish and English
- Develop children who will be more competitive in the global economy
- Take advantage of the optimal window of learning a second language during the primary years

- Give students an upper edge in high school, college, and the workplace
- Develop bilingualism, biliteracy, and biculturalism
- Develop positive cross-cultural attitudes and behaviors

Progress Summaries

Progress Summaries are sent home in December, March, and June.

Progress Summaries are meant to provide a more in-depth view of a student's progress and performance. Overall evaluation in particular subject areas differs by grade group.

* Also see section IX in this handbook, Assessment.

Portfolios

GBCS is focusing on Writing Portfolios during the 2022-2023 school year. The GBCS Writing Portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in writing. This collection includes student participation in selection of portfolio content; the guidelines for selection; the criteria for judging merit; and evidence of student self-reflection. (Arter and Spandel, 1992: 36)

GBCS students will use writing checklists and rubrics to guide their work. The writing portfolio will have an on-demand, draft, and published piece for three types of writing: Narrative, Expository/Inform, Opinion/Argument.

Standardized Testing

The Greater Brunswick Charter School administers the statewide tests required by New Jersey law: **NJSLA** for 3rd through 8th graders.

Standardized tests provide one measure of students' performance and are a valuable tool when considered in the context of broader assessments. GBCS is committed to helping our students do well on these tests, and we conduct test preparation that is consistent with our overall educational program.

ELL testing: The state mandated ACCESS test is used to assess student progress acquiring English.

Reading Assessment: Teachers assess student reading level/progress using the DRA2: Developmental Reading Assessment. This data is uploaded in Oncourse and shared with the Literacy Coach.

Homework

Homework helps students to develop good study habits, reinforces learning and communicates to students the concept that learning takes place within our entire community. Homework can also help to develop organization and time-management skills as well as build a sense of responsibility.

In line with the GBCS philosophy of child-centered learning, we do not have a fixed guideline based on grade levels for the amount of time or homework that should be done each day. The standard recommendation for homework is ten minutes per grade, but this is only a guideline. Homework requirements will be set according to the child's individual needs, in coordination with the student, the teacher and the parent/guardian.

Not all homework needs to be graded, but it should be checked in some way. Students should also be provided feedback as quickly as possible. In grade levels where completion of homework contributes to the grade, homework should not count as more than 10% of the total grade. Special projects and/or writing assignments may be counted as a regular assignment for a grade.

Retention and Acceleration Process:

Retention Procedures

Students shall be placed at the grade level most appropriate to their academic, social, and emotional development. The educational program shall provide for the continuous progress of students from grade to grade. Most students will spend one year in each grade. A small number of students, however, may benefit from staying another year in the same grade. The following are criteria for retention:

1. The student is not achieving minimum proficiency levels in basic communication and computation skills.
2. The student is achieving significantly below grade level.
3. Retention would not cause an undue social and emotional adjustment.
4. Retention would have a reasonable chance of benefiting the child totally.

A child shall not be retained more than once during his/her time in Greater Brunswick Charter School. Retention will not be considered for a student who has been retained prior to enrolling in GBCS.

Steps to Retention:

Grades K-5

All of these processes must be documented on a Retention Form and all meetings will be followed up with a letter to parents.

1. Whenever retention is being considered, but no later than January 30, the teacher shall confer with the Education Director, Child Study Team, I&RS Team, Social Worker and any other staff members involved with the student.
2. The parents/guardians shall be invited to a meeting with the teacher, Director, and other appropriate staff members for a discussion of possible retention. After explaining the reasoning for a possible retention, an educational plan shall be established for the child for the next 60 days.
3. At the end of the 60 day period, another meeting shall be held with the parents/guardians, teacher, Director, and other staff members to review the child's progress.
4. The final decision shall be made by the principal based on recommendations of the teaching staff members and evaluation of student progress.
5. As an alternative to retention, summer school may be recommended.

Grades 6-8

All of these processes must be documented on a Retention Form and all meetings will be followed up with a letter to parents.

1. Any student who fails to complete satisfactorily at least three of five academic courses throughout the year shall be considered for retention.

2. Any student whose grade average indicates that they are failing by the January conference shall be considered “in danger of failing.” Students and parents will be notified of such at the conference.
3. The Director shall notify parents in writing of the poor academic standing of their child immediately after the 2nd term conference, requesting a conference.
4. At this conference, an educational plan shall be established for the next 60 days. The students’ progress will be monitored by the Director and his/her teachers. At the end of the 60 days, student progress will be reviewed and reported to parents. The student will continue to be monitored for the remainder of the year.
5. In early June, the Director and teachers, reviewing all pertinent data, shall recommend to the principal any students to be retained.
6. The final decision of retention shall be made by the principal based on recommendations of the teaching staff members and evaluation of student progress.
7. As an alternate to retention, summer school may be considered.

STUDENT ACCELERATION PROCEDURES

Greater Brunswick Charter School does not believe that students should be accelerated to the next grade level as a regular practice. As with retention, the social and emotional growth of students is a concern. GBCS believes that a student’s individual needs may be addressed with-in their age appropriate grade through an individualized and differentiated curriculum approach.

However, situations may arise where skipping a grade may be considered, either when suggested by a parent or by a teacher. Skipping will not be considered in the current year but for the next year. In that case the following criteria should be used to determine if this should be considered.

1. Student’s DRA score (instructional) and actual performance in reading is at least two years above grade level.
2. Student has consistently scored well above average on both pre and posttests in math.
3. In grades 3 and above, the student must score Advanced Proficient in the first three benchmarks of the year.
4. Where **NJSLA** scores are available, scores must be in AP range.

Procedures:

1. Meeting with Director and other appropriate staff members after the third benchmark to review the above data.
2. If it is determined that the student qualifies for consideration, the following steps will be taken:
 - a. The student will take the next grade level June benchmarks and must score at least proficient.
 - b. The student will be assessed by our social worker for social and emotional stability.

Note: these same procedures will be followed to skip students in math. No skipping will take place without consultation with Director and other appropriate staff.

Note: Forms can be found in the addendum

Section VI: Classroom Set-Up and Maintenance

Learning Centers

Definition: Learning Centers, also called "Learning Stations", are situations around the classroom that a teacher sets up for students to work in either small group or individual activities. Each of these centers has supplies and materials that work well together and give students the tools to complete activities and mini-projects -- either in groups of two to three students or individually.

GBCS application:

At GBCS, centers may be an area of the room, a specific table, or shelves. Students may be self-directed when using learning centers or follow a work-plan /menu, which the teacher prepares. During a specified work time, students complete tasks independently, collaboratively with a peer or peers, or meet with the teacher or assistant for direct instruction and guidance.

Centers may also be utilized in a very similar manner during Guided Reading Instruction.

Projects

Class Projects provide opportunities for students to explore topics in depth. Students may work collaboratively with peers or work independently on projects, depending on the particular project or individual student interest and learning style. Projects also provide another opportunity for differentiation as expectations and assessment for individuals can be tailored to meet a student's needs and abilities.

In addition, students may set a project as one of their PEP goals. These are facilitated by teachers and assistants to some extent, but require independent student work either at home or during a specified time in class.

Respect Desk

The "Respect Desk" is a concept based on the work of Jane Nelson. She refers to it as a "positive time out." Teachers may read more about this and other aspects of Positive Discipline in the text of the same name. New teachers will be given a copy of this text at orientation.

Each K-5 classroom must have a respect desk or similar space. The respect desk should be located in a place with few distractions. Students are sent or may ask to go to the respect desk as part of the classroom discipline procedures, usually after being given a verbal warning about unacceptable behavior. Time spent at the respect desk provides an opportunity for a student to reflect upon their behavior and then return to class respectfully.

At times, teachers may ask a student to sit in the quiet room or send them to another classroom to reflect on behavior. Students are often asked to complete a "Think About It"/Reflection sheet when removed from the classroom. This provides a structure to think about the "belief behind the behavior" and what needs to change about the inappropriate behavior exhibited.

*See Section XII: Addendum for a sample Think About It/Reflection sheet.

Class Jobs

Each classroom should have procedures in place for daily routines and student responsibility. All grades, K-8, should establish classroom jobs based on identified needs. These jobs should be rotated, usually weekly, so that all students have an opportunity to demonstrate their ability to be responsible classroom/school citizens. This requires careful, deliberate teaching/modeling of procedures, particularly at the beginning of the school year.

Jobs will differ according to grade level or subject.

First Days of School

During the first days of school, teachers and students get acquainted and set the tone for the year. It is critical to begin establishing classroom rules and procedures immediately on that first day. Teachers and assistants:

- model respectful behavior in the way they speak to each other and to students
- guide students as they learn the classroom expectations and procedures until they become routine
- establish rules and procedures with student input
- assure that all students understand and are aware of the rules and procedures
- recognize each student misstep as a teachable moment – an opportunity to model more acceptable behavior.

Please refer to writings of Harry Wong for additional suggestions.

Hallway and Bathroom Procedures

Hallway Behavior:

- Students in grades K-5 will be escorted to and from specials. While in the hall, students should walk quietly and follow directions from staff.
- When in the hall alone, students should always have a pass, be quiet, and walk.
- When a student meets a teacher or administrator in the hall, they should greet the adult respectfully.

Bathroom Procedures:

Grade Group K-1

- Students in grades K-1 should use the facilities in the classroom.
- When in specials, K-1 students should be escorted to the bathrooms by an adult or sent with a partner. Students should use the hallway bathrooms, by the music room, and not the middle school bathrooms.
- Students must always wash their hands after using the facilities. This may take some modeling and reminding in the beginning of the year to set the routine.

Grade Groups 2-3 & 4-5

- Students in these grade groups use the facilities in the hallway closest to their classroom.
- No more than two students should be sent to the bathroom at a time, one of each gender.
- Teachers monitor bathroom use, by maintaining a sign-out book, but bathroom passes must be used.

- When in specials, Students should use the hallway bathrooms, by the music room, and not the middle school bathrooms.
- If students' behavior creates a situation in which they cannot be trusted to leave the classroom unescorted, the teacher/teacher assistant will escort the student to and from the bathrooms.

Middle School

- Students should only use the middle school bathrooms.
- When in specials, students should continue to use the middle school bathrooms.
- If students' behavior creates a situation in which they cannot be trusted to leave the classroom unescorted, the teacher/teacher assistant will escort the student(s) to and from the bathrooms.

Classroom Maintenance

GBCS and individual classrooms are a second home for students who spend a large portion of their day at school. Maintenance of classrooms is the responsibility of the teachers and teaching assistants, but it should involve students as well. Just as children should be expected to help maintain their homes, students should be expected to help maintain the classroom. Classroom jobs should incorporate classroom maintenance such as dusting, organizing materials, cleaning tables, picking up trash, etc.

Custodial staff will vacuum rugs, sweep, and mop floors daily. Rooms should be left in an orderly fashion so this can be done efficiently. Litter should be picked up from the floor. Materials returned to the designated place. Where possible, chairs should be placed on top of tables.

Teachers must model care for instructional materials and the classroom environment and monitor students' adherence to the established procedures daily:

- Materials should be used and returned to the designated place by students.
- After snack or lunch students should clean their area and help return the classroom to a neat and orderly environment.
- Classroom libraries should be kept neat and orderly, weekly checks by teachers and students will help accomplish this.
- Materials stored on shelves in classroom should be checked weekly and straightened/reorganized as needed.
- Classroom closets should be kept neat and orderly by the teacher/teacher assistant.
- Classrooms should be kept free of clutter to enhance the overall learning environment.



Section VII: Discipline Procedures

Greater Brunswick Charter School is a school committed to creating and maintaining a peaceful and respectful environment where all adults are role models for the school membership by acting and speaking respectfully to students, parents and each other. Respect for one another at all times is the foundation of our interactions. The simple rules of courtesy and consideration for and encouragement of others should govern student behavior. Conduct must support the mission of the school, which is to nourish personal excellence, support and encourage one's peers, and practice collective responsibility.

GBCS has adopted the use of the Positive Discipline program to ensure a universal approach that is kind and firm when dealing with conflict. In conjunction with Positive Discipline, the students and staff use Conflict Resolution and participate in a variety of school programs in which respect skills are taught, practiced, and implemented.

Positive Discipline

An essential purpose of education is to prepare children for responsible citizenship. *Positive Discipline in the Classroom* is a program that prepares children for responsible citizenship by encouraging the development of emotional intelligence and the important life skills and perceptions of capable people.

Positive Discipline is based on the philosophies of Alfred Adler and Rudolf Dreikurs who believed that all human beings have equal rights to dignity and respect. All Positive Discipline methods are non-punitive and non-permissive. They are *kind* and *firm* at the same time: *kind*, because that shows respect for the child (and for the adult), and *firm* because that shows respect for what needs to be done.

All Positive Discipline methods meet the following "Three Criteria for Discipline that Teaches":

- Is it respectful?
- Is it effective long-term?
- Does it help children develop valuable life skills for good character?

Positive Discipline in the Classroom is an excellent character education program in which children are involved in the creation of safe and caring communities. GBCS teachers use Positive Discipline Class Meetings to teach students essential skills and empower young people with a positive attitude for success in all areas of life: school, work, family, and society.

Below is a list of essential skills, which should be woven into class meetings and instructional time throughout the year:

Interpersonal Skills

- Greets other kindly.
- Sit properly.
- Walk properly.
- Use proper volume and tone.
- Use courteous words.

Communication Skills

- Wait your turn to speak.
- Listen actively to others.
- Use appropriate language at all times.
- Encourage others to share their ideas.
- Follow directions.

Work/Study Skills

- Be prepared for class.
- Be on time.
- Clean up after yourself.
- Accept feedback and give fair feedback to others.
- Allow others to do their work.

Community Skills

- Care for school property and other's property.
- Keep your hands and all body parts to yourself.
- Include everyone, exclude no one.
- Be a peacemaker.
- Help and encourage others to succeed.

GBCS Code of Conduct

The GBCS Code of Conduct consists of behaviors, rules and procedures developed by the Student Body, as well as the School Review Committee, and formally adopted by the Board of Trustees.

In the first year of our school's operation, the Student Body developed and adopted the following rules:

- No hurting people.
- Use good language, nice language, at all times.
- Don't call names and don't be mean.
- Threats will be taken seriously whether they are words or object and things.
- Keep your hands and feet to yourself.
- No gum chewing.
- Only bring the things you need for school to school – no toys.
- No running in school and on the street.
- Listen to your teacher.
- Be here on time, every day.

These rules continue to be affirmed by students and members year after year.

Rules and Procedures developed by the School Review Committee:

Lunchroom/Classroom

- Create a calm, relaxing atmosphere.
- Talk in conversational voices.
- Ask permission to use the restroom. Only two students are permitted in the restroom at a time.
- Remain seated, except to clean up.
- Cleanup the whole table, including under the table, as well as your place.
- Place (not throw) trash in designated garbage can.

Hallways and Entrances

- Walk and be respectful, no running, pushing, shoving.
- When in line, keep to the right-hand side of the hallway or stairwell, and hold door open for others.
- Quiet talking or no talking, as staff instructs
- Be quiet, no yelling or loud noises in hallways.

Bathrooms

All students in K-1 use bathrooms contained within their classrooms. When necessary other students will be escorted to the bathrooms or use the buddy system.

2nd -8th grade students may use a sign-out system for bathroom privileges, must receive permission from the teacher or teachers' assistant, use the bathroom near their classroom, and have a pass when leaving the room.

Assemblies and Performances

- All students must sit in their class's pre-assigned seating area. Students should not sit against the walls. Teachers monitor students by sitting near their class and modeling expected behaviors.
- Respectful behavior only, no rude or disruptive behavior while in the community room.
- Students must be silent and respectful during performances and speakers.
- Students must follow instructions of the teachers while moving to and from the assembly.

Media Center

- Students are allowed in the computer room/Media Center only with adult supervision.
- No food or drinks are allowed in the Media Center at any time.
- Students are not allowed to play non-educational computer games during school hours.
- Games, websites, and applications must be respectful/peaceful and may not involve shooting, fighting, or violence of any type. The prohibition on shooting games includes games that target non-human or “mechanical” targets.
- Games, applications, or web sites containing materials deemed inappropriate by supervising staff are also prohibited. Inappropriate materials are any materials not suitable for classroom use by K-8 students.
- Students found to be playing inappropriate games will lose computer privileges.
- All students and their parents/guardians must sign the GBCS Acceptable Use Policy before using Internet-connected computers.

Discipline and Suspension Policy

Greater Brunswick Charter School follows the Positive Discipline model in its daily activities. Our students are expected to be respectful and responsible. We believe that all members of our community deserve respect and to exist in an atmosphere of peace and safety. Our expectations of respect and civility are one of the foundations of our charter and will be taught and explained to our students and members, along with our discipline policy.

Teachers invite children to help them make class rules and social contracts. Children have ownership, motivation, and enthusiasm when they are included in the decisions. A social contract is a description of ideal behaviors – what works, not what is forbidden. It frames everything in clear, positive terms, and provides something to work towards every day. Each classroom also has a Classroom Management Plan, describing the steps followed when students behave in ways that do not support their social contract and they need to reflect and redirect. Students are guided to Notice -> Redirect -> Problem Solve -> Return & Repair. Occasionally, behavior contracts/conduct agreements are used to establish agreements about future behavior. (For more information, see Responsive Designs for Middle School – Origins and Positive Discipline – Jane Nelson.)

In general, teachers handle the vast majority of disciplinary issues within the context of the classroom. However, disciplinary incidents that move beyond those addressed by the teacher within the classroom may qualify a student for suspension or expulsion.

Aggressive and disrespectful behavior of any kind is not permissible and will result in consequences. Any instance of violent behavior—such as physical assault or fighting—will result in an immediate suspension, either in school or out of school, as per the GBCS Discipline Policy.

Behavior incidents are divided into three categories: Level 1, Level 2 and Level 3. Those behavior incidents noted here as Level 2 and Level 3 incidents are directly related to issues of safety and law; for these, the consequences are clearly stated and consistently applied and always result in some level of immediate suspension (in or out of school).

Suspension and expulsion of students from the Greater Brunswick Charter School will be done in compliance with all applicable state laws, particularly N.J.S.A 18A:36A-9 Charter School Program Act of 1995. The criteria for either suspension or expulsion include, but are not limited to the provisions of N.J.S.A. 18A:37-2:

Level 1 Incidents

Level 1 behavior incidents include:

- Continued and willful disobedience.
- Open defiance of the authority of any teacher or person having authority over him/her;
- Verbal Threats
- Cheating/Plagiarism
- Academic Misconduct
- Unexcused Absences
- Forgery
- Verbal Abuse
- Discrimination
- Harassment
- Lying

Level 1 incidents are addressed through Positive Discipline techniques and handled in a consistent and fair manner. Repeated infractions may also result in additional consequences. Excessive behavior in these areas may also be grounds for suspension or expulsion. Other behavior incidents as determined by teachers and staff will also be handled by Positive Discipline techniques.

Level 2 Incidents

Level 2 behavior incidents include:

- Conduct of such character as to constitute a continuing danger to the physical well-being of other students;
- Physical assault or emotionally abusive behavior toward another student, teacher or staff member;
- Fighting;
- Aggressive Behavior towards school staff;
- Taking, or attempting to take, personal property or money from another student, or from his/her presence, by means of force or fear;
- Theft of property or money from school premises or any member of the Greater Brunswick Charter School community which occurs on school grounds;
- Willfully causing, or attempting to cause, substantial damage to school property;
- Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the director or other person then in charge of such building or facility;
- Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by any school district
- Incitement that is intended to and does result in truancy by other students.
- Gang Activity

Level 2 behavior incidents have the following consequences:

The first incident will result in immediate in-school suspension.

However, incidents that involve any physical violence, inappropriate physical contact, insulting or aggressive behavior towards staff may result in an immediate out-of-school suspension. The student cannot be released from school until parents or guardians retrieve the student before the end of the school day. A responsibility conference with parents, student, and teacher must be held at that time.

The second incident will result in an immediate suspension from school, the length to be determined by the school administration in consultation with teaching staff. **However, if the second incident involves any physical violence or inappropriate physical contact, or if it involves insulting or aggressive behavior towards staff, the student will receive a long-term suspension, pending a hearing before the Board of Trustees to determine whether it is possible for the student to safely attend GBCS.**

The student cannot be released from school until parents or guardians retrieve the student. A responsibility conference with parents, student, teacher and Director must be held at that time with additional meetings or hearings scheduled as needed.

The third incident will result in immediate long-term suspension from school with the possibility of expulsion. The student cannot be released from school until parents or guardians retrieve the student.

Expulsion from Greater Brunswick Charter School may also be determined at any time by the Board of Trustees depending on the seriousness of the behavior incident. No suspension of a student shall be continued longer than the second regular meeting of the Board of Trustees after such suspension unless the same is continued by action of the Board, and the power to reinstate, continue any suspension reported to it or expel a student shall be vested in the Board of Trustees.

Level 3 Incidents

Level 3 behavior incidents require mandatory and immediate out-of-school suspension. The student will be removed from the school according to law and the Memorandum of Agreement between the Middlesex County Prosecutor's Office and the Board of Trustees. Excessive behavior in these areas will be grounds for expulsion.

Level 3 behaviors include:

- Drug and alcohol violations.
- Possession of deadly weapons and dangerous implements
- Firearm violations

Any student who commits an assault upon a teacher, staff member, board member or other visitor to the school not involving the use of a weapon or firearm, shall be immediately suspended from school.

Suspensions

The Directors in consultation with other staff members determines the length of a suspension. Persistent negative behavior, such as disruptiveness, disrespect, or bullying—even if it is non-violent—can result in longer suspensions and a hearing before the Board of Trustees if it is repeated.

It is the right of the student/parent to request a full hearing at which he/she may be represented by counsel and may confront and cross-examine witnesses when the suspension extends to ten or more days or when the Board of Trustees expels a student from GBCS.

Please review the policy and be prepared to discuss it with your child/children. We must all speak with one voice in letting our children know that hitting and violence are never permitted at GBCS.

No suspension of a student shall be continued longer than the second regular meeting of the Board of Trustees after such suspension unless the same is continued by action of the Board. The power to

reinstate, continue any suspension reported to it or expel a student is vested in the Board of Trustees as according to law.

It is the right of the student/parent to request a full hearing at which he/she may be represented by counsel and may confront and cross-examine witnesses when the suspension extends to ten or more days or when the Board of Trustees expels a student from GBCS.

Expulsions

Expulsion at GBCS is very rare. However, the Board of Trustees has placed students on Home Instruction for periods of time as the result of persistent disciplinary incidents.

Sexual Harassment Policy

Greater Brunswick Charter School believes that every student has the right to attend our school and school-related activities free from all forms of discrimination on the basis of sex, including sexual harassment. We consider sexual harassment of students to be serious and will consider the full range of disciplinary options, up to and including expulsion, according to the nature of the offense. All students are expected to treat one another courteously, with respect for the other person's feelings; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. All students are prohibited from engaging in offensive verbal or physical conduct directed toward another student or adult. This prohibition applies whether the conduct is by word, gesture or any other intimidating conduct. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with the Director.

Weapons Policy

The possession of knives, other weapons, and matches on school property is totally prohibited. Disciplinary measures will be followed according to the Greater Brunswick Charter School Weapons Policy available in the Office.

Bullying Policy

GBCS' Harassment, Intimidation, and Bullying Policy are included in the policy section of this handbook.

Anti-Bullying Coordinator: Rosalind Friday
Anti-Bullying Specialist: Martha Goz

Dress Code

Greater Brunswick Charter School has a flexible dress code that emphasizes individual expression within responsible limits.

Students should always be neat and clean while in school. Clothing should not be distracting or offensive, and should always embody respect for others in our school community. Hats and head coverings may not be worn in the classroom unless they are required by religious observance. All clothing and footwear should be compatible with safety, and should not interfere with the ability to participate in classroom or school activities. For example, flip-flops or thong sandals are not allowed, as well as clothing that limits physical mobility.

No clothing with offensive, violent, vulgar, or sexually suggestive messages will be allowed. For example, clothes that have words such as “Hottie,” “Sexy,” or promote violent films or other media are not allowed. Also, clothing that is inappropriately revealing, immodest, or uses graphic techniques to draw attention to students’ bodies in sexually explicit ways will not be allowed. Underwear must remain covered.

Students who arrive at school dressed in violation of the dress code will be given an opportunity to change to more appropriate clothing (if it is available) or be sent home with their parents. Teachers are the primary authority within their classrooms to implement the dress code.

Prohibited Items

Greater Brunswick Charter School can assume no responsibility in the event of loss, theft or damage of personal property. Therefore, students should not bring to school large sums of money, valuable jewelry, or any other items of value such as iPods, MP3 players, handheld electronic games, cameras, cell phones, etc.

Cell phones present a particular problem—they are extremely disruptive during school and are often misplaced or taken by other students. The school is not able to investigate the disappearance or misuse of student cell phones that are not properly secured.

Cell phones, if required by parents, must remain turned off during the school day and secured in backpacks or held in the office. Students may not use cell phones during the school day, during the After School Academy, or on class trips. Students may use *only* the office phone for urgent calls to parents or guardians.

Any cell phones seen by staff during school hours (including during After School Academy) will be taken away and held until the end of the day. If there is a second incident, the parent will be required to retrieve the cell phone from the office.

In addition, toys, trading cards and other non-school-related items that interfere with or distract from the educational climate should remain at home. If your child brings any of these items to school, it will be confiscated for the day, and held in the Office until school closing.

VIII. Substitute Folder

Every teacher must prepare and maintain an emergency substitute folder. This helps us all when someone is absent. Please see the list of items to include, below.

Keep the red substitute folder and attendance sheet near the classroom door, next to your Emergency/Crisis envelope. Make sure you include the specific location of the folder and a link to your lesson plans in the “Notes to Substitute” section in Aesop/Frontline. This allows the substitute to begin preparing as soon as they accept the job.

Emergency Substitute Folder Checklist

- ☐ Teacher Letter to the Substitute
- ☐ [Substitute Guidelines](#)
- ☐ [Paper for the Substitute’s comments \(may also put in Aesop or email\)](#)
- ☐ Updated Class Roster
 - o For each class taught and homeroom
 - Dismissal directions (bussers, walkers, and after-school)
 - [Rainy Day Dismissal protocol](#)
- ☐ Pertinent information about students, Example: A serious health condition.
- ☐ Updated Seating Chart
- ☐ [List of Office Staff and Numbers](#)
- ☐ Attendance Procedures
- ☐ Schedules and Daily Routines- Student and Teacher
 - o Student classes and lunch ([Lunch Time Directions](#))
 - o Teacher classes, prep time, lunch
- ☐ Classroom/Recess Procedures
- ☐ Duty Schedule
- ☐ Section for Comments
- ☐ [Emergency Procedures](#)
 - o Identify location of Crisis Management Plan on wall by door
- ☐ General **Lesson Plans** - When it is a planned absence, a person generally has time to leave specific plans, but in an emergency, it is helpful to have generic plans ready.
- ☐ Alternative Lesson Plans/Activities – work for review or to do upon finishing work left.
- ☐ Name of a person to go to for help
- ☐ Class Discipline Procedures (Your Social Contract and Management Plans)
 - o Rules and procedures
 - o Discipline form – regular teacher will enter in Oncourse.
- ☐ [Think About It – Reflection Sheet](#)

*The next few pages contain a sample format for a substitute folder.

Samples

Substitute Teacher Info



INTRODUCTION

Be prepared for unforeseen circumstances! Creating a Substitute Teacher Information folder is a great way to plan ahead.

Tips:

- Post in a prominent and easy-to-access place;
- Compile all pages of this document in a duo-tang, folder or on a poster board for presentation;
- Post on your teacher bulletin board, include your day book, hang on a filing cabinet OR anywhere else you can think of where it will be visible.

INCLUDED IN THIS DOCUMENT ~

Cover of Folder: Page 1

- Teacher's daily schedule
- Start and Finish Times

Enclosure: Page 2

- School Schedule
- Getting Help
- Attendance Procedures
- Opening Exercises

Enclosure: Page 3

- Children with Allergies
- Need To Know (Fieldtrips & Medication)

Enclosure: Page 4

- Children With Special Needs

Enclosure: Page 5

- Where To Find . . .
- Other People In Our Class

Enclosure: Page 6

- Classroom Management (Duties & Classroom Routines)

Enclosure: Page 7

- Discipline
- Emergency Procedures

Consider including the following as inserts . . .

Map of School/Yard Duty designations
- Class List
- Seating Chart
- Bus List
- Familiar Student Games List & Instructions If You Choose

Substitute Teacher Info



MY DAILY SCHEDULE

*SAMPLE: 5-Day Cycle/4 Blocks per day

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BLOCK 1 8:30-9:45 a.m.					
9:45-10:00 a.m.	RECESS	RECESS	RECESS	RECESS	RECESS
BLOCK 2 10:00-11:15 a.m.					
LUNCH 11:15-12:15 includes recess					
BLOCK 3 12:15-1:30 p.m.					
1:30—1:45 p.m.	RECESS	RECESS	RECESS	RECESS	RECESS
Block 4 1:45-3:00 p.m.					
DISMISSAL 3:00 p.m.					



SCHOOL SCHEDULE

School Begins At:
A.M. Recess:
Lunch:
Lunch Recess:
School Resumes At:
P.M. Recess:
Dismissal:

GETTING HELP

Feel free to ask these people for help if you need assistance!

Teacher	Room#/Location



ATTENDANCE PROCEDURES

Teacher Routines:

Student Routines:

OPENING EXERCISES

What do the opening procedures entail?
(e.g. National Anthem, Announcements,
Attendance, Prayer, etc.)
What is the order?

- 1.
- 2.
- 3.

CHILDREN WITH ALLERGIES

Student Name	Allergy	Location of Epipen

IN CASE OF EMERGENCY

- 1.
- 2.
- 3.

**NEED
TO
KNOW**

FIELDTRIPS & MEDICATION

Take the following medication on the trip: (e.g. epipen)

Name of Student	Medication	Keep In This Place

Emergency Phone Number/s:
Where does the medication go?



CHILDREN WITH SPECIAL NEEDS

Student's Name	Details



OTHER PEOPLE IN OUR CLASS

Teachers?
French, ESL, Resource
teacher names?

Parent Volunteers?

**Student Teachers, Co-op
Students?**

WHERE TO FIND

Item	Location
Attendance	
Daily Lesson Plans	
Teacher Manuals	
Art Supplies	
Schedules (inclement weather, duties)	
[Other]	



CLASSROOM MANAGEMENT

DAILY TEACHER DUTIES

Be sure to check these enclosed
schedules:

- Yard Duty
- Remedial/Support Schedule
- Inclement Weather
- Intramural/Coaching



CLASSROOM ROUTINES

Entrance	What do students do when they enter the room? HOW should they enter the room?
Morning Announcements	Are they any? National Anthem?
Attendance	How is it done? How does it get to the office?
Recesses	Do students have responsibilities during recess? Do any attend clubs or sports?
Lunch Time	What do students do after eating and prior to the bell? How does clean-up take place?
Washroom Use	How do students indicate to the teacher that they need to use the washroom? Are there any students with special washroom needs? Are there special needs students who require other assistance?
Quiet Signal	Does the teacher use a signal to get attention?
In The Halls	What is the policy when students linger?
Dismissal	Is homework reviewed prior to dismissal? How do you determine how the class exits?
Other	

DISCIPLINE

Tips:

- How would you recommend a supply teacher deal with discipline problems?
(What do YOU do?)

- Is there a school policy they should be aware of?

Consider . . . when do they deal with an issue themselves and when should they speak with the Principal or Vice-Principal?

Suggest the supply teacher leave a note for your info.

EMERGENCY PROCEDURES

Consider:

- How to signal the office . . .
- Is a cell phone/walkie talkie used while on yard duty? What do you do when there is an emergency outside?
- First Aid procedure - where are the band-aids?

Emergency	Procedure
Fire Drill	Who does what, where is the exit and where does the class go? What happens in the gym? Where is the class list or register?
Behavior	What do you do when you have a situation that requires other assistance?
Other	
Other	

Section IX: Assessments

Our curriculum is comprised of subjects that focus on individual skills as well as opportunities for integration and application of those skills. Our assessments are designed to evaluate whether students have internalized the skills and knowledge that are the emphases of different lessons. We do assessments in many different ways. They are ongoing and inform the curriculum on a daily basis.

We use formative and summative assessment at Greater Brunswick Charter School.

What is the difference between formative and summative assessment?

Formative Assessment

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Summative Assessment

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:

- a midterm exam
- a final project
- a paper
- a senior recital

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

Assessment at GBCS Includes:

- Pre and Post Assessments – Unit
- Interim Assessments – Ticket out (daily check)
- Skills checklists
- Circle tracker
- Rubrics

- **Observation**
- **Written**
- **Oral**
- **Journals**
- **Portfolios**
- **DRA – Developmental Reading Assessment**
- **DDI – Data Driven Instruction**
- **Benchmarks**
- **Progress Summaries (Fall, Winter, Spring)**
- **NJSLA – Grades 3 – 8**
- **Authentic Assessment**

Authentic Assessment:

What is Authentic Assessment?

- A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills -- Jon Mueller

What does Authentic Assessment look like?

- An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated.

Assessment at GBCS - Progress Summaries

Three times a year, and with the objectives of the school's program and the Common Core Curriculum Content Standards in mind, teachers complete "Progress Summaries" to document the progress of each student toward the goals and objectives set in his or her educational plan. These summaries are based on information collected through the following methods:

- **Teachers' Records:** descriptive notations from observation of student's activities, interests, evidence of learning style and strategies, and/or interactions with others
- **Inventories:** formally recorded data tracking acquisition of skills, especially in reading and math; forms will be standard within the school so as to be useful to teachers throughout a student's career
- **Student Journals:** logs kept by students, demonstrating knowledge of content, reading and research activities, thinking processes, and reflection on progress toward goals
- **Performance Reviews** (the style of which are guided by the content to be reviewed): on-demand performance tasks, such as writing samples, open-ended problems and explorations, quizzes, lab experiments, etc.; public exhibitions, such as musical and dramatic performances, demonstrations of skills and strategies, oral reports, debates on topics in social studies, etc.
- **Peer Evaluations:** discussions, after teacher modeling, with peers on progress of knowledge, expressive abilities and productive learning strategies.
- **Student Portfolio:** a collection of student work, chosen during conferences with the teacher, to document progress over time, especially in writing and communicating knowledge

Rubrics

Rubrics – There are many online resources to assist teachers in creating rubrics. A resource for rubric use and creation can be found at NJ PEP:

www.nj.gov/education/njpep/classroom/assessment/rubric.html.

Project Rubrics:

Project based learning, an integral part of the GBCS curriculum, lends itself to authentic assessment. Traditionally, teachers have used a four-point rubric, and they establish the rubric as they plan the unit, beginning with the end in mind. The rubric should reflect the goals and objectives of the unit being taught, and it should be shared with students prior to their beginning work on a project.

State Rubrics

NJ Holistic Scoring Rubric for Writing:

The state has established writing rubrics for grades three through eight. The rubric for grades three to five is a five-point rubric, and the rubric for grades six to eight is a six-point rubric. Teachers and students should be familiar with the rubric, and it should be used throughout the year to score and guide student writing.

Open-Ended Scoring Rubric for Reading, Listening, and Viewing:

The state has also established a scoring rubric for reading, listening, and viewing. This rubric is a four-point rubric for all grades, but it varies slightly in content, requiring a higher level of inference in upper grades. Like the writing rubric, teachers and students should also be familiar with this rubric, and it should be used throughout the year to score students' reading responses.

Math Open-Ended Responses:

The rubrics for math are specific to the problem/question being asked. They are based on a three-point rubric. Specifications for the rubrics are included in the following pages. Just as with the writing and reading rubrics, efforts should be made to include the use of specific rubrics when scoring open-ended math questions. Teachers and students need to be familiar with the use of rubrics in mathematics.

Section X. Board Policies

Field Trips

POLICY

Greater Brunswick Charter
Board of Education

Section: Program
2340. FIELD TRIPS
Date Created: August, 2011
Date Edited: August, 2011

2340- FIELD TRIPS(M)

The Board of Trustees recognizes that field trips properly planned and integrated with the curriculum are an educationally sound and important part of the program of the school that can supplement and enrich classroom instruction by providing learning experiences in an environment outside the school.

For purposes of this policy, a field trip means any journey by a group of pupils away from the school premises, under the supervision of a teacher, and integrally related to an approved course of study.

The Board of Trustees shall approve all proposed field trips.

The Board may authorize field trips for which all or part of the costs are borne by the pupils' parent(s) or legal guardian(s), except that no pupil in a special education class or pupil unable to pay the cost assessed shall be prohibited from attending a field trip. (N.J.S.A. 18A:36-21)

The determination of a pupil's inability to pay will be based upon the pupil's eligibility for free and reduced meals in accordance with Board Policy No. 8540.

Pupils on field trips remain under the supervision of this Board and are subject to its rules and regulations.

A pupil who violates rules or disregards the authority of supervisors on a field trip significantly endangers the safety of other pupils and may be summarily dismissed from the trip. The teaching staff member in charge will make arrangements for the dismissed pupil's transportation to home or school as appropriate. The cost of any such transportation will be borne by the parent(s) or legal guardian(s) of the pupil. The Board reserves the right to take further disciplinary measures in accordance with Policy No. 5600.

The Education Director shall prepare regulations for the operation of field trips that ensure that the safety and well-being of pupils shall be protected at all times; that parental permission is sought and obtained before any pupil may be removed from the school for a field trip; that each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its usefulness; that the effectiveness of field trip activities are monitored and continually evaluated; that teachers are allowed a considerable degree of flexibility and innovation in planning field trips; that no field trip will be approved unless it contributes to the achievement of specified instructional objectives; and that teachers are not permitted to make on-site alterations to a trip itinerary, except where the health, safety or welfare of pupils is imperiled or where changes or substitutions beyond the control of the teacher have frustrated the purpose of the trip.

N.J.S.A. 18A:36-21 et seq.; 18A:53-2

Adopted: 18 August 2011

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Employment of Teaching Staff Members

POLICY

Greater Brunswick Charter
Board of Education

Section: Teaching Staff Members

3125. EMPLOYMENT OF TEACHING STAFF MEMBERS (M)

Date Created: August, 2011

Date Edited: August, 2011

3125- EMPLOYMENT OF TEACHING STAFF MEMBERS (M)

The Board of Trustees believes it is vital to the successful operation of the school that teaching staff member positions be filled with highly qualified and competent teaching staff members.

The Education Director in consultation with the Hiring Committee shall recruit, screen, and recommend to the Board suitable candidates for school employment. The Board shall approve the employment, fix the compensation, and establish the term of employment for every teaching staff member employed by this school. Approval shall be given only to those candidates for employment recommended by the Education Director.

The Education Director may appoint a person to fill a sudden vacancy, subject to ratification of that action by the Board at the next Board meeting, and may appoint substitute teachers in accordance with this policy.

No teaching staff member shall be employed unless he/she is a holder of a valid certificate in accordance with the New Jersey Department of Education and applicable statutes and administrative codes.

The Education Director shall require proof of any candidate's certification or pending application for certification.

No person shall be employed in a position involving regular contact with pupils unless the Board has notice that no criminal history record information exists on file in the Federal Bureau of Investigation, Identification Division, or the State Bureau of Identification which would disqualify the individual from being employed or utilized in such capacity or position.

Criminal history record checks will be required pursuant to New Jersey Department of Education regulations and procedures. Any person to be employed by the school, other than a school bus driver, must undergo a criminal history background check. School bus drivers are subject to criminal history record checks in accordance with New Jersey and Federal licensing requirements. All contracted employees having regular pupil contact must undergo a criminal record history check. Approval letters will be valid only for the school or contract service provider through which the person to be employed made application for employment.

Individuals who provide volunteer services are not subject to this criminal history record information requirement. Student teachers are not subject to this criminal history record information requirement. An individual shall be permanently disqualified from employment or service in the school if the criminal history record check reveals a record of conviction for crimes as defined in N.J.S.A. 18A:6-7.1 et seq.

Substitute employees, who are rehired annually by the Board, are required to undergo a criminal history record check 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 employee later selected for a permanent position within the school does not need to undergo a new criminal history background check provided there is no break in service in the substitute employment. A break in service is when the employee is no longer approved by the employing Board of Trustees. An employee who has been laid off (dismissed because of employee reduction) and is asked to be re-employed by the school and/or contractor must submit to a new criminal history background check.

The Board or contracted service provider may employ an applicant on an emergent basis for a period not to exceed

three months, pending completion of a criminal history records check if the Board or contractor demonstrates to the Commissioner of Education that special circumstances exist which justify the emergent employment as prescribed in N.J.S.A. 18A:6-7.lc. In the event the criminal background check is not completed for an emergent hired employee within three months, the Board or contractor may petition the Commissioner for an extension of time, not to exceed two months, in order to retain the employee.

No criminal history record check shall be furnished unless the applicant provided written consent to the check. The applicant shall bear the cost for the check, including all costs for administering and processing the check. The school will deny employment to an applicant if the applicant is required and refuses to submit to a criminal history background check.

A teaching staff member's misstatement of fact material to his/her qualifications for employment or the determination of his/her salary will be considered by the Board to constitute grounds for dismissal.

All new employees will be required, within three days of the first day of hire, to complete the federal Form I-9 and supply the documentation necessary to demonstrate the employee's identity and employment eligibility under the Immigration Reform and Control Act of 1986. Completed Forms I-9 will be retained for three years or until one year after the end of the employee's separation, whichever is longer.

Substitute Teachers

The Board will employ substitutes for absent teachers in order to ensure continuity in the instructional program and will annually approve a list of substitutes and the rate of pay.

The Education Director may select substitutes from the list approved by the Board to serve in the place of an absent teacher who retains an entitlement to a regular position. The Education Director may employ, subject to ratification by the Board at the next meeting of the Board, substitutes who have not received the prior approval of the Board when no approved substitute is available.

Preference will be given to substitutes who are fully certified in the area for which they are engaged. A substitute who holds a county substitute certificate or a regular certificate without appropriate endorsements shall serve no more than twenty consecutive days in the same position.

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 Assistant Education Director. A substitute may not plan or direct an instructional program except as expressly permitted by the Education Director.

Summer School Teachers

The Board shall approve the employment, fix the compensation, and set the term of employment for each person employed in any summer school program established for this school. The Board will employ only those candidates recommended by the Education Director.

Athletic Coaches

The Board authorizes the Education Director to recommend the employment of qualified coaches for the school interscholastic and intramural athletic programs. The Board will employ as athletic coaches only those persons who have experience in and knowledge of the specific sport, are properly certified, and possess the personal characteristics that qualify them to serve as role models to the pupils they coach.

The Education Director shall advertise a vacancy in a coaching position by posting notice of the vacancy in this school and by simultaneously advertising the vacancy by appropriate means throughout the region. The Education Director may thereafter recommend to the Board the employment of any qualified candidate for the coaching position who possesses an instructional certificate issued by the New Jersey State Board of Examiners.

In the event there is no qualified and certified applicant for a coaching position, the Education Director may recommend to the Board a candidate who is the holder of a county substitute's certificate, provided the Education Director demonstrates to the County Superintendent the vacant coaching position has been advertised and no qualified

applicant based on the written school standards for the position has applied. The Education Director must provide a letter to the County Superintendent attesting to the prospective employee's knowledge and experience in the sport in which he or she will coach. Approval of the County Superintendent shall be obtained prior to such employment by the Board.

An athletic coach employed under a county substitute's certificate shall be employed for a single designated sports season and the 20-day limitation provided in N.J.A.C. 6:11-4.5(c) shall not apply to such coaching situations.

An athletic coach employed by this school who is not a regular employee of this school shall be employed only for the duration of the specific sport season. He/She shall be paid the stipend that would be paid to a school employee in the same position and shall be supervised by the Education Director. No out-of-school athletic coach shall be eligible for tenure or for employment benefits.

N.J.S.A. 18A:6-5 et seq.; 18A:6-7.1 et seq.; 18A:16-1;
18A:26-1 et seq.; 18A:27-1; 18A:27-4 et seq.
N.J.A.C. 6:11-3.1; 6:11-4.2 et seq.; 6:11-5.1 et seq.; 6:11-3.24;
6:11-11.21

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Induction Program For Provisional Teachers

POLICY

Greater Brunswick Charter
Board of Education

Section: Teaching Staff Members
3126. INDUCTION PROGRAM FOR PROVISIONAL TEACHERS
Date Created: August, 2011
Date Edited: August, 2011

3126- INDUCTION PROGRAM FOR PROVISIONAL TEACHERS

The Board of Trustees may employ a holder of a certificate of eligibility (CE) or certificate of eligibility with advanced standing (CEAS) after its mentoring plan has been approved pursuant to N.J.A.C. 6A:9-8.4.

The State-approved training program shall provide essential knowledge and skills through training that includes on-going mentoring, observations and evaluations, formal instruction in professional education aligned with the Professional Standards for Teachers, and other provisions as outlined in N.J.A.C. 6A:9-8.3(b). The training may be provided by the school or consortia of school districts in conjunction with a college or university in accordance with N.J.A.C. 6A:9-8.4(c). The school or consortium shall submit a written plan for the department's approval. In the event that joint sponsorship with a college or university cannot be achieved, the department may authorize the school or consortium to provide the formal instruction independently or in joint sponsorship with a non-collegiate entity. The school or consortium's written plan shall include documentation of its efforts to secure college or university participation. In the event the school is unable to provide formal instruction to provisional teachers in their employ, the school may provide access to formal instruction through a network of Department of Education authorized providers.

The school's local mentor plan shall be in accordance with the requirements as outlined in N.J.A.C. 6A:9-8.4. All novice teachers are required to participate in a mentoring program that takes place over a period of thirty weeks for provisional teachers holding a CEAS and thirty-four weeks for provisional teachers holding a CE. Provisional teachers shall participate for a proportionally longer period of time if in a part-time teaching position. The mentoring program shall be implemented by the mentor teacher, supervised by the Assistant Education Director, and conducted within the parameters of a school's local mentor plan and the requirements of N.J.A.C. 6A:9-8.3. In the event that no State funds are available to pay the costs of mentoring fees, candidates who are required to complete a provisional year of teaching in order to obtain standard certification shall be responsible for payment of mentoring fees during the provisional year.

A local Professional Development Committee shall be established pursuant to N.J.A.C. 6A:9-15.3(d) and this Committee shall develop a local mentor plan that includes the requirements as outlined in N.J.A.C. 6A:9-8.4(c). The Professional Development Committee shall submit the local mentor plan to the Board of Trustees for initial approval. The Professional Development Committee shall submit the addendum for the twenty-day clinical experience pursuant to N.J.A.C. 6A:9-8.3(b)1 to the Board of Trustees for initial approval and to the Executive County Superintendent for final approval. After plan review, the Board shall submit the plan to the Executive County Superintendent for final review and approval. The Executive County Superintendent shall notify the Department of Education of plan approval. Every three years, the school's mentor plan shall be revised and re-submitted to the Executive County Superintendent based on program evaluation.

The Board of Trustees shall be responsible for the implementation of the local mentor plan and the school shall submit a report on the effectiveness of the local mentor plan to the Department on an annual basis. The report, using data collected on a Department of Education developed form, shall include program impact on job satisfaction, adequacy of time and training, and recommended program changes and additions. The school shall align the mentor plan with the Professional Standards for Teachers.

The Board of Trustees shall be responsible to budget any State funds appropriated for the novice teacher mentoring program. The Board shall ensure that State funds appropriated for this program shall supplement, and not supplant, any Federal, State or local funds already devoted to planning and implementing a novice teacher mentor program. The Board of Trustees shall ensure that State funds shall be used for stipends for mentor teachers, the costs associated with release time, substitutes for mentor teachers and novice teachers, and/or professional development and training

activities related to the program.

An appropriately certified Assistant Education Director or administrative designee authorized to supervise instructional staff shall observe and evaluate the provisional teacher three times during the first year of mentoring for purposes of certification. All performance evaluations shall be aligned with the Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3 and reported on State-developed forms. Performance evaluations for career and technical education teachers shall also include career and technical education knowledge and skills. Evaluations shall be completed in accordance with the requirements of N.J.A.C. 6A:9-8.6 et seq. Mentor teachers shall not assess or evaluate the performance of provisional teachers. Interactions between provisional teachers and experienced mentor teachers are formative in nature and considered a matter of professional privilege. Mentor teachers shall not be compelled to offer testimony on the performance of provisional teachers.

Within thirty days after the conclusion of the State-approved training program, the Assistant Education Director shall submit the final evaluation directly to the Secretary of the New Jersey State Board of Examiners that shall contain a recommendation regarding standard certification for each provisional teacher. The final evaluation for each provisional teacher shall include a recommendation of approved, insufficient, or disapproved. Candidates who receive a recommendation of "disapproved" or two recommendations of "insufficient" may petition the Board of Examiners for approval of additional opportunities to seek provisional employment in schools other than those in which they received unfavorable recommendations pursuant to N.J.A.C. 6A:9-17.18.

N.J.S.A. 18A:26-2; 18A:26-2a

N.J.A.C. 6A:9-8.3; 6A:9-8.4; 6A:9-8.6; 6A:9-8.7

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Resignation

POLICY

Greater Brunswick Charter
Board of Education

Section: Teaching Staff Members

3141. RESIGNATION

Date Created: August, 2011

Date Edited: August, 2011

3141- RESIGNATION

The Board of Trustees will enter a contract with each nontenured teaching staff member providing, in part, for the termination of employment by either party on proper notice in accordance with Policy No. 3124.

An employee's resignation must be tendered to the Board through the Education Director who may accept the resignation on behalf of the Board. Any such acceptance of a resignation will be ratified by the Board at its next meeting.

A member who offers insufficient notice of resignation will be paid only through the last day of service. In addition, the Board may notify the Commissioner of Education of any tenured teaching staff member who terminates his/her position without having given sixty days notice to the Board and without the express permission of the Board. The certificate of any such member may be suspended.

N.J.S.A. 18A:26-10; 18A:28-8

N.J.A.C. 6A:9-17.9

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Nonrenewal of Nontenured Teaching Staff Member

POLICY

Greater Brunswick Charter
Board of Education

Section: Teaching Staff Members

3142. NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

Date Created: August, 2011

Date Edited: August, 2011

3142- NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

The Board of Trustees recognizes its obligation to employ only those professional staff members best trained and equipped to meet the educational needs of the pupils of this school. The Board shall discharge that obligation by retaining in service only those nontenured teaching staff members who meet those standards. The Board shall renew the employment contract of a teaching staff member only upon the recommendation of the Education Director and by a recorded roll call majority vote of the full membership of the Board. The Board shall not withhold its approval for arbitrary and capricious reasons.

When the nontenured teaching staff member's performance does not meet the standards of the school, the Education Director shall recommend not to renew the teaching staff member's contract. A nontenured teaching staff member who is not recommended for renewal by the Education Director shall be deemed nonrenewed. Prior to notifying the staff member of the nonrenewal, the Education Director will notify the Board of the recommendation not to renew the staff member's contract and the reasons for the recommendation. The Education Director may notify the Board in a written notice or in executive session at a full Board Meeting. In the event the Board is notified in executive session, the Education Director will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the staff member their employment will be discussed in executive session in order for the staff member to exercise their statutory right to request a public discussion.

The Education Director shall notify each teaching staff member to whom reemployment will not be offered of such nonrenewal in writing and verbally in an appropriately professional setting on or before May 15. Any teaching staff member who received written notice a contract will not be offered may within fifteen days of notification request in writing a statement of the reasons for nonrenewal. The Education Director will provide a written statement of reasons within thirty days after the receipt of any such request.

The nontenured teaching staff member shall have the right to an informal appearance before the Board to permit the staff member an opportunity to convince the members of the Board to offer reemployment. The staff member must request the appearance before the Board within ten calendar days of receipt of the statement of reasons.

The Board is not required to offer reemployment or vote on reemployment after an informal hearing with a nontenured teaching staff member who was not recommended for reemployment by the Education Director. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Education Director, offer the teaching staff member reemployment after an informal hearing.

N.J.S.A. 18A:27-3.1 et seq., 18A:27-4.1; 18A:27-10 et seq.
N.J.A.C. 6A:32-4.5; 6A:32-4.6

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Attendance

POLICY

Greater Brunswick Charter
Board of Education

Section: Teaching Staff Members
3212. ATTENDANCE (M)
Date Created: August, 2011
Date Edited: August, 2011

3212- ATTENDANCE (M)

The regular and prompt attendance of teaching staff members is an essential element in the efficient operation of the school and the effective conduct of the educational program. Because absenteeism exacts a high cost in the depletion of school resources and in the disruption of the educational program, the Board of Trustees is vitally interested in the attendance of each employee and considers conscientious attendance an important criterion of satisfactory job performance.

The privilege of school employment imposes on each teaching staff member the responsibility to be on the job on time every scheduled working day. This responsibility requires that the employee maintain good health standards, take intelligent precautions against accidents, both on and off the job, and manage his/her personal affairs to avoid conflict with school responsibilities.

A teaching staff member who fails to give prompt notice of an absence, misuses sick leave, fails to verify an absence in accordance with Board policy, falsifies the reason for an absence, is absent without authorization, is repeatedly tardy, or accumulates an excessive number of absences without good cause may be subject to discipline, which may include the withholding of one or subsequent salary increments, non-renewal, dismissal, and/or certification of tenure charges.

No teaching staff member will be discouraged from the prudent, necessary use of sick leave and any other leave provided for in the contract negotiated with the member's majority representative or provided in the policies of the Board.

The Education Director is directed to ascertain the rate of absence among the professional staff, in accordance with rules of the State Board of Education. Whenever the rate of absence in any school year is higher than three and one-half percent, the Education Director shall develop and present to the Board a plan for the review and improvement of staff attendance. The review and improvement plan shall require the collection and analysis of attendance data, the training of teaching staff members in their attendance responsibilities, and the counseling of teaching staff members for whom regular and prompt attendance is a problem.

N.J.S.A. 18A:27-4; 18A:28-5; 18A:30-1 et seq.

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Professional Responsibilities

POLICY

Greater Brunswick Charter
Board of Education

Section: Teaching Staff Members
3270. ATTENDANCE (M)
Date Created: August, 2011
Date Edited: August, 2011

3212- PROFESSIONAL RESPONSIBILITIES (M)

The Board of Trustees will establish and enforce rules for the assignment of specific duties to teaching staff members and for the conduct of teaching staff members during the work day.

The Board directs the Education Director to require the preparation of lesson plans by each teacher that implement the goals and objectives of the educational program. Teachers shall also be responsible for providing adequate direction and guidance to substitutes. Lesson plans will be subject to periodic review by the Education Director and/or Assistant Education Director. Lesson plans should be submitted weekly per the format designated by the school.

The Education Director shall apply uniformly throughout the school, except as may otherwise be provided in this policy, the following additional rules for teaching staff member conduct:

1. Teaching staff members are expected to attend every faculty meeting unless expressly excused by the Education Director; and
2. A teaching staff member who is excused from attending a faculty meeting must meet with the Education Director or designee the following day to review the topics covered at the meeting.

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Acceptable Use of Computer Network By Teaching Staff

POLICY

Greater Brunswick Charter
Board of Education

Section: Teaching Staff Members

3321. ACCEPTABLE USE OF COMPUTER NETWORK(S)/ COMPUTERS AND RESOURCES BY TEACHING STAFF MEMBERS

Date Created: August, 2011

Date Edited: August, 2011

3321- ACCEPTABLE USE OF COMPUTER NETWORK(S)/ COMPUTERS AND RESOURCES BY TEACHING STAFF MEMBERS

The Board recognizes that telecommunications, the Internet, and new technologies have altered the nature of teaching and learning. Access to telecommunications will allow teaching staff members to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by teaching staff members to information sources but reserves the right to limit in-school use to materials appropriate to educational purposes. The Board directs the Education Director 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 that telecommunications will allow teaching staff members access to information sources that have not been pre-screened using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer network(s) and declares unethical, unacceptable, inappropriate or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, instituting legal action or taking any other appropriate action as deemed necessary.

The Board provides access to computer network(s)/computers for administrative and educational purposes only. Personal use of computers, such as for personal email or shopping, is not appropriate during school hours, and should be generally avoided and always severely limited. The Board retains the right to restrict or terminate teaching staff members access to the computer network(s)/computers at any time, for any reason. The Board retains the right to have the Education Director or designee, monitor network activity, in any form necessary, to maintain the integrity of the network(s) and ensure its proper use.

Standards for Use of Computer Network(s)

Any individual engaging in the following actions declared unethical, unacceptable or illegal when using computer network(s)/computers shall be subject to discipline or legal action:

1. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities which violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network(s). Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
2. Using the computer network(s)/computers to violate copyrights, institutional or third party

- copyrights, license agreements or other contracts.
3. Using the computer network(s) in a manner that:
- a. Intentionally disrupts network traffic or crashes the network;
 - b. Degrades or disrupts equipment or system performance;
 - c. Uses the computing resources of the school for commercial purposes, financial gain or fraud;
 - d. Steals data or other intellectual property;
 - e. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
 - f. Gains or seeks unauthorized access to resources or entities;
 - g. Forges electronic mail messages or uses an account owned by others;
 - h. Invades privacy of others;
 - i. Posts anonymous messages;
 - j. Possesses any data which is a violation of this policy; and/or
 - k. Engages in other activities that do not advance the educational purposes for which computer network(s)/computers are provided.

Violations

Individuals violating this policy shall be subject to appropriate disciplinary actions as defined by Policy No. 3150, Discipline which includes but are not limited to:

1. Use of the network(s)/computers 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;
7. Dismissal;
8. Legal action and prosecution by the authorities; and/or
9. Any appropriate action that may be deemed necessary as determined by the Education Director and approved by the Board of Trustees.

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

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Staff Member's Use of Cellular Telephones

POLICY

Greater Brunswick Charter
Board of Education

Section: Teaching Staff Members

3322. STAFF MEMBER'S USE OF CELLULAR TELEPHONES

Date Created: August, 2011

Date Edited: August, 2011

3322- STAFF MEMBER'S USE OF CELLULAR TELEPHONES

The Greater Brunswick Charter School recognizes a school teaching staff member may need to make a personal telephone call during their workday when the telephone call cannot be made before the staff member reports to work and/or after the staff member's workday has concluded.

In the event the staff member has an occasion to make a personal telephone call during their workday, and the telephone call is of such a nature that it cannot be made before the staff member's workday begins or after the workday has concluded, the school staff member may make a personal telephone call using their personal cellular telephone during the workday provided the telephone call is made during the staff member's duty free lunch or break periods and/or preparation periods for teaching staff and is made outside the presence of pupils in an area inside the school building.

A personal telephone call by a school staff member on their personal cellular telephone shall not be made while the staff member is performing assigned school responsibilities.

In the event the staff member has an emergency requiring immediate attention that requires the personal use of their personal cellular telephone, the teaching staff member shall inform their Assistant Education Director or immediate supervisor before or immediately after using the cellular telephone, depending on the nature of the emergency.

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Harassment, Intimidation, and Bullying

POLICY

Greater Brunswick Charter
Board of Education

Section: Pupils

5512. HARASSMENT, INTIMIDATION, AND BULLYING (M)

Date Created: August, 2011

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5512- HARASSMENT, INTIMIDATION, AND BULLYING (M)

M

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A. Policy Statement

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

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a pupil. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the pupil, as well as the natural or adoptive parent(s) of the pupil, provided such 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
2. By any other distinguishing characteristic; and that
3. 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, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil’s property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
5. Has the effect of insulting or demeaning any pupil or group of pupils; or
6. Creates a hostile educational environment for the pupil by interfering with a pupil’s education or by severely or pervasively causing physical or emotional harm to the pupil.

“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. Pupil Expectations

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

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

Pupils 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 Pupil Conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils’ abilities to grow in self-discipline.

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

1. Pupil responsibilities (e.g., requirements for pupils 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. Pupil rights; and
4. Sanctions and due process for violations of the Code of Pupil Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the school has involved a broad-base of school and community members, including parents, pupils, instructional staff, pupil 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 pupil conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for pupil conduct will take into consideration the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school. This Policy requires all pupils in the school to adhere to the rules established by the school 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 Education Director must annually provide to pupils and their parents or guardians the rules of the school regarding pupil conduct. Provisions shall be made for informing parents or guardians whose primary language is other than English.

The school prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils 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 pupils 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 Trustees requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Pupil Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. 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 pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the Code of Pupil Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved and their relationship to the school;
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 Remedial Measures

Personal

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

Environmental

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
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.

Consequences and appropriate remedial action for a pupil or staff member 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 pupils, as set forth in the Board's approved Code of Pupil Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-sponsored programs, or being in the school building or on school grounds.

Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Peer support group;
3. Recommendations of a pupil behavior or ethics council;
4. Corrective instruction or other relevant learning or service experience;
5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
7. Behavioral management plan, with benchmarks that are closely monitored;
8. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
9. Involvement of school disciplinarian;
10. Pupil counseling;
11. Parent conferences;
12. Alternative placements (e.g., alternative education programs);
13. Pupil treatment; or
14. Pupil therapy.

Examples of Remedial Measures – Environmental (Classroom, School Building or School)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Supervision of pupil before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
17. Parent conferences;
18. Family counseling;
19. Involvement of parent-teacher organizations;
20. Involvement of community-based organizations;
21. Development of a general bullying response plan;
22. Recommendations of a pupil behavior or ethics council;
23. Peer support groups;
24. Alternative placements (e.g., alternative education programs);
25. School transfers; and
26. Law enforcement (e.g., safe school resource officer, juvenile officer) involvement or other legal action.

The school will also impose appropriate consequences and remedial actions to a person who commits an act of harassment, intimidation, or bullying of a pupil. 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-sponsored programs, or being in the school building 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.

E. Harassment, Intimidation, and Bullying Off School Grounds

This Policy and the Code of Pupil Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds when:

1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
2. A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
4. The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

F. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Trustees requires the Assistant Education Director at the 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 pupils are required to verbally report alleged violations of this Policy to the Assistant Education Director or the Assistant Education Director'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 pupils, also shall submit a report in writing to the Assistant Education Director within two school days of the verbal report. The Assistant Education Director will inform the parents of all pupils involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Assistant Education Director, 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.

Pupils, parents, and visitors are encouraged to report alleged violations of this Policy to the Assistant Education Director on the same day when the individual witnessed or received reliable information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Pupil Conduct may not be taken solely on the basis of an anonymous report.

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 school may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the school 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 school 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.

G. Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)

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

The school Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils;
- b. Collaborate with school Anti-Bullying Specialists in the school, the Board of Trustees, and the Education Director to prevent, identify, and respond to harassment, intimidation, or bullying of pupils in the school;
- c. Provide data, in collaboration with the Education Director, to the Department of Education regarding harassment, intimidation, or bullying of pupils;
- d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Education Director; 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 school.

2. The Assistant Education Director shall appoint a school Anti-Bullying Specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Assistant Education Director shall appoint that individual to be the school Anti-Bullying Specialist. If no individual meeting this criteria is currently employed in the school, the Assistant Education Director shall appoint a school Anti-Bullying Specialist from currently employed school personnel.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety 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 Team shall be formed in the school to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school, and to address school climate issues such as harassment, intimidation, or bullying. Each School Safety Team shall meet at least two times per school year. The School Safety Team shall consist of the Assistant Education Director or the Assistant Education Director's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Assistant Education Director: a teacher in the school; a school Anti-Bullying Specialist; a parent of a pupil in the school; and other members to be determined by the Assistant Education Director. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

- a. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Assistant Education Director;
- b. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of pupils 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 pupils;
- e. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;
- 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 Assistant Education Director or the school Anti-Bullying Coordinator may request;
- g. Collaborate with the school Anti-Bullying Coordinator in the collection of school-wide data and in the development of school policies to prevent and address harassment, intimidation, or bullying of pupils; and
- h. Execute such other duties related to harassment, intimidation, or bullying as requested by the Assistant Education Director or school Anti-Bullying Coordinator.

The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety 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 pupil.

H. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be initiated by the Assistant Education Director or the Assistant Education Director's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist. The Assistant Education Director may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in the investigation.

The investigation shall be completed and the written findings submitted to the Assistant Education Director as soon as possible, but not later than ten school days from the date of the written report of the alleged incident of harassment, intimidation, or bullying. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist or the Assistant Education Director 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 Assistant Education Director shall proceed in accordance with the Code of Pupil Conduct, as appropriate, based on the investigation findings. The Assistant Education Director shall submit the report to the Education Director 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 Education Director shall ensure the Code of Pupil Conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, or take or recommend other appropriate action, as

necessary.

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

Parents of the pupils who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents or guardians shall include the nature of the investigation, whether the school found evidence of harassment, intimidation, or bullying, or 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 Trustees.

A parent or guardian may request a hearing before the Board of Trustees after receiving the information. When a request for a hearing is granted, the hearing shall be held within ten school days of the request. The Board of Trustees 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 pupils. 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 alleged incident, the findings from the investigation of the alleged incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board of Trustees meeting following its receipt of the report or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Education Director'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 Trustees' decision.

A parent, pupil, legal guardian, 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.).

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

The Board authorizes the Assistant Education Director, in conjunction with the Anti-Bullying Specialist, to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed, and the Education Director 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 or school level or by law enforcement officials.

Consequences and appropriate remedial actions for a pupil who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils 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:16-7.5, Expulsions.

In considering whether a response beyond the individual level is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the

behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation or bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe school resource officers.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The Board is encouraged to set the parameters for the range of responses to be established by the Assistant Education Director, in conjunction with the Anti-Bullying Specialist, and for the Education Director to follow. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, or school 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 positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report, or other legal action).
2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, parent programs, and information disseminated to pupils and parents or guardians, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
4. School-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations), and disseminating information on the core ethical values adopted by the school Board of Trustees' Code of Pupil Conduct, per N.J.A.C. 6A:16-7.1(a)2.

The school will identify a range of strategies and resources, which could include, but not be limited to, the following actions for individual victims: counseling; teacher aides; hallway and playground monitors; schedule changes; before and after school supervision; school transportation supervision; school transfers; and therapy.

J. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with pupils, school volunteer, or pupil from engaging in reprisal, retaliation, or false accusation against a victim, witness, 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 school 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 pupils 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 pupils that engages 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-sponsored programs, or being in the school building 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.

K. 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. Pupils - Consequences and appropriate remedial action for a pupil 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 Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with pupils 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 school 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-sponsored programs, or being in the school building 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 building or grounds privileges, or prohibiting contact with pupils or the provision of pupil services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

L. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Education Director to all school employees, contracted service providers who have contact with pupils, school volunteers, pupils, and parents who have children enrolled in the school, 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 Education Director shall ensure that notice of this Policy appears in the pupil handbook and all other publications of the school that set forth the comprehensive rules, procedures, and standards for the school.

The Education Director shall post a link to the school's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school's website. The school will notify pupils and

parents this Harassment, Intimidation, and Bullying Policy is available on the school's website.

The Education Director shall post the name, school phone number, school address, and school email address of the school Anti-Bullying Coordinator on the home page of the school's website. The Assistant Education Director shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the school Anti-Bullying Coordinator on the home page of the school's website.

M. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Education Director and Assistant Education Director shall provide training on the school's Harassment, Intimidation, and Bullying Policy to current and new school employees, contracted service providers, and volunteers who have significant contact with pupils. 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. The school's employee training program shall include information regarding the school's Policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff members, contracted service providers, and school volunteers who have significant contact with pupils.

Each public school teacher shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention in each 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 for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112.

Board members shall be required to complete a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

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

N. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

The Education Director shall develop and implement a process for annually discussing the school's Harassment, Intimidation, and Bullying Policy with pupils.

The Education Director and the Assistant Education Director shall annually conduct a reevaluation,

reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the school's Anti-Bullying Specialists, and recommend revisions and additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment and review.

O. Reports to Board of Trustees and New Jersey Department of Education

The Education Director 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 harassment, intimidation, and bullying 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. The information reported shall be used to grade the school in accordance with the provisions of N.J.S.A. 18A:17-46. The grade received by the school shall be posted on the homepage of the school's website and the school'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 Education Director to the Department of Education shall also be available on the school's website. This information shall be posted on the website within ten days of receipt of the grade for the school.

P. Reports to Law Enforcement

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

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 Trustees 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. Pupils with Disabilities

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

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

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

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

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011, Adopted: 18 August 2011

POLICY

GREATER BRUNSWICK CHARTER BOARD OF EDUCATION

Removal of Pupils From the General Education Program for Weapons/Firearms Offenses

PUPILS

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REMOVAL OF PUPILS FROM THE GENERAL EDUCATION PROGRAM FOR
WEAPONS/FIREARMS OFFENSES (M)

5611 REMOVAL OF PUPILS FROM THE GENERAL EDUCATION PROGRAM FOR WEAPONS/FIREARMS OFFENSES (M)

The Board of Trustees is committed to providing a safe and secure school environment to all students attending the public schools. To provide this environment, the Board of Trustees will implement policies and procedures regarding student ~~pupil~~ offenses involving firearms, as defined in N.J.S.A. 2C:39-1(f) and 18 U.S.C. §921, pursuant to The Zero Tolerance For Guns Act, N.J.S.A. 18A:37-7 through N.J.S.A. 37-12.

Policy and Regulation 5611 shall apply to a student who is convicted or adjudicated delinquent for possession of a firearm on school grounds, convicted or adjudicated delinquent for committing a crime while in possession of a firearm on school grounds, or found knowingly in possession of a firearm on school grounds. A student, other than a student with a disability, convicted or adjudicated delinquent for these firearm offenses shall be immediately removed from the school's general education program for a period of not less than one calendar year and placed in an alternative education program according to the requirements of N.J.A.C. 6A:16-9. A student with a disability convicted or adjudicated delinquent for these firearm offenses shall be immediately removed in accordance with the provisions of N.J.A.C. 6A:14 and applicable Federal regulations and shall receive a placement in accordance with N.J.A.C. 6A:14.

The Education Director or designee shall remove the student in accordance with the requirements outlined in N.J.A.C. 6A:16-5.5(d), which includes notifying the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

If it is found that the removed student did not commit these firearm offenses, the student shall be immediately returned to the program from which he or she was removed.

The Education Director shall make the final determination on whether the general education student removed in accordance with the requirements of N.J.A.C. 6A:16-5.5 and this Policy is prepared to return to the general education program or will remain in an alternative education program, pursuant to N.J.A.C. 6A:16-9, or receive home or other out-of-school instruction, pursuant to N.J.A.C. 6A:16-10 based on the criteria outlined in N.J.A.C. 6A:16-5.5(i)

If a student, other than a student with a disability, is removed from the general education program pursuant to N.J.A.C. 6A:16-5.5 and this Policy, and a placement in an alternative education program is not available, the general education student shall be provided home or other out-of-school instruction according to N.J.A.C. 6A:16-10.2 until placement is available.

The Education Director of Schools biannually shall submit to the Commissioner of Education a report on each incident under N.J.A.C. 6A:16-5.5 utilizing the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(d)1.

This Policy and Regulation 5611, implementing the requirements of N.J.A.C. 6A:16-5.5, shall be annually disseminated to all school staff, students, and parents.

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

N.J.A.C. 6A:14-2.8 et seq.; 6A:16-5.5 6A:16-6.1 et seq.;

6A:16-7.1 et seq.; 6A:16-8.1 et seq.; 6A:16-9.1 et seq.; 6A:16-10.2

Adopted: 21 August 2015

POLICY

Assault By Pupils On Board Members Or Employees

GREATER BRUNSWICK CHARTER
BOARD OF EDUCATION

PUPILS

5612, ASSAULT BY PUPILS ON BOARD MEMBERS OR EMPLOYEES (M)

5612 ASSAULT BY PUPILS ON BOARD MEMBERS OR EMPLOYEES (M)

Any student who commits an assault, as defined under N.J.S.A. 2C:12-1(a)1, not involving the use of a weapon or firearm, upon a teacher, administrator, other school district employee, or Board member acting in the performance of his or her duties and in a situation where his or her authority to act is apparent, or as a result of the victim's relationship to the school district, shall be immediately removed from school pursuant to N.J.S.A. 18A:37-2.1; and N.J.A.C. 6A:16-5.7.

A student, other than a student with a disability, who commits an assault as defined in N.J.S.A. 2C:12-1(a)1, shall be immediately removed from school consistent with due process procedures, pending a hearing pursuant to N.J.A.C. 6A:16-7.2 through 7.5. Nothing in N.J.S.A. 18A:37-2.1 or N.J.A.C. 6A:16-5.7 shall be construed as prohibiting the expulsion of a general education student. A student with a disability who commits an assault as defined in this Policy, shall be removed in accordance with N.J.A.C. 6A:14 and due process proceedings in accordance with N.J.A.C. 14-2.7 and 2.8.

In accordance with the provisions of N.J.S.A. 18A:37-2.1(a), said proceedings shall take place no later than thirty calendar days following the day on which the student is suspended. The decision of the Board shall be made within five days after the close of the hearing. Any appeal of the Board's decision shall be made to the Commissioner of Education within ninety days of the Board's decision. The provisions herein shall be construed in a manner consistent with 20 U.S.C. § 1400 et seq.

The Education Director or designee shall remove, isolate, and place the student under the supervision of school staff until the student's parent or appropriate agency takes custody of the student. The Education Director or designee will immediately notify the student's parent of the removal action and the student's due process rights. The Education Director or designee will notify the appropriate law enforcement official of a possible violation of the New Jersey Code of Criminal Justice.

In accordance with the provisions of N.J.S.A. 18A:37-2.1(b), whenever a teacher, administrator, Board member, other school district employee, or a labor representative on behalf of an employee makes an allegation in writing that the Board member or employee has been assaulted by a student, the Education Director shall file a written report of the alleged assault with the Education Director. The Education Director shall report the alleged assault to the Board at its next regular meeting; provided that the name of the student who allegedly

committed the assault, although it may be disclosed to the Board members, shall be kept confidential at the public Board of Trustees meeting.

Any person who fails to file a report of an alleged assault as required pursuant to N.J.S.A. 18A:37-2.1 and N.J.A.C. 6A:16-5.7 may be liable to disciplinary action by the Board.

The Education Director biannually shall submit to the Commissioner of Education a report on each incident under N.J.A.C. 6A:16-5.7 utilizing the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(e)1.

Policy and Regulation 5612, implementing the requirements of N.J.A.C. 6A:16-5.7, shall be annually disseminated to all school staff, students, and parents.

N.J.S.A. 18A:37-2.1

N.J.A.C. 6A:14-2.7; 6A:14-2.8; 6A:16-5.7; 6A:16-7.2; 6A:16-7.3; 6A:16-7.4; 6A:16-7.5

Adopted: 21 August 2015

POLICY GUIDE

GREATER BRUNSWICK CHARTER BOARD OF EDUCATION

Removal of Students for Assaults with Weapons

PUPILS

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Removal of Students for Assaults with Weapons

Offenses

Jun 14

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[See **POLICY ALERT No. 203**]

5613 REMOVAL OF STUDENTS FOR ASSAULTS WITH WEAPONS OFFENSES

The Board of Trustees is committed to providing a safe and secure school environment to all students attending the public school. To provide this environment, the Board of Trustees will implement policies and procedures regarding a student who commits an assault, as defined under N.J.S.A. 2C:12-1(a)1, with a weapon, which includes, but is not limited to, items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f) and 18 U.S.C. § 921, upon a teacher, administrator, other school Board employee, Board of Trustees member, or another student on school grounds, pursuant to N.J.S.A. 18A:37-2.2 through 2.5.

A student, other than a student with a disability, who commits an assault as defined above shall be immediately removed from the school's general education program for a period not exceeding one calendar year and placed in an alternative education program according to the requirements of N.J.A.C. 6A:16-9. A student with a disability who commits an assault as defined above shall be immediately removed in accordance with the provisions of N.J.A.C. 6A:14 and applicable Federal regulations and shall receive a placement in accordance with N.J.A.C. 6A:14.

The Education Director or designee shall remove the student in accordance with the requirements outlined in N.J.A.C. 6A:16-5.6(d), which includes notifying the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

If it is found that the removed student did not commit these offense(s), the student shall be immediately returned to the program for which he or she was removed.

If a student, other than a student with a disability, is removed from the general education program pursuant to N.J.A.C. 6A:16-5.6 and this Policy, and a placement in an alternative education program is not available, the general education student shall be provided home or other out-of-school instruction, according to N.J.A.C. 6A:16-10.2, until placement is available.

The Education Director shall make the final determination on whether the general education student removed, in accordance with the requirements of N.J.A.C. 6A:16-5.6 and this Policy, is prepared to return to the general education program or will remain in an alternative education program or receive home or other out-of-school instruction based on the criteria outlined in N.J.A.C. 6A:16-5.6(i).

The Education Director of Schools biannually shall submit to the Commissioner of Education a report on each incident and the circumstance surrounding the removal of students pursuant to N.J.A.C. 6A:16-5.6 utilizing the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(e)1.

This Policy and Regulation 5613, implementing the requirements of N.J.A.C. 6A:16-5.6, shall be annually disseminated to all school staff, students, and parents.

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

N.J.A.C. 6A:14-2.8 et seq.; 6A:16-5.6; 6A:16-6.1 et seq.; 6A:16-7.1 et seq.;
6A:16-8.1 et seq.; 6A:16-9.1 et seq.; 6A:16-10.2

Adopted: 21 August 2015

POLICY GUIDE

Student Intervention and Referral Services

PROGRAM

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Student Intervention and Referral Services

Jun 14

2417 STUDENT INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation in the school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board adopts this appropriate multidisciplinary team approach for planning and delivering the services required under N.J.A.C. 6A:16-8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team. The intervention and referral services shall be provided to aid students in the general education program and may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individualized Education Program Team, as appropriate.

The functions of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16-8.2(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.

The I&RS Team shall review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the Education Director for improving school programs and services, as appropriate.

At the end of the school year, the Education Director shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Board of Trustees.

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2

Adopted: 21 August 2015

POLICY GUIDE

Reporting Potentially Missing or Abused Children

OPERATIONS

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Reporting Potentially Missing or Abused Children

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[See **POLICY MEMO No. 56**]

[See **POLICY ALERT Nos. 94, 97, 100, 106, 133, 169, 180 and 203**]

8462 REPORTING POTENTIALLY MISSING OR ABUSED CHILDREN

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

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

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

The Education Director or other designated school official(s) upon being notified by a person having reason to believe that a child may be missing or may have been abused or neglected, must notify appropriate law enforcement authorities. Notification to appropriate law enforcement authorities shall be made for all reports by employees, volunteers, or interns working in the school district. Confirmation by another person is not required for a school district employee, volunteer, or intern to report the suspected missing, abused, or neglected child situation.

School district officials will cooperate with designated child welfare and law enforcement

authorities in all investigations of potentially missing, abused, or neglected children in accordance with the provisions of N.J.A.C. 6A:16-11.1(a)5.

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

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

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

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

Any employee, volunteer, or intern with reasonable cause to suspect or believe a student has attempted or contemplated suicide shall report such information to the Department of Children and Families, Division of Child Protection and Permanency, in a form and manner prescribed by the Division of Child Protection and Permanency pursuant to N.J.S.A. 30:9A-24.a.

N.J.S.A. 18A:36-24; 18A:36-25 et seq.

N.J.A.C. 6A:16-11.1

Adopted: 21 August 2015

POLICY GUIDE

Electronic Communications Between Support Staff Members and Students

SUPPORT STAFF MEMBERS

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Electronic Communications Between Support Staff
Members and Students

Jun 14

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[See POLICY ALERT No. 203]

4283 ELECTRONIC COMMUNICATIONS BETWEEN SUPPORT STAFF MEMBERS AND STUDENTS

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Trustees adopts this Policy to provide guidance and direction to support staff members to prevent improper electronic communications between support staff members and students. The Board of Trustees recognizes support staff members can be vulnerable in electronic communications with students.

The Board prohibits all electronic communications between a support staff member and a student. However, based on a support staff member's professional responsibilities electronic communications between a support staff member and a student may be permitted with written approval of the Superintendent or designee. The approval is only for the school year in which the approval is granted. If the Superintendent or designee approves electronic communications between a support staff member and a student, the support staff member shall be required to comply with all the provisions of this Policy.

The Commissioner of Education has determined inappropriate conduct may determine a school staff member unfit to discharge the duties and functions of their position. Improper electronic communications by school 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 support staff member's responsibilities assigned to the support staff member by the administration or Board of Trustees.

For the purposes of this Policy, "improper electronic communications" means an electronic communication between a support 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 support staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a support staff member, who has been approved by the Superintendent or designee to have electronic communications, 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 support 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 support 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 support staff member and a student that the Commissioner of Education would determine to be inappropriate in determining the support staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a support staff member, who has been approved by the Superintendent or designee to have electronic communications, and a student shall be followed:

1. E-Mail Electronic Communications Between a Support Staff Member and a Student
 - a. All e-mails between a support staff member and a student must be sent or received through the school's e-mail system. The content of all e-mails between a support staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.
 - b. A support staff member shall not provide their personal e-mail address to any student. If a student sends an e-mail to a support 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 support staff member and the student.

- c. A support staff member's school e-mail account is subject to review by authorized school district officials. Therefore, a support staff member shall have no expectation of privacy on the school district's e-mail system.
2. Cellular Telephone Electronic Communications Between a Support Staff Member and a Student
 - a. Communications between a support staff member and a student via a personal cellular telephone shall be prohibited.
 - (1) However, a support staff member may, with prior approval of the Education Director or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the support 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 Education Director or designee.
3. Text Messaging Electronic Communications Between Support Staff Members and Students
 - a. Text messaging communications between a support staff member and an individual student are prohibited.
 - (1) However, a support staff member may, with prior approval of the Education Director or designee, text message students provided the need to text message is directly related to the support staff member's professional responsibilities regarding the student. 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 activity approved by the Education Director or designee.
4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Support Staff Members and a Student
 - a. A support staff member is prohibited from communicating with any student through the support staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a support staff member and a student.
 - b. A support 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

support staff member's personal social networking website or other Internet-based social media website shall not be responded to by the support staff member and shall be reported to the Education Director or designee by the support staff member.

- c. If a support 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 support 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 Education Director 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 Education Director or designee.

Reporting Responsibilities

- 1. In the event a student sends an electronic communication to a support staff member who has not been approved by the Superintendent or designee to have electronic communications, the support staff member shall report the communication to the Education Director or designee. The Education Director or designee will take appropriate action to have the student discontinue such electronic communications. Electronic communications by a support staff member or a student where such communications are not approved by the Superintendent or designee may result in appropriate disciplinary action.
- 2. In the event a student sends an improper electronic communication, as defined in this Policy, to a support staff member who has been approved by the Superintendent or designee to receive electronic communications, the support staff member shall report the improper electronic communication to the Education Director or designee. The Education Director or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a support staff member or a student may result in appropriate disciplinary action.
- 3. A support staff member and student may be exempt from the provisions outlined in this Policy if a support staff member and student are relatives. The support staff member and the student's parent shall submit notification to the Education Director of the student's school of their family relationship and their exemption from the provisions outlined in this Policy.

The provisions of this Policy shall be applicable at all times while the support 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.

Equal Employment Opportunities

POLICY

Greater Brunswick Charter Board of Education

Section: Administration

1530. EQUAL EMPLOYMENT OPPORTUNITIES (M)

Date Created: August, 2011

Date Edited: June, 2016

1530- EQUAL EMPLOYMENT OPPORTUNITIES (M)

M

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

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 school 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'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 school'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 pupils or employees, pursuant to N.J.A.C. 6A:7-1.1.

The Education Director 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: 18 August 2011

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Equal Employment/Anti Discrimination Practice

POLICY

Greater Brunswick Charter Board of Education

Section: Administration

1550. EQUAL EMPLOYMENT/ANTI-DISCRIMINATION PRACTICES

Date Created: August, 2011

Date Edited: September, 2018

1550- EQUAL EMPLOYMENT/ANTI-DISCRIMINATION PRACTICES

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The Board of Trustees 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, religion, disability, or socioeconomic status.

The Board shall ensure equal pay for equal work among members of the school'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.A.C. 6A:7-1.1 et seq.; 6A:7-1.8

Adopted: 27 September 2018

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Residency Requirements for Person Holding School District office, Employment , or Position

POLICY

Greater Brunswick Charter Board of Education

Section: Administration

1631. Residency Requirement for Person Holding School District office, Employment, or Position

Date Created: November, 2012

Date Edited: November, 2012

1631- Residency Requirement for Person Holding School District office, Employment, or Position

Every person holding an office, employment, or position in a school district shall have his or her principal residence in New Jersey in accordance with the provisions of N.J.S.A. 52:14-7.

For the purpose of this Policy, "school district" means any local or regional school district established pursuant to Chapter 8 or Chapter 13 of Title 18A of the New Jersey Statutes and any jointure commission, county vocational school, county special services district, educational services commission, educational research and demonstration center, environmental education center, and educational information and resource center.

For the purpose of this Policy, a person may have at most one principal residence and the State of a person's principal residence means the State where the person spends the majority of his or her nonworking time, which is most clearly the center of his or her domestic life, and which is designated as his or her legal address and legal residence for voting. Having a home in New Jersey is not significant enough by itself to meet the principal residence requirement of the law. The fact that a person is domiciled in New Jersey shall not by itself satisfy the requirement of principal residency.

A person, regardless of the office, employment, or position, who holds an office, employment, or position in the school district on September 1, 2011, but does not have his or her principal residence in New Jersey on September 1, 2011, shall not be subject to this residency requirement of N.J.S.A. 52:14-7 while the person continues to hold office, employment, or position without a break in public service of greater than seven days.

A person may request an exemption from the provisions of N.J.S.A. 52:14-7 on the basis of critical need or hardship. The request shall be made to a five-member committee established in accordance with the provisions of N.J.S.A. 52:14-7 to consider applications for such exemptions. The decision on whether to approve an application from any person shall be made by a majority vote of the members of the committee, and those voting in the affirmative shall so sign the approved application. If the committee fails to act on an application within thirty days after the receipt thereof, no exemption shall be granted and the residency requirement of N.J.S.A. 52:14-7 shall be operative.

Any person holding or attempting to hold an office, employment, or position in violation of N.J.S.A. 52:14-7 shall be considered as illegally holding or attempting to hold the office, employment, or position; however, the person shall have one year from the time of taking the office, employment, or position to satisfy the requirement of principal residency. If such person fails to satisfy the requirement of principal

residency as defined in N.J.S.A. 52:14-7 after the 365-day period, that person shall be deemed unqualified for holding the office, employment, or position. The Superior Court shall, in a civil action in lieu of prerogative writ, give judgment of ouster against such person, upon the complaint of any officer or citizen of the State, provided that any such complaint shall be brought within one year of the alleged 365-day period of failure to have his or her principal residence in this State.

Notice of the residency requirements as outlined in N.J.S.A. 52:14-7 and this Policy should be provided to all existing persons holding office, employment, or a position in the school district and to candidates seeking to hold office, employment, or a position in the school district.

N.J.S.A. 52:14-7

Adopted:

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Acceptable Use of Computer Network By Students

POLICY

Greater Brunswick Charter Board of Education

Section: Program

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

Date Created: August, 2011

Date Edited: August, 2011

2361- ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

M

The Board of Trustees recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow pupils to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by pupils to information sources but reserves the right to limit in school use to materials appropriate to educational purposes. The Board directs the Education Director 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 that telecommunications will allow pupils 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 network/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to the computer network/computers at any time, for any reason. The Board retains the right to have school personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

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 network(s)/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 network. 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 network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer network(s) 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 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 user;
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 purposes for which computer networks/computers are provided.

Internet Safety/Protection

The school is in compliance with the Children's Internet Protection Act and has installed technology protection measures for all computers in the school, including computers in the media center/library, that block and/or filter 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 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.

The school will certify on an annual basis, that the school, including the media center/library, in the school are in compliance with the Children's Internet Protection Act and the school enforces the requirements of this policy.

This Policy also establishes Internet safety policy and procedures in the school 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 visual depictions prohibited in the Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors. 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.

Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they shall have filed with Education Director a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

Violations

Individuals violating this policy shall be subject to the consequences as indicated in Regulation No. 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.

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Discipline

POLICY

Greater Brunswick Charter Board of Education

Section: Teaching Staff Members

3150. DISCIPLINE

Date Created: August, 2011

Date Edited: August, 2011

3150- DISCIPLINE

The Board of Trustees directs all teaching staff members to observe statutes of the State of New Jersey, rules of the State Board of Education, policies of this Board, and duly promulgated administrative rules and regulations governing staff conduct. Violations of those statutes, rules, policies and regulations will be subject to discipline.

The Education Director shall deal with disciplinary matters on a case-by-case basis. Discipline measures will include verbal and written warnings as appropriate and will provide, wherever possible, for progressive penalties for repeated violations. Penalties may include suspension, withholding one or more increments, and dismissal.

In the event disciplinary action is contemplated, notice will be given to the teaching staff member in ordinary and concise language of the specific acts and omissions upon which the disciplinary action is based; the text of the statute, policy, or rule that the member is alleged to have violated; a date when the member may be heard and the administrator who will hear the matter; and the penalty that may be imposed.

N.J.S.A. 18A:25-7; 18A:27-4

N.J.S.A. 34:13A-1 et seq.; 34:19-1

Adopted: 18 August 2011

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Code of Ethics

POLICY

Greater Brunswick Charter Board of Education

Section: Teaching Staff Members

3211. CODE OF ETHICS

Date Created: August, 2011

Date Edited: August, 2011

3211- CODE OF ETHICS

The Board of Trustees endorses the code of ethics for professional educators published by the National Education Association.

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of pupils, of parent(s) or legal guardian(s), and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I -- Commitment to the Pupil

The educator strives to help each pupil realize his/her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the pupil, the educator-

1. Shall not unreasonably restrain the pupil from independent action in the pursuit of learning.
2. Shall not unreasonably deny the pupil access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the pupil's progress.
4. Shall make reasonable effort to protect the pupil from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the pupil to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--

- a. Exclude any pupil from participation in any program
 - b. Deny benefits to any pupil
 - c. Grant any advantage to any pupil
7. Shall not use professional relationships with pupils for private advantage.
 8. Shall not disclose information about pupils obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II -- Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Adopted: 18 August 2011

Outside Activities

POLICY

Greater Brunswick Charter

Board of Education

Section: Teaching Staff Members

3230. OUTSIDE ACTIVITIES

Date Created: August, 2011

Date Edited: August, 2011

3230- OUTSIDE ACTIVITIES

The Board of Trustees recognizes that teaching staff members enjoy a private life outside the school in which they enjoy associations and engage in activities for a variety of personal, economic, religious, or cultural reasons. The Board believes that the role of the teaching profession is such that teachers exert a continuing influence away from the school. Further, the Board has directed the evaluation of staff in terms of their faithfulness to and effectiveness in discharging professional duties. Accordingly, the Board reserves the right to determine when activities outside the school interfere with a staff member's professional performance and the discharge of the member's responsibilities to the pupils of this school.

The Board directs that all teaching staff members be governed in the conduct of personal activities by the following guidelines:

1. Teaching staff members should refrain from conduct, associations, and offensive speech that, if given publicity, would tend to have an adverse or harmful effect upon pupils or the school community;
2. Teaching staff members should not devote time during the working day to an outside activity without valid reason. They should not solicit or accept customers for private enterprises on school premises or during the school day without the express permission of the Education Director;
3. The Board does not endorse, support, or assume liability in any way for any staff member of this school who takes pupils on trips not approved by the Board or Education Director, and shall not be liable for the welfare of pupils who travel on such trips. No staff member may solicit pupils of this school for such trips within the facilities or on the school grounds;
4. Teaching staff members shall not campaign on school premises on behalf of any candidate for local, state, or national office or for any public question on the ballot;
5. Teaching staff members should not as a practice tutor pupils currently enrolled in their classes privately for compensation;
6. Copyrights and patents to materials or equipment developed, written, prepared, processed, or tested by teaching staff members in the performance of their professional duties reside with and may be claimed by the Board.

N.J.S.A. 18A:42-4
N.J.S.A. 19:1.1 et seq.

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Adopted: 18 August 2011

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Inappropriate Staff Conduct

POLICY

Greater Brunswick Charter Board of Education

Section: Teaching Staff Members
3281. INAPPROPRIATE STAFF CONDUCT
Date Created: August, 2011
Date Edited: August, 2011

3281- INAPPROPRIATE STAFF CONDUCT

The Board of Trustees recognizes its responsibility to protect the health, safety and welfare of all pupils within this school. Furthermore, the Board recognizes there exists a professional responsibility for all school staff to protect a pupil's health, safety and welfare. The Board strongly believes that school staff members have the public's trust and confidence to protect the well-being of all pupils attending the school.

In support of this Board's strong commitment to the public's trust and confidence of school staff, the Board of Trustees holds all school staff to the highest level of professional responsibility in their conduct with all pupils. Inappropriate conduct and conduct unbecoming a school staff member will not be tolerated in this school.

The Board recognizes and appreciates the staff-pupil professional relationship that exists in a school's educational environment. This Policy has been developed and adopted by this Board to provide guidance and direction to avoid actual and/or the appearance of inappropriate staff conduct and conduct unbecoming a school staff member toward pupils.

School staff's conduct in completing their professional responsibilities shall be appropriate at all times. School staff shall not make inappropriate comments to pupils or about pupils and shall not engage in inappropriate language or expression in the presence of pupils. School staff shall not engage in inappropriate conduct toward or with pupils. School staff shall not engage or seek to be in the presence of a pupil beyond the staff member's professional responsibilities. School staff shall not provide transportation to a pupil in their private vehicle or permit a pupil into their private vehicle unless there is an emergency or a special circumstance that has been approved in advance by the Assistant Education Director/immediate supervisor and the parent/legal guardian.

The Commissioner of Education has determined inappropriate conduct by a school staff member outside their professional responsibilities may be considered conduct unbecoming a staff member. Therefore, school staff members are advised to be concerned with such conduct which may include, but are not limited to, communications and/or publications using e-mails, text-messaging, social networking sites, or any other medium that is directed and/or available to pupils or for public display.

A school staff member is always expected to maintain a professional relationship with pupils and to protect the health, safety and welfare of school pupils. A staff member's conduct will be held to the professional standards established by the New Jersey State Board of Education and the New Jersey Commissioner of Education. Inappropriate conduct or conduct unbecoming a staff member may also include conduct not specifically listed in this Policy, but conduct determined by the New Jersey State Board of Education, the New Jersey Commissioner of Education and/or appropriate courts to be inappropriate or conduct unbecoming a school staff member.

School personnel, compensated and uncompensated (volunteers), are required to report to their immediate supervisor or Assistant Education Director any possible violations of this Policy. In the event the report alleges conduct by the Assistant Education Director or the immediate supervisor, the school staff member may report directly to the Chairperson of the Board of Trustees. In addition, school personnel having

reasonable cause to believe a pupil has been subjected to child abuse or neglect or acts of child abuse or neglect as defined under N.J.S.A. 9:6-8.10 are required to immediately report to the Division of Youth and Family Services in accordance with N.J.A.C. 6A:16-10.1 et seq. and inform the Assistant Education Director or immediate supervisor after making such report. However, notice to the Assistant Education Director or designee need not be given when the school staff member believes such notice would likely endanger the referrer or child(ren) involved or when the staff member believes that such disclosure would likely result in retaliation against the child or in discrimination against the referrer with respect to his/her employment.

This Policy will be distributed to all school staff and provided to staff members at anytime upon request.

N.J.S.A. 18A:28-5 et seq.
N.J.A.C. 6A:16-10.1 et seq.

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Electronic Communications Between Teaching Staff Members and Students

POLICY

Greater Brunswick Charter Board of Education

Section: Teaching Staff Members

3283. Electronic Communications Between Teaching Staff Members and Students

Date Created: August, 2014

Date Edited: August, 2014

3283- Electronic Communications Between Teaching Staff Members and Students

M

The Board of Trustees 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 Trustees 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 Trustees 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 Trustees.

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 Education Director 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 Education Director 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 Education Director 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 Education Director 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 Education Director 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 Education Director 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 Education Director 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 Education Director or designee by the next school day. The Education Director 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 teaching staff member and the student's parent shall submit notification to the Education Director of their family relationship and their exemption from the provisions outlined in this Policy.

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

Adopted: 21 August 2014

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Healthy Workplace Environment

POLICY

Greater Brunswick Charter Board of Education

Section: Teaching Staff Members

3351. HEALTHY WORKPLACE ENVIRONMENT

Date Created: August, 2011

Date Edited: August, 2011

3351- HEALTHY WORKPLACE ENVIRONMENT

The Board of Trustees recognizes a healthy workplace environment enables school administrative and teaching staff members to fully contribute their expertise and skills to their school responsibilities. A healthy workplace environment can improve productivity, reduce absenteeism, and reduce staff turnover while having a positive impact on the school's programs provided to pupils in the school.

A significant characteristic of a healthy workplace environment is that employees interact with each other with dignity and respect regardless of an employee's work assignment or position in the school. Repeated malicious conduct of an employee or group of employees directed toward another employee or group of employees in the workplace that a reasonable person would find hostile or offensive is unacceptable and is not conducive to establishing or maintaining a healthy workplace environment. This unacceptable conduct may include, but is not limited to, repeated infliction of verbal abuse such as the use of derogatory remarks; insults; verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating; or the gratuitous sabotage or undermining of a person's work performance. A single act of such conduct shall not constitute the unacceptable conduct prohibited by this policy unless it is especially severe and egregious.

Unacceptable conduct, for the purposes of this policy, is not conduct toward an employee of a protected class or because of the employee's protected activity. These employees and activities are afforded the legal protections under various Federal and State anti-discrimination laws. In addition, unacceptable conduct for the purposes of this policy shall not be confused with conduct of management employees exercising management rights including, but not limited to, assigning tasks, reprimanding, assigning discipline, or directing.

Employees who believe the conduct prohibited by this policy has been directed toward them or to another employee of the school shall submit a written report to the Education Director. The written report shall provide specific details supporting the claim including, but not limited to, the specific conduct; the names of witnesses (if any) who may have observed such conduct; dates or times when such conduct occurred; and any other information the person(s) making the report believes will be informative and helpful to an investigation of the allegations. Upon receipt of a report, the Education Director or designee will conduct an investigation and upon completion of the investigation will inform the person(s) who made the report such an investigation was completed. The amount of investigation information shared with the person(s) making the report will be at the discretion of the Education Director or designee and may vary depending on whether the conduct reported was directed to the person(s) making the report, confidential personnel matters, and/or other issues as determined by the Education Director or designee.

If the investigation determines conduct prohibited by this policy has taken place, the Education Director or designee will meet with the offender(s) and the victim(s) to review the investigation results and to implement remedial measures to ensure such conduct does not continue or reoccur. Appropriate disciplinary action may be taken depending on the severity of conduct.

There shall be no reprisals or retaliation against any person(s) who reports conduct prohibited by this policy.

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Sexual Harassment

POLICY

Greater Brunswick Charter Board of Education

Section: Teaching Staff Members
3362. SEXUAL HARASSMENT (M)
Date Created: August, 2011
Date Edited: August, 2011

3362- SEXUAL HARASSMENT (M)

M

The Board of Trustees 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 and intolerable in a workplace to which the children of this school 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 school is strictly forbidden. Any employee or agent of this Board who is found to have sexually harassed an employee of this school 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 teacher handbooks.

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: 18 August 2011

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Protection Against Retaliation – Teaching Staff

POLICY

Greater Brunswick Charter Board of Education

Section: Teaching Staff Members

3381. PROTECTION AGAINST RETALIATION

Date Created: August, 2011

Date Edited: August, 2011

3381- PROTECTION AGAINST RETALIATION

The Board of Trustees will take no retaliatory action, by discharge, demotion, suspension, or any other adverse action, against an employee because that employee has conscientiously:

1. Disclosed or threatened to disclose to a supervisor or public body an activity, policy, or practice of this Board or any school officer that the employee reasonably believes to be in violation of law or rule;
2. Provided information to a public body conducting an investigation, hearing, or inquiry into any alleged violation of law by the Board or an officer of this school; or
3. Objected to or refused to participate in an activity, policy, or practice of this school that the employee reasonably believes to be in violation of law or rule, fraudulent, criminal, or incompatible with a clear mandate of public policy concerning the public health, safety, or welfare or protection of the environment.

An employee who has reason to believe that the Board has engaged in an illegal activity or an activity contrary to public policy must report that belief in writing to the Education Director before notice is given to a supervisor or a public body. The Education Director shall promptly report the same to the Board and institute an investigation of the reported activity. The findings of the investigation will be reported in writing to the Board and to the employee.

The protection of law and this policy apply only to employees who have given notice in accordance with this policy and have afforded the Board a reasonable period of time to take any corrective action that may be required or have acted in circumstances that the employee believes in good faith constitute an emergency.

The Education Director shall post notice of this policy and inform employees of their rights under the New Jersey Conscientious Employee Protection Act.

N.J.S.A. 34:19-1

Adopted: 18 August 2011

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Protection Against Retaliation – Support Staff

POLICY

Greater Brunswick Charter Board of Education

Section: Support Staff

4381. PROTECTION AGAINST RETALIATION

Date Created: August, 2011

Date Edited: August, 2011

4381- PROTECTION AGAINST RETALIATION

The Board of Trustees will take no retaliatory action, by discharge, demotion, suspension, or any other adverse action, against an employee because that employee has conscientiously:

1. Disclosed or threatened to disclose to a supervisor or public body an activity, policy, or practice of this Board or any school officer that the employee reasonably believes to be in violation of law or rule;
2. Provided information to a public body conducting an investigation, hearing, or inquiry into any alleged violation of law by the Board or an officer of this school; or
3. Objected to or refused to participate in an activity, policy, or practice of this school that the employee reasonably believes to be in violation of law or rule, fraudulent, criminal, or incompatible with a clear mandate of public policy concerning the public health, safety, or welfare or protection of the environment.

An employee who has reason to believe that the Board has engaged in an illegal activity or an activity contrary to public policy must report that belief in writing to the Education Director before notice is given to a supervisor or a public body. The Education Director shall promptly report the same to the Board and institute an investigation of the reported activity. The findings of the investigation will be reported in writing to the Board and to the employee.

The protection of law and this policy apply only to employees who have given notice in accordance with this policy and have afforded the Board a reasonable period of time to take any corrective action that may be required or have acted in circumstances that the employee believes in good faith constitute an emergency.

The Education Director shall post notice of this policy and inform employees of their rights under the New Jersey Conscientious Employee Protection Act.

N.J.S.A. 34:19-1

Adopted: 18 August 2011

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Section XI: Staff Directory

Staffing Plan 2022-2023

Kindergarten	
Latoya Branch	Gen. Ed. Teacher- English World
Yessenia Jimenez	Gen. Ed. Teacher - Spanish Word
Lyubov Dubinina- Success	Success, SPED, or SPED TA
Liliana Santos	Success

First Grade	
Samantha Rollins	Gen. Ed. Teacher- English World
Aixa Tello	Gen. Ed. Teacher - Spanish World
Lyubov Dubinina- Success	Success, SPED, or SPED TA
Lirizell Johnson	Success, SPED
Liliana Santos	Success

Second Grade	
Julie Einstein	Gen. Ed. Teacher- English World
Diana Galindo	Gen. Ed. Teacher - Spanish Word
Lisa Porricelli	Success
Anthony Hernandez	Success
Kelly Nuzzo	SPED or SPED TA - English World
Shirley Palacios	SPED or SPED TA - Spanish World

Third Grade	
Eugenia Xarhoulakos	Gen. Ed. Teacher- English World
Daisy Amador	Gen. Ed. Teacher - Spanish Word
Lisa Porricelli	Success,
Anthony Hernandez	Success
Kelly Nuzzo	SPEP or SPED TA - English World
Shirley Palacios	SPED or SPED TA- Spanish World

Fourth Grade	
Katrina Gerlach Quaglietta	Gen. Ed. Teacher- English World
Maria Rivera	Gen. Ed. Teacher - Spanish Word
Nancy Angelet	SPED TA
Caitlin Mitchell	SPED
Lia Borda- Student Aide	

Fifth Grade	
Jennifer Banks	Gen. Ed. Teacher- English World
Sandra Tejeda	Gen. Ed. Teacher - Spanish Word
Elena Rossano	Success/ ESL
Amina Chowdhry	SPED

Middle School	
Neha Punjani	6th Grade Math Homeroom Teacher Teaches 6th grade Math and Pre-Algebra
Sarah Feldman	6th Grade Language Arts Homeroom Teacher Teach 6th grade LA and 8th grade Algebra group
Cynthia Bankowski	7th grade Math Homeroom Teacher Teaches 7th grade Math and Algebra
Kristin Linderman	7th Grade LA Homeroom Teacher Teaches 7th grade LA and pre-Algebra group
Patrick Wenz	8th Grade Social Studies Teaches all grades
Alyssa Pazmino	8th Grade Science Teaches all grades
Alexandra Aponte	Success
Theresa LaRocca	SPED
Emilio Costantino	SPED
Deloris Coleman	Student Aide
Lourdes O'Neill	Student Aide
Susan Leibowitz	TA
Gail Lewis	TA

Specials	
Robyn Stein	Music
James Long	Art
David Jorge	Physical Education
Kevin Kozic	Physical Education
Carla La Torre/MS ESL	Spanish

Success Program	
Lyubov Dubinina	K-1 English World
Liliana Santos (TA)	K-1 Spanish Word (TA)
Lisa Porricelli	2-3 English World
Anthony Hernandez	2-3 Spanish Word
Elena Rossano ESL/Success	4-5 English World
Alexandra Aponte	Success

ESL Program	
Elena Rossano	4-5
Carla LaTorre	6-8

Special Education	
Teachers	
Theresa Larocca - 6-8	Emilio Costantino - 6-8
Amina Chowdhry - English 4 th /5 th	
Caitlin Mitchell – Spanish 4 th /5 th Dual	Teacher Assistant/Support
Shirley Palacios - Spanish 2 nd /3 rd	Gail Lewis -
Kelly Nuzzo - English 2 nd /3 rd	Susan Leibowitz
Lirizell Johnson k-1	Nancy Angelet - 4-5

Student Aides	
Kiara Rafael	2-3 Grade
Lia Borda	2-3 Grade
Lourdes O'Neill –	6-8 Grade
Deloris Coleman -	6-8 Grade

Support Personnel	
George Newton	Technology Specialist
Fran Snowise	Literacy/Data Coach
Ambika Sharma	School Nurse
Carisma Lambert	School Nurse
Martha Goz	School Social Worker
Michelle Ribadeneira	Based School Counselor
Alize Duncan	School Social Worker - Middle School
Wendy Siegel	Speech Language Pathologist

Office Staff	
Rebecca Batista	Executive Secretary
Kiian Bell	Data Specialist
Lilia Fabila-Guilbot	Family Coordinator
Alexa Estrada	Receptionist
Kristine Johnson	Asst. to the Business Administrator

Administration	
Vanessa Jones	Executive Education Director
Hector Alvarez	Education Director
Rosalind Friday	Asst. Education Director
Mike Falkowski	Business Administrator

Section XI: Addendum

Board of Trustees Meeting Schedule 2022-2023

- The GBCS Board of Trustees meets the third Thursday of each month or every other month, unless otherwise noted on the meeting calendar.

****All board meetings will begin at 5:30pm and meet in the Media Center.**

Thursday	August 18, 2022	Regular Meeting
Thursday	September 15, 2022	Regular Meeting
Thursday	November 17, 2022	Regular Meeting
Thursday	January 19 2023	Regular Meeting
Thursday	March 16, 2023	Regular Meeting/Budget Approval
Thursday	May 11, 2023	Regular Meeting/FY23 Staff Renewal
Thursday	June 15, 2023	Regular Meeting
Thursday	July 20, 2023	Regular Meeting/Re-Org Meeting

The Board of Trustees has the ultimate responsibility for ensuring that the Greater Brunswick Charter School fulfills its mission. The Board is elected by the membership, both families and staff, and represents all parts of the school community. Trustees are public officials who represent the interests of all children attending the school.

The GBCS Board consists of eight parents/guardians who are voting members. The Board may appoint four additional voting members from the general (non-school) community. The Directors, School Business Administrator, Treasurer, and Teacher Representatives hold non-voting positions.

The Board decides matters related to the general operation of the school, including budgeting, hiring, planning, financial oversight, and setting policies. It also supervises and evaluates the Education Director.

Board meetings are open to the public, and all members of our community are encouraged to attend.

Internal Calendar will be shared in September.

Greater Brunswick Charter School

2022-2023

Faculty Meeting Schedule

3:15 to 4:30 PM

Faculty meetings will generally be held twice a month on a Wednesday:

Meetings may be changed or canceled as needed depending on need.

Check Calendar

Template for Team Meeting Structure

(This may vary depending on task or team need)

The following is a list of regularly scheduled topics to include on team meeting agendas. This list was generated by SRC while discussing the expectations for team leaders. The purpose is to provide consistent and thorough team meetings throughout the school.

Date: _____ Time: _____

1. Compliments/appreciations—What is going well? -5 minutes
2. Follow up on prior action items
3. Student issues/concerns/successes
 - I&RS follow up (*Share strategies with other teachers-especially for Grades 4-8*)
4. Lesson Planning and Curriculum
 - Planning integrated units
 - Author/artist study update
 - Sharing ideas/resources/tasks
 - Work plans/menus—review, update, balance
 - Analyzing Data – Data Driven Instruction
 - Assessment
5. Committee reports
 - SRC
 - Board report
 - Hiring, Development, Sunshine...others
6. Upcoming events
 - Progress summary
 - Conferences
 - Field trips
 - Volunteers needed?
 - Communication with parents/colleagues
7. Action Items (To Do List) including person responsible and deadline
8. Areas for Improvement next month/trimester/year

Additional suggestions:

- Set up tasks for team members for each meeting. Rotate tasks.
(Scribe/note keeper, timekeeper, agenda maker)
- Distribute team meeting notes following meeting
- Assign a time limit to each agenda item. Timekeeper monitors this.

Absence Request Form

Employee name: _____ Date: _____

Dates of absence: _____

Reason for absence: _____

Please indicate what type of day you are requesting: Sick Day _____ Personal Day _____

Professional Day _____ Other* _____

I have checked to assure this day/s is not connected to a long weekend or break: Yes _____ No _____

Requested by: _____

Employee's Signature

Note: Upon approval, employees must enter all absences in AESOP.

(If you are not certain about approval, please check with Director or Administrative Assistant.)

Administration to complete below:

Approved: _____ Not approved: _____

Director's Signature

Substitute needed: Yes ☐ No ☐

Comments: _____

PO #

On aggregate purchase (like goods over the course of a year)	
1) OVER \$2,625 provide 3 documented quotes	<input type="checkbox"/>
2) OVER \$17,500 requires bid	<input type="checkbox"/>

Program Name:

Requested by:

Date: _____

Quantity	Description	Catalog #	Unit Price	Amount
TOTAL AMOUNT				

Quotes:	Name of Company	Amount	
1)		\$	
2)		\$	State Contract #
3)		\$	

Business Administrator's Signature

Director's Signature

Date _____

Declaration: The following statement must be signed and returned to receive payment

I do solemnly declare and certify under penalties of law that the within bill is correct in all its particulars, that the articles have been furnished or services rendered as stated herein; that no bonus has been given to any person or persons within the knowledge of this claimant in connection with the above claim and that the amount charged is a reasonable one.

Teacher Evaluation Rubrics

by Kim Marshall – Revised January 2, 2014

Organization, Rationale, and Suggestions for Implementation

1. The rubrics have six domains covering all aspects of a teacher's job performance:
 - A. Planning and Preparation for Learning
 - B. Classroom Management
 - C. Delivery of Instruction
 - D. Monitoring, Assessment, and Follow-Up
 - E. Family and Community Outreach
 - F. Professional Responsibilities
2. The rubrics use a four-level rating scale:
 - 4 – *Highly Effective* – Master teacher performance that meets very demanding criteria
 - 3 – *Effective* – Solid, expected professional performance; teachers should feel good about scoring at this level
 - 2 – *Improvement Necessary* – Performance is mediocre; no teacher should be content to remain at this level
 - 1 – *Does Not Meet Standards* – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal
3. These rubrics aim to provide a shared definition of the work teachers do with students and colleagues. To gather the information needed to fill out the rubrics at the end of a school year, supervisors need to make frequent, short, unannounced classroom visits (at least ten per teacher per year); have a face-to-face coaching conversation after each one (ideally in the teacher's classroom when students aren't there); regularly observe teachers in team meetings and other settings; and possibly look at student survey data. The rubrics should *not* be used as checklists during classroom visits or in post-observation conferences – their comprehensive scope and evaluative tone are likely to hamper thoughtful observation and effective coaching. Rather, the rubrics should inform teachers' work and supervisors' observations throughout the year and serve as a memory prompt and structuring protocol when it's time to evaluate the year's work.
4. This suggests that the rubrics should be used formally at three points: (a) As school opens, teachers self-assess, meet with their supervisor, and set 2-3 improvement goals; (b) At mid-year, teacher and supervisor meet and compare ratings page by page, discuss any differences, assess progress on the teacher's goals, and identify areas for growth; and (c) At the end of the year, teacher and supervisor repeat this process and reach closure on the year's ratings (the supervisor, of course, has the final say). Evaluation meetings work best if the teacher and supervisor fill out the rubrics beforehand, discuss only the areas where they disagree, and talk about those areas based on the teacher's actual performance. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurt feelings. This does not help teachers improve. The best thing a supervisor can do for an underperforming teacher is to visit frequently, give candid, evidence-based feedback, listen to the teacher's concerns, and organize robust follow-up support.
5. When scoring each rubric line, it's best to read the *Effective* level first, and if that doesn't capture the teacher's work, look left or right and mark the level that contains the most accurate description. When all ten lines are done, the page provides a graphic display of areas that deserve praise and those that need improvement. The supervisor gives an overall rating at the bottom and writes a brief comment (if needed), and when all six pages have been scored, records the ratings on the summary page, gives the teacher an overall rating, and they both write summative comments and sign off.
6. When an entire staff is scored honestly using the rubrics, it's possible to create a color-coded spreadsheet that can serve as a (confidential) road-map for schoolwide professional development (see the samples on page 9 and 10).
7. The rubrics synthesize an extensive research base on classroom and professional practices that affect children's learning. Although student achievement is not evaluated by the rubrics, it's reasonable to assume that in a well-run school (positive climate, professional working conditions, aligned curriculum, etc.) the more *Effective* and *Highly Effective* ratings a teacher has, the better students will do. For ideas on how to include student learning in the teacher-evaluation process, see Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2nd edition, 2013, p. 121).
8. The rubrics are open source and may be used and adapted by schools and districts as they see fit.

A. Planning and Preparation for Learning

The Teacher:	4 Highly Effective	3 Effective	2 Improvement	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable, achievable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate virtually all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address students' learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: _____ **Comments:** _____

B. Classroom Management

The Teacher:	4 Highly Effective	3 Effective	2 Improvement	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
c. Respect	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Overall rating: _____ **Comments:** _____

C. Delivery of Instruction

The Teacher:	4 Highly Effective	3 Effective	2 Improvement	1 Does Not Meet Standards
a. Expectations	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks virtually all students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets virtually all students involved in focused activities, actively learning and problem-solving, losing themselves in the work.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Closure	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating: _____ **Comments:** _____

D. Monitoring, Assessment, and Follow-Up

The Teacher:	4 Highly Effective	3 Effective	2 Improvement	1 Does Not Meet Standards
a. Criteria	Consistently posts and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to immediately use interim assessment data to fine-tune teaching, re-teach, and help struggling students.	Promptly uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating: _____ **Comments:** _____

E. Family and Community Outreach

The Teacher:	4 Highly Effective	3 Effective	2 Improvement	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Successfully contacts and works with virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: _____ **Comments:** _____

F. Professional Responsibilities

The Teacher:	4 Highly Effective	3 Effective	2 Improvement	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95- 97%).	Has moderate absences (6- 10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above-and- beyond	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade- level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating: _____ **Comments:** _____

Evaluation Summary Page

Teacher's name: _____ School year: _____
School: _____ Subject area: _____
Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY TEACHER:

Evaluator's signature: _____ Date: _____ Teacher's signature: _____
_____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

GREATER BRUNSWICK CHARTER SCHOOL

New Brunswick, NJ 08901

PROFESSIONAL DEVELOPMENT SEMINAR APPROVAL

Name: _____ Today's Date: _____

Seminar Date: _____ Registration Cost: _____

Seminar Title: _____

PO should be made to: _____
(Name of Organization)

Billing address: _____

Location of seminar/conference: _____

- Please be as specific as possible in completing the information below:

Approximate Mileage: (round trip from school) _____

Other Travel Expenses:

- Transportation costs: (air, car rental, taxi service) _____
- Meals (reimbursement depends on location of the seminar/workshop)
Total expense: _____
- Miscellaneous _____

Rationale: (this must be completed to be approved.)

Substitute Requirements: _____ Not Needed _____ Full Day
_____ Half-Day (From: _____ To: _____)

Participant Signature

Director Signature

Business Administrator Signature

Attachments:

_____ Completed Seminar Registration Form

*Requisition not necessary

Seminar Evaluation

Due within one week after seminar

Staff Member _____ Date _____

Name of Seminar _____

Seminar Provider _____

Location _____

*** Note: All staff members who attend off-site seminars/conferences will be expected to present material to staff.**

Score of 5 is highest rating

Overall Presentation

1 2 3 4 5

Content Knowledge

1 2 3 4 5

Practical Application to Position

1 2 3 4 5

Participatory Involvement

1 2 3 4 5

Focus/topic of seminar:

Key points highlighted in seminar:

How will this benefit instruction or school operation and how will you share with colleagues?

Teacher Input Form (PDP)

STAFF MEMBER: _____ASSIGNMENT: _____ DATE: _____

1. What do you consider to be the strongest and most successful aspects of your teaching this year?

2. What major changes or innovations have you tried with success this year and how has this resulted in professional growth?

3. List any special activities in which you participated this year.

4. Possible Professional Improvement Plan goals for next year (to be finalized at conference with Education Director). Please be sure to include at five or more tasks/activities that will facilitate your accomplishment of this goal.
 - A. Goal # 1:

How will you accomplish this goal?

 - B. Goal # 2:

How will you accomplish this goal?

 - C. Goal # 3:

How will you accomplish this goal?

Greater Brunswick Charter School
PROFESSIONAL DEVELOPMENT PLAN
2022-2023

NAME:

POSITION:

DATE:

EVALUATOR:

Goal # 1:

Professional Development Standards:

Recommended Activities:

Goal # 2:

Professional Development Standards:

Recommended Activities:

Teacher Signature

Education Director's Signature

<h2 style="margin: 0;">GREATER BRUNSWICK CHARTER SCHOOL</h2> <h2 style="margin: 0;">FIELD TRIP REQUEST FORM</h2>
--

1.	Name of teacher(s) making request	Date of request	Grades
2.	Date of trip	Contact person	
3.	Destination (company, place, address, phone number)		
3.	Will <u>substitute</u> coverage be needed? If yes, for what period of time? _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4.	Will the <u>nurse</u> need to attend this trip? If yes, for what student(s)/medical need? _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5.	Time of departure from school: _____		
6.	Estimated time arrival at site: _____		
7.	Estimated time departure from site: _____		
8.	Estimated time of return to school: _____		
9.	Type of transportation requested: _____		
10.	Number of students: _____		
11.	Chaperones (1 per 10 students) _____		
12.	Fees & other costs per student/chaperone exclusive for transportation are: _____		
13.	Educational objectives (please list at least two): _____ _____		
14.	Preparation Activities: _____ _____		
15.	Follow-up Activities: _____		
16.	Curriculum standards: _____		
17.	DIRECTOR'S APPROVAL YES <input type="checkbox"/> NO <input type="checkbox"/> _____		
	Signature _____		

Bus: _____
Cost: _____
Substitute: _____
Total: _____

ACCIDENT REPORT FORM

DATE: _____

NAME: _____, _____ DOB _____ GRADE _____

ADDRESS: _____ TOWN _____ ZIP _____

DATE OF ACCIDENT: _____ TIME: _____

COACH/WITNESS: _____

ACTIVITY: _____ TEACHER: _____

INJURY: _____

HOW ACCIDENT OCCURRED: _____

PLACE OF ACCIDENT: _____

STAFF WITNESS: _____ POSITION: _____

FIRST AID TREATMENT AT TIME OF
ACCIDENT: _____

REFERRAL: _____

PARENT NOTIFIED: _____ TIME _____

FOLLOW-UP INFORMATION: _____

COACH/WITNESS/TEACHER: _____

SCHOOL NURSE: _____

PRINCIPAL: _____

(ORIGINAL: HEALTH OFFICE. COPY: STUDENT FILE)

Nancy Bergen R.N., BSN

Please return completed accident report to the Health Office. Thank you!



429 Joyce Kilmer Ave, New Brunswick, NJ 08901
T: 732.448.1052 F: 732.448.1055

ACCIDENT REPORT FORM - EMPLOYEE

DATE: _____

REPORT #: _____

Name: _____ DOB: _____ SSN: _____ Gender: F / M

Home Address: Street: _____ City: _____ ZIP: _____

Phone #'s (H,C,W): _____

Date of Hire: _____ Occupation: _____ Department: _____

Employment Status: Full Time / Part Time Work Hours: _____

+++++

Date of Accident: _____ Time: _____

Date reported to employer: _____ Who: _____

What happened? : _____

Location of accident _____

Body part(s) affected: _____

Object / machine / tool / substance that directly injured employee: _____

First aid given at time of accident: _____

By who?: _____

Witnesses: _____

+++++

Did employee go to ER? : NO / YES Was EMS called? : NO / YES

Was employee unable to return to work on any day(s) after the accident: NO / YES

If YES, Date(s): _____

Has employee returned to work? : NO / YES If YES, Date: _____

+++++

Name and address of treating physician: _____

If hospitalized, name and address of hospital: _____

+++++

Date QualCare / Lynx called: _____ Time: _____ Claim #: _____ Rep: _____

Instructions given: _____

Form completed by: _____ Education director: _____

QualCare / Qual Lynx: 1-800.425.3222 - available 24 / 7

Please return completed form to Health Office. Thank you

GREATER BRUNSWICK CHARTER SCHOOL

Time Sheet

Note: Must be completed in blue or black ink only

Employee Name_____ **Social Security #**_____

Address

[illegible]

All employees, entitled to extra compensation, are required to submit a completed record or expended hours. This time sheet must be submitted to your immediate supervisor who will verify the record, countersign and forward the record to the payroll office for processing. No payroll check can be issued until a completed time record has been submitted.

Supervisor Name _____ Date _____

Director Signature _____ Date _____

Employee Signature

STUDENT ACCELERATION FORM

Teacher Name: _____ Date: _____

I recommend that _____ be accelerated and placed in grade _____ for the 2017-2017 school year.

Students' current performance levels:

Assessments	Date	Score	Date	Score	Date	Score
NJ ASK Math						
NJ ASK ELA						
Scores for pre and/or math posttests from previous year						
Previous year's benchmarks (if available)						
DRA SCores						

Benchmark Administration: _____ (benchmark from June of next grade level)

Social Worker Evaluation: _____ The student appears to be able to handle movement to a higher level class.

_____ The student appears not to be ready to make this change.

Does the child currently receive any services?

Parent Contacts/involvement:

Date	Participants	Type of Contact	Outcome

Concerns: _____

Final Plan & Recommendations:

Parent Signature Date

Administrator's Signature Date

STUDENT RETENTION FORM

Grades K-2

Teacher Name: _____ Date: _____

I recommend that _____ be retained in _____ grade for the 20__-20__ school year.

Students' current performance levels:

	Date	Independent	instructional
Beginning DRA			
Most Recent			

Other data: _____

Performance in individual academic areas:

Reading: _____

Science: _____

Writing: _____

Social Studies: _____

Math: _____

Does the child currently receive any services?

Services	Dates	Outcomes

Parent Contacts/involvement:

Date	Participants	Type of Contact	Outcome

Concerns: _____

_____ I&RS referral (attach plan)

Date

_____ Meeting with Director and appropriate staff members

Date

_____ Meeting with parents and above staff members to establish an educational plan. Educational plan attached.

Date

_____ Sixty day follow-up meeting: Results of follow-up and adjusted educational plan attached.

Date

Final Plan & Recommendations:

STUDENT RETENTION FORM

Grades 3-5

Teacher Name: _____ Date: _____

I recommend that _____ be retained in _____

Grade for the 2017-2017 school year: _____

Students' current performance levels:

	<i>Date</i>	<i>Independent</i>	<i>instructional</i>
<i>Beginning DRA</i>			
<i>Most Recent</i>			

<i>NJ ASK Math</i>		<i>NJ ASK LAL</i>	
<i>Math Benchmark 1</i>		<i>LAL Benchmark 1</i>	
<i>Math Benchmark 2</i>		<i>LAL Benchmark 2</i>	
<i>Math Benchmark 3</i>		<i>LAL Benchmark 3</i>	
<i>Math Benchmark 4</i>		<i>LAL Benchmark 4</i>	

Performance in individual academic areas:

Reading: _____

Science: _____

Writing: _____

Social Studies: _____

Math: _____

<i>Services</i>	<i>Dates</i>	<i>Outcomes</i>

Does the child currently receive any services?

Parent Contacts/involvement:

<i>Date</i>	<i>Participants</i>	<i>Type of Contact</i>	<i>Outcome</i>

Concerns: _____

_____ I&RS referral (attach plan)

Date

_____ Meeting with Director and appropriate staff members. (list those attending below)
Date

_____ Meeting with parents and above staff members to establish an educational
Date plan. Educational plan attached.

_____ Sixty day follow-up meeting: Results of follow-up and adjusted educational
Date plan attached.

Final Plan & Recommendations:

STUDENT RETENTION FORM

Grades 6-8

Teacher Name: _____ Date: _____

I recommend that _____ be retained in _____ grade for the 2017-2018 school year.

Students' current performance levels:

	<i>Date</i>	<i>Independent</i>	<i>instructional</i>
<i>Beginning DRA</i>			
<i>Most Recent</i>			

<i>NJ ASK Math</i>		<i>NJ ASK LAL</i>	
<i>Math Benchmark 1</i>		<i>LAL Benchmark 1</i>	
<i>Math Benchmark 2</i>		<i>LAL Benchmark 2</i>	
<i>Math Benchmark 3</i>		<i>LAL Benchmark 3</i>	
<i>Math Benchmark 4</i>		<i>LAL Benchmark 4</i>	

Performance in individual academic areas:

Reading: _____

Science: _____

Writing: _____

Social Studies: _____

Math: _____

<i>Services</i>	<i>Dates</i>	<i>Outcomes</i>

Does the child currently receive any services?

Parent Contacts/involvement:

<i>Date</i>	<i>Participants</i>	<i>Type of Contact</i>	<i>Outcome</i>

Concerns: _____

_____ I&RS referral (attach plan)
Date

_____ Meeting with Director and appropriate staff members. (list those attending below)
Date

_____ Meeting with parents and above staff members to establish an educational
Date plan. Educational plan attached.

_____ Sixty day follow-up meeting: Results of follow-up and adjusted educational
Date plan attached.

Final Plan & Recommendations:

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC (MODIFIED)

In scoring, consider the grid of written language		Inadequate Command					Limited Command					Partial Command					Adequate Command					Strong Command									
Score		1					2					3					4					5									
Content and Organization		● May lack opening and/or closing					● May lack opening and/or closing					● Attempts to focus ● May drift or shift focus					● May lack opening and/or closing					● Generally has opening and/or closing					● Opening and closing				
		● Minimal response to topic; uncertain focus					● Attempts to focus ● May drift or shift focus					● Attempts organization ● Few, if any, transitions between ideas					● Usually has single focus					● Single focus					● Single focus ● Sense of unity and coherence ● Key ideas developed				
		● No planning evident; disorganized					● Attempts organization ● Few, if any, transitions between ideas					● Details lack elaboration, i.e., highlight paper					● Some lapses or flaws in organization ● May lack some transitions between ideas					● Ideas loosely connected ● Transitions evident					● Logical progression of ideas ● Moderately fluent ● Attempts compositional risks				
		● Details random, inappropriate, or barely apparent					● Details lack elaboration, i.e., highlight paper					● Repetitious details ● Several unelaborated details					● Uneven development of details					● Details appropriate and varied									
		● No apparent control ● Severe/numerous errors					● Numerous errors					● Errors/patterns of errors may be evident					● Some errors that do not interfere with meaning					● Few errors									
Usage		● Assortment of incomplete and/or incorrect sentences					● Excessive monotony/same structure ● Numerous errors					● Little variety in syntax ● Some errors					● Some variety ● Generally correct					● Variety in syntax appropriate and effective ● Few errors									
		● Errors so severe they detract from meaning					● Numerous serious errors					● Patterns of errors evident					● No consistent pattern of errors ● Some errors that do not interfere with meaning					● Few errors									
Sentence Construction																															
Mechanics																															

NON-SCORABLE RESPONSES	NR = No Response	Student wrote too little to allow a reliable judgment of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student did not respond in the format (or mode) designated in the prompt.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none">Communicates intended message to intended audienceRelates to topicOpening and closingFocusedLogical progression of ideasTransitionsAppropriate details and information	<ul style="list-style-type: none">Tense formationSubject-verb agreementPronounsusage/agreementWord choice/meaningProper Modifiers	<ul style="list-style-type: none">Variety of type, structure, and lengthCorrect construction	<ul style="list-style-type: none">SpellingCapitalizationPunctuation

Note: All unscorable responses, (NSRs), with the exception of NR, must be coded by the Scoring Director.

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New Jersey Holistic Scoring Rubric

OPEN-ENDED SCORING RUBRIC

For Reading, Listening, and Viewing

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

Open –Ended Scoring Rubric

OPEN-ENDED SCORING RUBRIC
For Reading, Listening, and Viewing
(Modified)

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides a clear and focused explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, addresses all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

Math Item Rubric

The item specific rubric is based upon the holistic scoring rubric of a 0-3 point scale.

- **3 points** – response shows complete understanding of the problem’s essential mathematical concepts
- **2 points** – response shows nearly complete understanding of the problem’s essential mathematical concepts
- **1 point** – response shows limited understanding of the problem’s essential mathematical concepts
- **0 points** – response shows insufficient understanding of the problems essential mathematical concept
- The generic rubric ensures that students are scored in the same way for the same demonstration of knowledge and skills regardless of the test question.

PEP Conference Checklist

Use an 'X' to mark each completed task.

Before the Conference

	Prepare materials (students work samples, assessments, journals, HW, Portfolio, etc.) and classroom environment.
	Students must have received feedback regarding their work and progress. Feedback includes work samples, scores of assessments, ideas for goals, and verbal information.
	Speak with student before official conference to preview items to be discussed.
	Consider the class data, can you create goals that are common to multiple students and create “cohorts” who share PEP goals? (Remember, have several options to allow for student choice.)

During the Conference

	Introductions/Welcome minutes)	(1-2
	Explain Purpose of Conference and agenda. FIVE PARTS: A) What/how X is doing in class, B) How X learns best (learning style), C) Goals to help X, D) Time for X to share anything else, and E) time for questions. minutes)	(2-3
	Ask students open ended questions and then guided questions to elicit feedback about progress and goals. minutes)	(2-3
	Present work samples and assessments. Show students strengths and areas in need of improvement include information about learning styles. minutes)	(4-5
	Decide upon 2 goals (one language arts, one math) include materials to be used and strategies to be utilized. Decide on a 3 rd goal for students/families who you feel will enjoy and benefit from an independent study or research project. minutes)	(6-7
	Suggestions for parents to support the goals and any concerns. minutes)	(3-4
	Restate key points/Closure minutes)	(1-2

After the Conference

	Send home a copy of the PEP and any resources for families to use at home to support the goal.
	Update your classroom systems to support and monitor PEP goals. (Chart, copy of PEP and support materials in student’s folder, etc.) Monitor student progress toward PEP goals regularly, document in a record keeping system. Report on PEP goal progress in Progress Summary and informally throughout the trimester. Once a goal is met, immediately set a new goal with student using the same process.

Teacher/s: _____



Teacher Tips for Conference Week – Fall, Spring

- Make your room welcoming: table cloth? Plant? Conference week is a great time to show off our classrooms and look our best!
- Have a pleasant waiting area set up in the hallway: several chairs, books, etc.
- Have emergency contact sheets out for parents to update. (Kathleen's tip!)
- Post a copy of your conference schedule outside of your room and give a copy to office, Success, ESL, and Sp. Ed. Teachers.
- Be sure to stick to the time!
- Work with interpreters: monitor your rate of speech, speak clearly, break when needed, speak to the child and/parent not the interpreter. **Remember to listen to the interpreter during translation and not have side conversations.**
- Keep the student as the focus of the conference
- State the objective and agenda of the conference before you begin: Objective: To set goals for _____ to improve achievement. Agenda: Sign off PEP form, review old goals and set new Goals, Discuss how things are going in class with student (academic & social/emotional), parent questions.
- Start with at least 2 positive things about the student.
- Feedback and strategies should be constructive. Speak positively.
- Use clear and concise language which avoids educational jargon (for example, instead of saying "phonemic awareness", use "the sounds of the letters").
- Use examples and materials to further explain a concept.
- Give the parents something they can take home. (Copy of PEP, summary sheet, etc.)
- **PEP goals represent the significance we place on differentiation and self-directed learning at GBCS. It is a powerful opportunity!**
- Learning styles and interests are reviewed and utilized in goals/strategies.
- For the second conference (Spring) just add "goal" sheets to the PEP, you don't need to use the



“Strengths and Learning Style” sheet.

- Goals from the previous trimester are discussed, **accomplished goals celebrated** and goals that are not met left to work on. New strategies or modifications for unfinished goals may be helpful.
- Three clear goals and assessments are set or maintained. (One LA, one Math, and one Child Selected regardless of subject...**Encourage independent study or research projects** for students/families who you feel will enjoy and benefit from them. **Students should help generate/select goals.** Be prepared with suggestions for goals to steer students toward. If they draw a blank or have unrealistic goals, you should be ready to suggest/scaffold.
- Discuss ways to **continue learning over the summer:** summer program at GBCS, library reading programs, camps, reading logs, packets, etc.
- It is helpful to pre-conference (as a group or individually) with students to generate goals. This will allow the student to be prepared and feel confident to navigate the conference.
- If presenting “issues” about the student make sure to have documentation.
- If you are concerned that a student is not working at the level you’d like, despite steady progress, you may want to privately set up a time with the parent outside of the conference to share lessons and activities they can be doing at home. You may also want to suggest an I&RS meeting if needed. Remember to be solution oriented.
- If you are very concerned that a student is not working on grade level and may benefit from repeating the grade she/he is in, it should be mentioned appropriately with the parents. Discuss with your team ways to constructively share this delicate information. (Note: this should be following remediation strategies, support, discussions with the I&RS team, etc.)
- After you set the goals, segue into how the student is doing in class “in general.” “How do you think you are doing in class? What would you like to improve on? “ Be clear, but positive and solution and strategy minded.
- Ask the child if there is anything else she/he would like to share? Then ask the parents if they have anything they would like to share or if they have questions.
- The PEP conference is an exciting opportunity for students, parents, and teachers to work toward positive student achievement. When students, parents, and teachers leave the conference energized and enthusiastic about the shared goals, you will know it has been a success.



Personal Education Plans at GBCS

Personal Education Plans are a unique and integral part of the educational experience at GBCS. They reflect our school's mission and vision to support individual learning and to encourage all of our students to become independent and self-directed learners.

Active Learning

We all learn better when



We are
actively
involved in
meaningful
exploration
of ideas

We have a
personal
interest in
the
material

We
understand
the need
for learning
the
material

Why do we need PEP goals?

PEP Goals help students:



make connections between concepts and life experiences



develop verbal and written expression



develop persistence in becoming successful, confident, and self-aware



learn self-help skills and good study habits

Set Goals, Achieve Goals



Students set, revise and achieve goals to suit their individual learning styles with the help of teachers and parents.



Students choose goals to help bolster skills or build upon an existing strength.



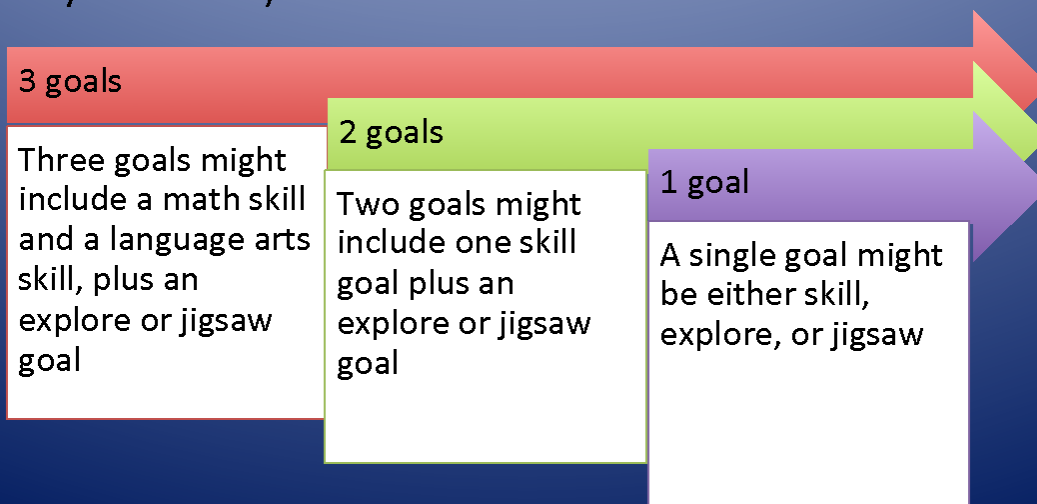
Students and teachers routinely assess progress.

PEP: What kind of goals?



How many goals?

Teachers have the flexibility to encourage students to choose from 1 to 3 goals (this could vary by student or by trimester)

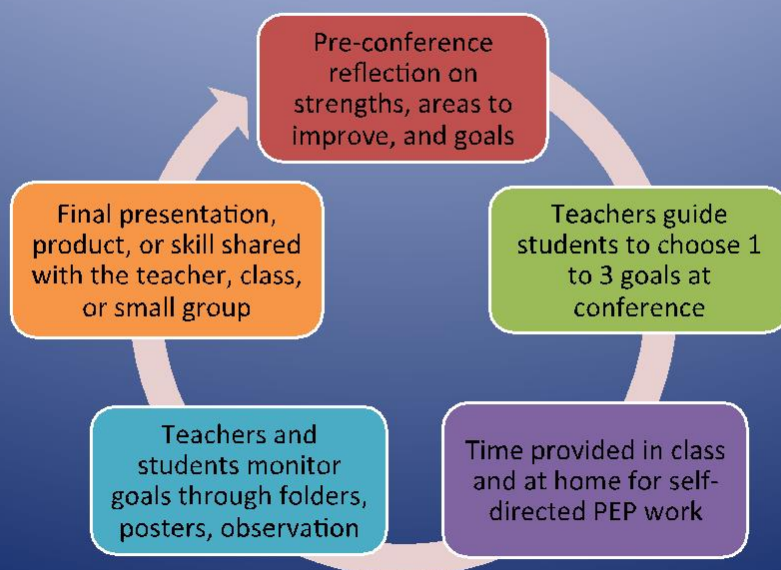


Possible models for PEP goals

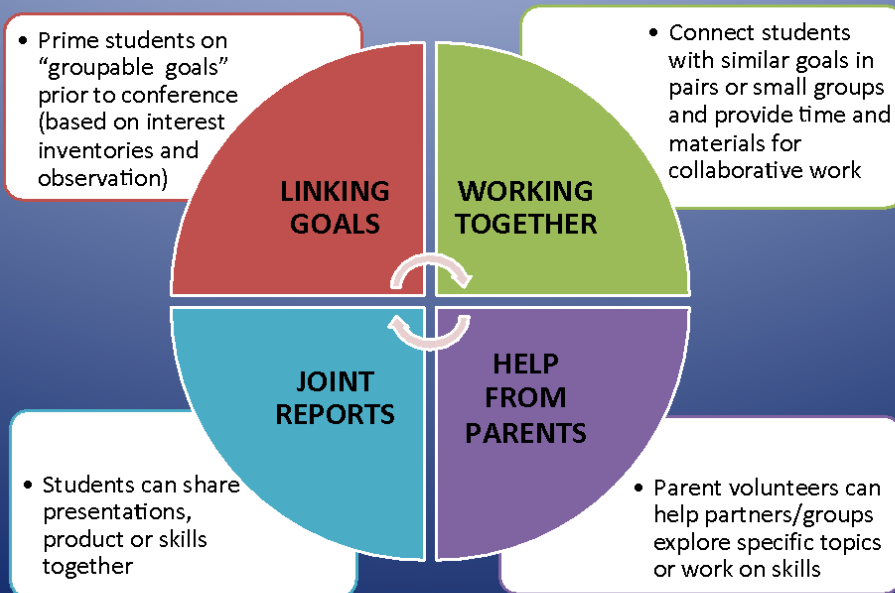
There is no one “right way” to work with PEP goals. Here are several flexible models that you might adapt in your particular classroom. Share ideas, experiment, and be creative!



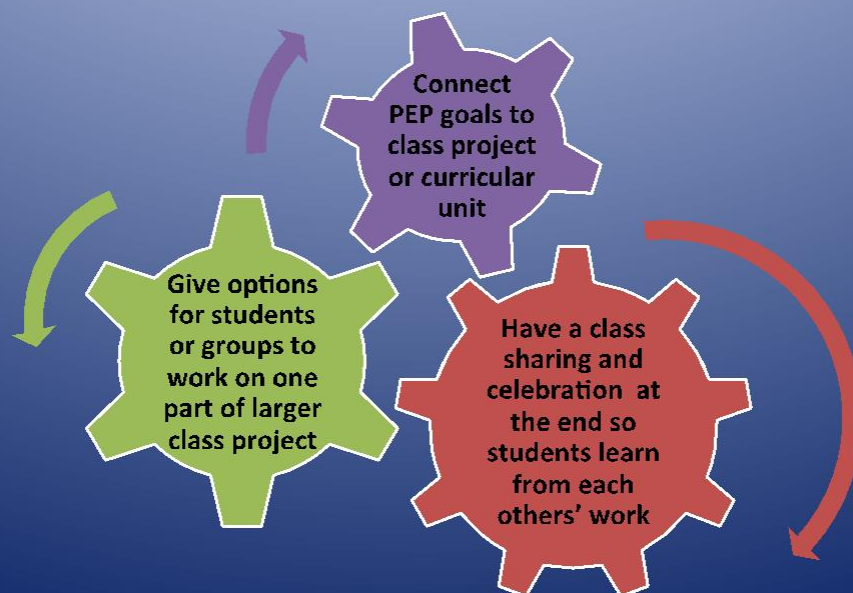
The Individual Model



The Partner/Small Group Model



The Jigsaw Model



The Cluster Model

Encourage students to join enrichment clusters that are related to their PEP goals or let clusters inspire PEP goals

Groups of students who want to work together can propose and coordinate a cluster as one of their PEP goals (better with older students)



Students can present or display their work at a school-wide PEP Expo or another school forum

Teachers Prepare for PEPs

Choose models that will work for your class (individual, partner/group, jigsaw, cluster)

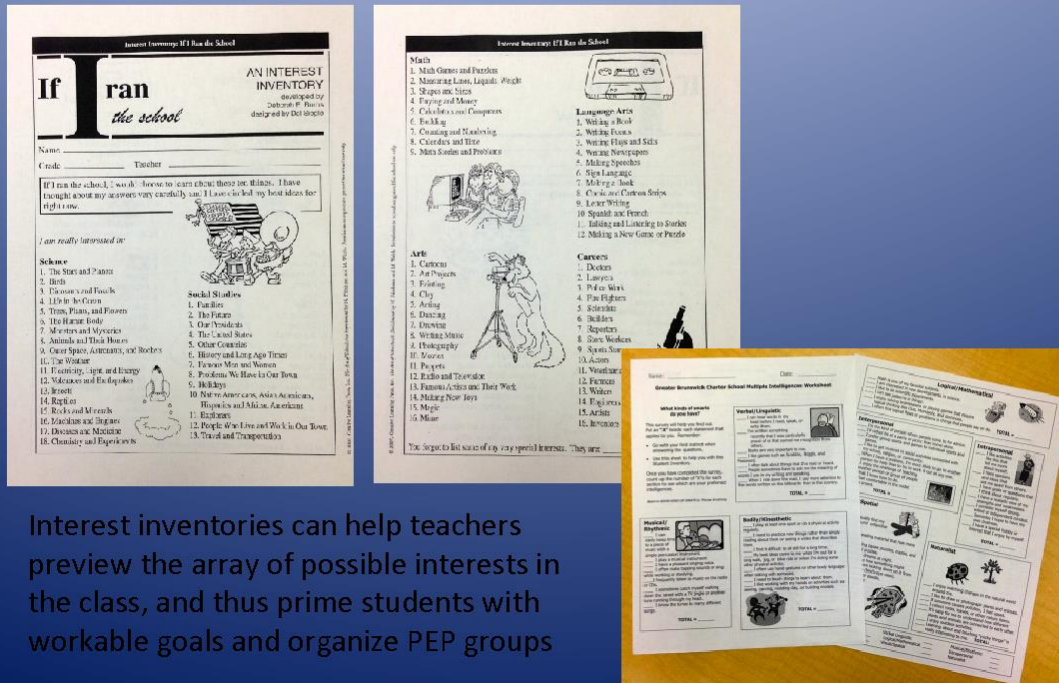
Find a regular time block in the day

Brainstorm PEPs that tap into your students' interests, skills, needs, and learning styles

Prime students with workable possibilities (make it fun, map it out!)

Have students map their strengths, challenges, and goals before conferences

Interest inventories and learning styles



Interest inventories can help teachers preview the array of possible interests in the class, and thus prime students with workable goals and organize PEP groups

Examples of preparation materials

GBCS STUDENT INVENTORY FOR PEP CONFERENCE
To be completed by: STUDENT

Name _____ Date _____

This inventory is to help you prepare for the Personal Education Plan Conference. Please discuss the information you provide below with your parents/guardians. You will select three important goals to work toward at your conference.

- What activities do you like to do (both in and out of school)?

- What are some things that you are good at in school?

- What are some things that you would like to learn or get better at this year?

- What can you do to achieve these goals?

GBCS
Greater Benchmark Charter School
Personal Education Plan Student Inventory

Name _____ Date _____

What are your strengths both in and out of school? List at least four.

- _____
- _____
- _____
- _____

What are your interests both in and out of school? List at least four.

- _____
- _____
- _____
- _____

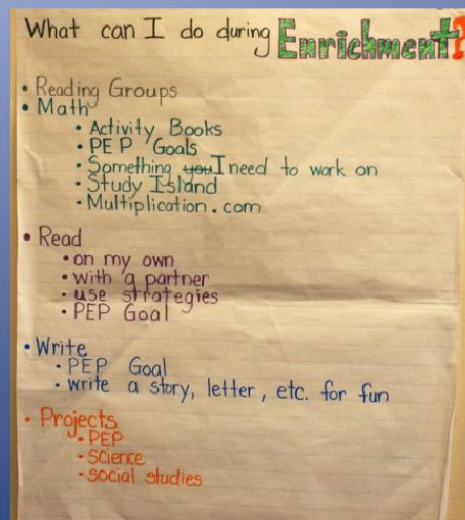
What are your types of learning styles? Read through the Multiple Intelligence Table and see which intelligences match you.

What are your goals for the year? Be very specific – For example don't write "get better in math" – instead write "work on long division" List at least three.

- _____
- _____
- _____
- _____

Students write down interests, strengths, and things to work on prior to conference

Examples of preparation materials



Pre-conference mapping exercise, suggestions for class work time on PEP goals

Students Prepare for PEPs

In-class work prior to PEP conferences:

Do self-mapping exercise to locate personal strengths, challenges, things to work on (this will vary by grade level)

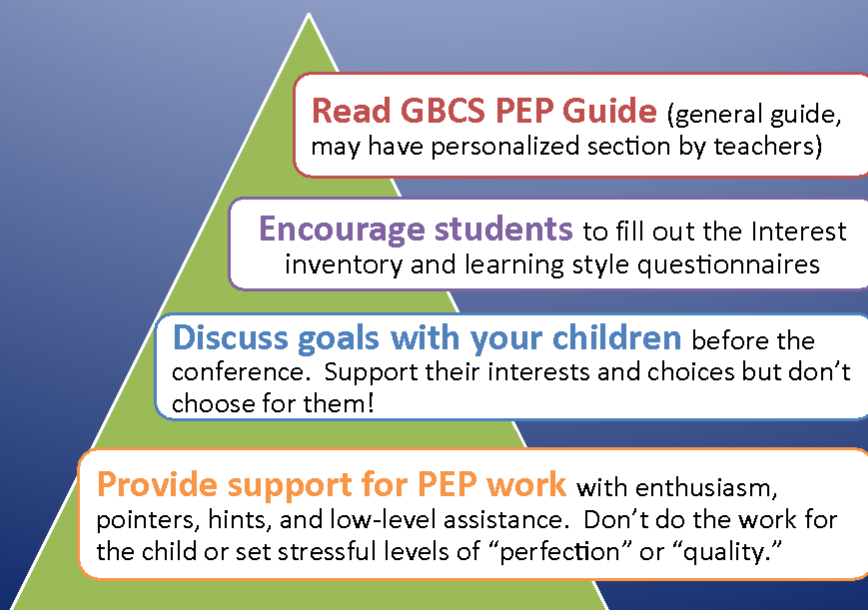


Class discussion of possible goals and how students might show and share their learning



List 1 to 3 possible goals

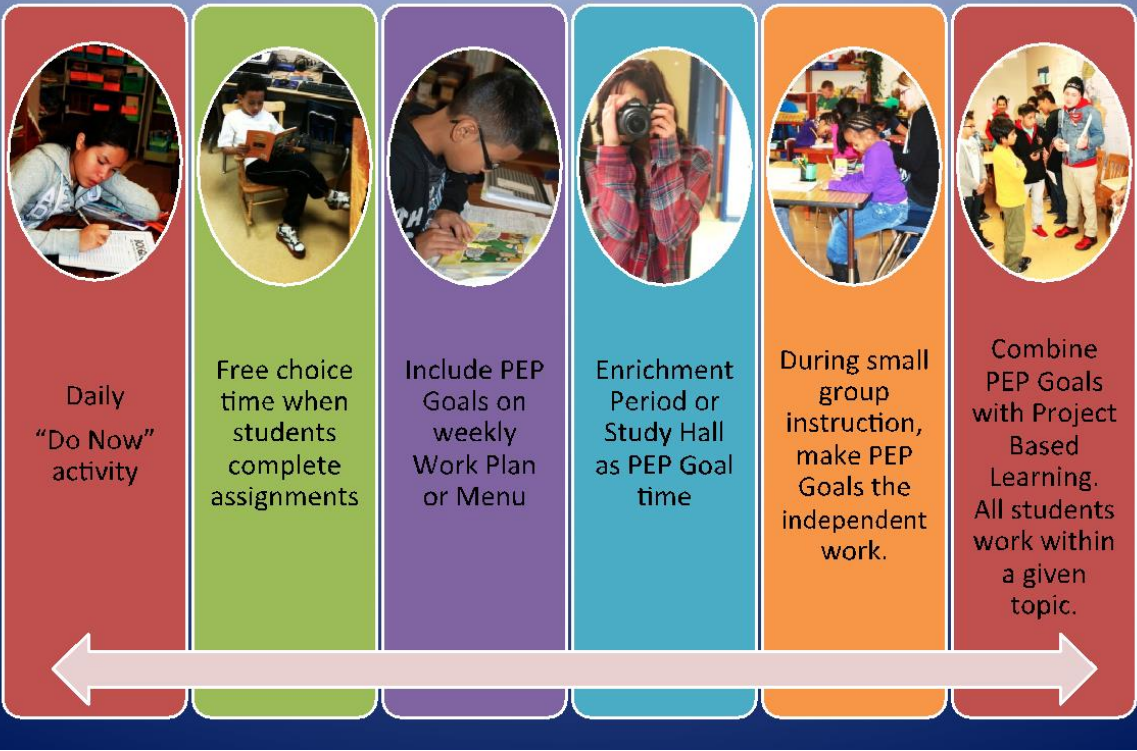
Parents Prepare for PEPs



Parent * Teacher * Student Conferences at GBCS



Making Time for PEP Goals



Monitoring made easy

The diagram features a large, stylized 'C' shape on the left, composed of four concentric arcs in red, green, purple, and blue. To the right of this shape is a table with four rows, each corresponding to a monitoring method:

Spreadsheet:	during PEP conferences, plug student goals directly into a spreadsheet on Excel or into a table in Microsoft Word.
Posters:	list student goals on a poster in the classroom. As they complete their goals, they can check them off.
Portable file box and folders:	have an accessible folder for each student. When students finish a task early, they can walk over, grab their PEP goal folder, and get to work.
Observations:	Keep track of student progress as part of general classroom observations and suggest ways to wrap up and move on from goals when they are nearing completion.

Examples of folders and summaries

PEP Goal
Priya

Priya

GBCS
Great Brunswick
Charter School

Personal Education Plan

Student: _____ Grade: _____ Teacher: _____ Year: 2018-19

Student Summary

Strengths: _____

Interests: _____

Learning Styles and Strategies

Verbal/Linguistic _____ Musical/Rhythmic _____ Bodily/Kinesthetic _____ Logical/Mathematical _____

Intrapersonal _____ Interpersonal _____ Visual/Spatial _____ Naturalist _____

#	Goal (What I want to learn/do)	Strategies (What will I do to reach my goal)
1	Goal	Strategies

NJCCCS:

Assessment (How I'll know I reached my goal)

Date Set: _____ Date Accomplished: _____

Final products and assessments

These can be done in the classroom or in school wide **PEP EXPO**

PRESENTATIONS

Share a certain number of "facts" learned with the class, or explain "how to do" something or "how it works"

PRODUCTS

Make something (e.g., sewing,, building, designing, drawing, painting, writing, composing programming) and share product with the class

DEMONSTRATION

Show the teacher and/or a small group how you have mastered a skill (reading, writing, math)

PERFORMANCES

Share learning with class through music, drama, dance, movement, or other types of performance

ACTIVITIES

Design an activity that the class can participate in, such as games, exercises, role plays or discussions

Notes:

- Additional PEP forms are available that are not in this Staff Handbook.



Student Fix-it Plan – Think About It!



1. Why are you filling out this sheet?

(What did you do that broke our agreements/rules?)

2. Put a check by the rule that you did not follow:

School Rules:

- ☐ Respect ourselves and each other
☐ Work hard to do your best
☐ Take care of our school and supplies

3. Why did you misbehave?

(What need do you have that you were trying to meet when you did that?)

- | | |
|---|--|
| <input type="checkbox"/> I wanted to have some fun.. (Attention/Pleasure Seeking) | <input type="checkbox"/> It's not fair—I wanted to get even. (Revenge Seeking) |
| <input type="checkbox"/> I was trying to be noticed. (Attention/Pleasure Seeking) | <input type="checkbox"/> I need help. (Help Seeking) |
| <input type="checkbox"/> I wanted to be in control. (Power Seeking) | <input type="checkbox"/> I want people to like me. (Help Seeking) |
| | <input type="checkbox"/> Other |

4. What will you do differently next time to meet your needs in a more appropriate way? (Example: "In order to "be noticed" I will volunteer to help another student or teacher.")

5. Do you need help from anyone else? Yes No

If yes, what support do you need and from whom?

6. How will you make amends? What action(s) will you take to repair the damaged person(s) or thing(s)?

(Example: "In order to repair the damage I caused, I will write a letter of apology and explain what will change about my behavior. I will also be kind to others and rebuild the trust that has been lost.")

Please check one:

- ☐ I am ready to return to class and share my solutions/better choices.
☐ I am not ready to return to class; I need more time to reflect.

Sign - Student: _____ Date: _____

Sign - Conflict Mediator: _____

Sign: _____