

CHERRY HILL BOARD OF EDUCATION
Cherry Hill, New Jersey

POLICY AND LEGISLATION COMMITTEE

AGENDA

MEETING DATE:	Tuesday, May 3, 2011, 6:00 pm
LOCATION:	MALBERG ADMINISTRATION BUILDING, Board Room
CHAIRPERSON:	Kathy Judge, Chair
COMMITTEE MEMBERS:	Eric Goodwin, Carol Matlack
ADMINISTRATIVE LIAISONS:	Jim Riordan

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Old Business

Discussion Items:

1. Policies for Second Reading:
 - Revised Policy 1120: Board of Education meetings -3
 - Revised Policy 2224: Equal Opportunity / Nondiscrimination / Harassment -5
 - Revised Policy 7530: Naming Facilities -11
2. Approval of Waiver of Procedure F-2: Secondary Field Trips -

School	Trip	Location	Dates	# School Days Missed
Barton	Destination Imagination Competition	Knoxville, TN	May 24-29, 2011	4

3. Update on progress on revisions to Policy 5131: Code of Conduct and related Procedure B-10: Harassment, Intimidation and Bullying - new Policy attached for review along with revisions in statute.....12
4. Update on Policy 5118: Non- Residents
5. Update on Policy needed for Head Injuries, implementation for September 2011 - see

<http://www.tbilaw.com/blog/2010/12/new-jerseys-tough-concussion-law-signed-by-gov-christie.html>

The Law: http://www.njleg.state.nj.us/2010/Bills/PL10/94_.HTM..23

6. Update on Legislation regarding potential need for a Policy on Dating Violence.....
7. Update on Additional Day Approval for 5/14/11 – East seniors only; followed by request for county approval.....

New Business:

1. Draft Procedure S-37: Substitute Teacher Salaries – as recommended by the HR Committee.....31
2. Critical Policy update to resume in June.

Information Items:

1. Tentative Meeting Dates:

June 7, 2011

BOARD OF EDUCATION
Cherry Hill, New Jersey

POLICY 1120

BOARD OF EDUCATION MEETINGS

Board of Education meetings shall be a primary means of sharing information with community members and inviting their comments and suggestions. Regular and special meetings of the board of education are open to the public and representatives of the media, except when, by resolution at the public meeting, the board excludes the public from those parts of a meeting which deal with matters held confidential in accordance with law.

The Cherry Hill Board of Education welcomes participation of interested organizations and individuals and will schedule time as appropriate for the public to speak.

The Cherry Hill Board of Education will not permit unnecessary or undesirable identification of district pupils at public or Board of Education meetings, particularly when the pupil is subject to disciplinary action. An unidentifiable coding shall be used when referring to the pupil.

The public is welcome to address the Board of Education at all regular meetings as designated by the President of the Board of Education. Comments at special meetings must be related to the call of the meeting. Advance announcement of all regular, scheduled special, and specially called meetings of the board is made through newspapers.

In a regular board meeting by October 30 of each year, the chief school administrator shall provide a [quality assurance] report which includes information on the following topics:

- A. Implementation of school-level plans;
- B. Achievement of performance objectives;
- C. Each school profile, including pupil performance results and student behavior data;
- D. Professional development activities;
- E. Condition of school facilities;
- F. Status of mandated program reviews;
- G. Community support data as detailed in the administrative code.

Other items presented at board meetings must include, but are not limited to:

- A. Presentation of audit report;
- B. Presentation of budget

Legal References:

N.J.S.A. 10:4-6 et seq.
N.J.S.A. 18A:7C-7

N.J.S.A. 18A:10-6
N.J.S.A. 18A:12-21
N.J.S.A. 18A:17-46

N.J.S.A. 18A:22-10
N.J.S.A. 18A:22-13
N.J.S.A. 18A:23-5
N.J.A.C. 6A:8-5.2(e)
N.J.A.C. 6A:14-1.1 et seq.

Open Public Meetings Act

School administrators report on students awarded or denied diplomas
Board meetings public; frequency; hours of
School Ethics Act
Act of violence; report by school employee; notice of action taken; annual report
Fixing day, etc., for public hearing
Public hearing; objectives; heard, etc.
Meeting of board; discussion of report
High school diplomas
Special Education

com

Legal References (continued):

N.J.A.C. 6A:16-5.1 et seq.

See particularly:

N.J.A.C. 6A:16-5.2, 5.3

N.J.A.C. 6A:23A-14.1 et seq.

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

See particularly:

N.J.A.C. 6A:26-2.2(a)

N.J.A.C. 6A:30-1.1 et seq.

See particularly:

N.J.A.C. 6A:30-3.2

N.J.A.C. 6A:32-3.2

N.J.A.C. 6A:32-12.1

N.J.A.C. 6A:32-12.2

N.J.A.C. 6A:32-13.1

N.J.A.C. 6A:32-13.2

N.J.A.C. 6A:32-14.1

School safety plans

Capital reserve

Educational Facilities

Completion of long range facilities plans

Evaluation of the Performance of School Districts

*Requirements for the Code of Ethics for district
board of education members and charter school
board of trustee members*

Reporting requirements

School-level planning

School attendance

Dropouts

Review of mandated programs and services

Adopted: 12/19/00

BOARD OF EDUCATION

Cherry Hill, New Jersey

POLICY 2224

EQUAL OPPORTUNITY/NONDISCRIMINATION/HARASSMENT

The Cherry Hill Board of Education is committed to providing all students and employees with equal opportunity access to school district facilities, courses, programs, activities and services in accordance with State and federal law.

The Cherry Hill Board of Education commits to providing all staff and students maximum opportunity to achieve their potential regardless of race, color, creed, national origin, ancestry, age, sex, affectional, sexual orientation, or gender identity or expression, marital status, liability for service in the Armed Forces of the United States, nationality, Limited English Proficiency, social or economic condition, pregnancy, childbirth, parenthood or family status, or disability.

I. EMPLOYMENT PRACTICES

It is the policy of the Cherry Hill Board of Education to promote diversity and equal access to all categories of employment, including retention and advancement in the District, through a positive continuing program or specific practices designed to ensure the full realization of equal employment opportunity without regard to the prohibited factors set forth above.

Equal employment opportunity is not only the law, but it is a principle of the Cherry Hill Board of Education's operation. All employees are expected to cooperate in achieving this goal and the Board stands behind this principle. To implement this policy, the Board will continue to:

- A. Recruit, hire, train and promote persons in all job classifications without regard to the prohibited factors set forth above;
- B. Insure that all personnel actions, including but not limited to, compensation, promotions, demotions, benefits, transfers, layoffs, return from layoffs, District sponsored training, education, tuition assistance, social and recreational programs will be administered without regard to the prohibitive factors set forth above ; and
- C. Refrain from doing business with any vendor who fails to comply with the principles of nondiscriminatory employment practices required by New Jersey law for public contracts.

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II. ACADEMIC AND CLASSROOM PRACTICES

The Board of Education requires equal educational opportunity for all students enrolled in the educational and vocational programs and activities of the School District, including but not limited to: course offerings, athletic programs, guidance and counseling, and tests and procedures, regardless of the prohibited factors set forth above.

Staff members are required to maintain professional relationships with students at all times. Staff members must respect the individual rights and dignity of all students.

Staff members shall promote a learning environment that encourages fulfillment of each student's potential in regard to his/her program, consistent with District goals and with equal opportunities for students. This goal shall be reached by adapting instruction to individual needs, by:

- A. Insisting on reasonable standards of scholastic accomplishment for all students;
- B. Creating a positive atmosphere in and out of the classroom;
- C. Treating all pupils with consistent fairness; and
- D. Maintaining a learning/educational environment that is free of hostility, discrimination and favoritism.

Similarly, students shall respect the rights of other students to receive an education in an atmosphere that is conducive to learning and free from discriminatory practices. No student, therefore, shall have the right to abridge another student's rights, as delineated in the policy.

III. HARASSMENT/INTIMIDATION

It is the policy of the Cherry Hill Board of Education that all employees and students shall have the right to a work and learning environment that is free of intimidation, harassment, and hostility. The Board holds all of its employees responsible and accountable for maintaining a work and learning environment that is free of harassment and discriminatory practices, including expressions of hate and bias.

The forms of prohibited harassment may include, but are not limited to, the following:

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- A. Verbal harassment, such as epithets, degrading or derogatory comments or questions by either gender, jokes, slurs, telephone calls, invitations, negative stereotyping, or threatening, intimidating, or hostile acts;
- B. Physical harassment, such as unnecessary or offensive touching, assaulting or impeding or blocking movement; (and Visual harassment, such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, gestures, or symbols.)
- C. Non-Verbal, such as the distribution, display or discussion, of any written or graphic material (including email) that ridicules, denigrates, insults, belittles, or shows hostility or aversion toward an individual, or group because of national origin, race, religion, age, gender, sexual orientation, pregnancy, appearance disability, marital status, citizenship or other protected status.
- D. Sexual harassment including, but not limited to, unwelcome sexual advances, requests for sexual favors and other conduct of a sexual nature that is made a term or condition of employment, is the basis for decisions affecting employment and assignment or education, substantially interferes with an individual's work or school performance or creates a hostile environment. The Board's sexual harassment policy is more particularly set forth in Policy 4111.1/4211.1: Sexual Harassment of Employees/Students, which is incorporated herein by reference.

Administrators and supervisors are directed to make it clear to all employees that all conduct that reasonably may lead an individual to believe that he/she is being harassed or discriminated against, or that results in a hostile work/learning environment, is strictly prohibited. This includes all inappropriate behavior, as defined above: (1) between an employee and a student, (2) among and between students, (3) among and between employees, and/or (4) among employees, students, and any vendor, contractor, consultant and/or agent having business with the School District.

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IV. IMPLEMENTATION/ENFORCEMENT

The Superintendent shall be responsible for development of procedures regarding the implementation of this policy to include: sanctions, protection of individual rights to confidentiality, due process, and notification procedures. The Superintendent shall insure annually, that all staff and all students (in means and terms that are age-appropriate) shall be thoroughly informed of this policy, their right to file a grievance under this policy and of the procedures relative to filing. The Board shall annually appoint a certificated staff member to serve as the District's Affirmative Action Officer. The Affirmative Action Officer will ensure that District grievance procedures are followed and shall oversee the District's affirmative action team. In conjunction with the Affirmative Action Officer, the affirmative action team is responsible for developing and overseeing a comprehensive equity plan, coordinating employee training programs and monitoring the District's compliance with State and federal law. The Board shall through its Administration annually inform employees and students of the Affirmative Action Officer's identity.

Further, the Superintendent shall be responsible for the development, dissemination and implementation of a grievance procedure, by which any aggrieved individual may file a complaint. All such complaints shall be thoroughly investigated. Throughout all investigations, confidentiality shall be protected. Thereafter, the Affirmative Action Officer will confer with the Superintendent to determine the appropriate course of action, and the Superintendent shall recommend same to the Board. A post-determination investigation shall be conducted to determine whether the corrective action, if any, was satisfactory. No individual will suffer reprisals for reporting any violation of this policy or making any complaint hereunder.

Any individual who is found to be responsible for harassment or other prohibited discriminatory conduct shall be subject to appropriate discipline. The severity of the disciplinary action will be based upon the circumstances of the infraction, and may result, among other things, in dismissal (for employees) and suspension or expulsion (for students).

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The Board hereby directs the Superintendent of Schools to develop, periodically review and update, and implement appropriate administrative procedures consistent with this policy, including but not limited to: (1) the appointment of an Affirmative Action Officer for the School District; (2) development, dissemination and enforcement of appropriate grievance procedures; (3) provision of appropriate inservice training activities for staff, and the periodic evaluation of all employment, academic and classroom practices.

V. PROTECTION AGAINST RETALIATION:

The Board shall not take any punitive action against an employee or student who discloses an activity or practice reasonably believed to violate federal law, State law or Board policy. The Board shall provide notice to employees regarding their rights under the Conscientious Employee Protection Act.

Legal References:

<u>N.J.S.A. 10:5-1 et seq.</u>	<i>Law Against Discrimination</i>
<u>N.J.S.A. 18A:4A-1 et seq.</u>	<i>New Jersey Commission on Holocaust Education</i>
<u>N.J.S.A. 18A:18A-17</u>	<i>Facilities for handicapped persons</i>
<u>N.J.S.A. 18A:35-1</u>	<i>Course in history of the United States in high school</i>
<u>N.J.S.A. 18A:36-20</u>	<i>Discrimination; prohibition</i>
<u>N.J.A.C. 6A:7-1.1 et seq.</u>	<i>Managing for Equality and Equity in Education</i>
<i>See particularly:</i>	
<u>N.J.A.C. 6A:7-1.1,-1.4,-1.7,-1.9</u>	
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	<i>Evaluation of the Performance of School Districts</i>
<u>N.J.A.C. 6A:32-12.1</u>	<i>Reporting requirements</i>
<u>N.J.A.C. 6A:32-14.1</u>	<i>Review of mandated programs and services</i>
<i>20 U.S.C.A. 1681 et seq. - Title IX of the Education Amendments of 1972</i>	
<i>29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act, of 1973</i>	
<i>20 U.S.C.A. 1401 et seq. - Individuals with Disabilities Education Act (IDEA)</i>	
<i>42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)</i>	
<i>No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.</i>	
<i>Gebser v. Lago Vista Indep. School Dist. 524 U.S. 274 (1998)</i>	
<i>Davis v. Monroe County Bd. of Ed. 526 U.S. 629 (1999)</i>	
<i>The Comprehensive Equity Plan, New Jersey State Department of Education Executive Order 11246 as amended</i>	

Related Policy and Procedure:

Policy 4111.1/4211.1: Sexual Harassment of Employees/Students

Procedure G-2: Grievance Procedure for Alleged Violation

Procedure G-10: Rehab Act '73, Grievance Proc. (504 Sec)

Adopted: 08/21/95

Amended: 9/18/95, 7/25/00, 2/22/05, 5/27/08

BOARD OF EDUCATION

Cherry Hill, New Jersey

DRAFT POLICY 7530

NAMING FACILITIES -- NAMES ON BUILDINGS AND PLAQUES

1. Names for future schools shall be chosen from deceased persons well known in arts, letters, science or education who have spent a significant part of their productive lives in the State of New Jersey.
2. Plaques for future schools shall list the names of all members of the Board serving at the time of casting the plaque plus all others who have served on the Board since the adoption of the referendum authorizing the construction of said school. The plaques shall also list the names of the Superintendent, Secretary, Solicitor, Architect and General Contractor.
3. The recognition of a retired Cherry Hill staff member may be acknowledged with a plaque no larger than 12"x14", installed on a prominent wall of the school (location to be mutually agreed upon by the building principal and members of the charitable organization). The plaque **will be purchased by the charitable organization and** will read as follows: "Name of individual" is recognized as a staff member who has had a profound impact on the children of Cherry Hill" with the date of dedication below. Multiple recognitions for the same individual will be indicated on one plaque rather than on multiple plaques for the same honoree. This acknowledgement is to be facilitated by donations to the charitable organization according to their guidelines. The net proceeds of the donation will be directly donated to the general fund by the charitable organization.
4. [3.] The naming of a room, wing, building, school or any other facility in honor of a deceased Cherry Hill Public School staff member, Board of Education member, or community member, will be considered by the Board of Education no earlier than twelve (12) months after the death of the individual.
5. [4.] Upon recommendation of the Superintendent or designee, the Board at its discretion may consider the acceptance of a monetary donation to name a field, room, facility, wing or building.

Formerly Policy FDC

Adopted: 3/21/66

Amended: 3/18/68, 10/20/75, 10/19/87, 2/3/04

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

BOARD OF EDUCATION
Cherry Hill, New Jersey

POLICY 5131

HARASSMENT, INTIMIDATION AND BULLYING [CODE OF CONDUCT]

The Cherry Hill Board of Education believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of the students. The emphasis on positive behaviors creates an atmosphere of mutual respect and the appreciation of individual differences among staff, students and parents for individuals as well as district and community property.

The Cherry Hill Board of Education expects students to conduct themselves, in keeping with their level of maturity, and in such a way as to demonstrate proper regard for the rights and welfare of other students. Students are expected to conduct themselves in keeping with the educational purpose underlying all school activities, including the care of school facilities and equipment. The Cherry Hill Board of Education believes that the standards of student behavior must be set cooperatively by interaction among students, parents/guardians, staff and community producing an atmosphere that encourages students to grow in self-discipline and character development.

1. The Superintendent of Schools shall develop general guidelines for student conduct on school property and shall direct development of detailed regulations suited to the age level of the students and the physical facilities of the individual schools.
2. The Superintendent of Schools or designee shall provide to students and their parents/guardians the rules of this district regarding student conduct and the sanctions that may be imposed for breach of those rules.
3. All students shall adhere to the rules and regulations established by the Superintendent of Schools. Non-compliance will result in disciplinary action.
4. Disciplinary action shall be applied consistently and uniformly with necessary due process in accordance with the regulations of the New Jersey Administrative code. Staff shall comply with the regulations of the New Jersey Administrative code when dealing with discipline and/or suspension of classified pupils.
5. Certain infractions shall be reported to the local law enforcement agency in accordance with the District's Memorandum of Agreement which is on file with the Director of Security. Student/Staff confidentiality shall be protected in accordance with federal and state law.

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

Harassment, Intimidation or Bullying

The Cherry Hill Board of Education expects pupils, staff members and community to treat one another with civility and respect, and will not tolerate acts of harassment, intimidation or bullying. Like other disruptive or violent behaviors, this conduct interferes with an individual's ability to learn and a school's ability to educate its pupils in a safe environment.

A definition of harassment, intimidation, or bullying that at a minimum includes any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on the property of the institution of higher education or at any function sponsored by the institution of higher education, that substantially disrupts or interferes with the orderly operation of the institution or the rights of other students and that:

- a. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- b. has the effect of insulting or demeaning any student or group of students; or
- c. creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

The policy and procedures may address and impose consequences for acts of harassment, intimidation or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate or bully), to the extent that the policy comports with the provisions of N.J.A.C. 6A:16-7.6, Conduct away from school grounds, and the Cherry Hill Board of Education's code of student conduct, pursuant to N.J.A.C. 6A:16:7.1. In all instances of HIB behavior occurring off school grounds, the consequences may be exercised when it is reasonably necessary for the victim and offending student's physical or emotional safety and well-being or for reasons relating to the safety and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of HIB that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-14-15 and N.J.A.C. 6A:16-7.9, HIB, whether the subject or recipient of the bullying is on or off school property.

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

The Cherry Hill Board of Education prohibits acts of harassment, intimidation or bullying against any pupil on school property, at any school sponsored activity or while using district provided transportation.

Examples of bullying and harassment may include:

- Verbal abuse including name calling, racist remarks, teasing, etc.
- Physical attacks including pushing, hitting, punching, hair pulling, scratching, spitting, etc.
- Social exclusion including ostracism, ignoring, alienating, etc.
- Psychological abuse including acts that instill a sense of fear or anxiety
- Any other act that has the effect of insulting or demeaning any individual or group of individuals in such a way as to cause distress, a reluctance to attend school, a decline in work standards or problem behaviors
- The use of electronic communication devices that include, but are not limited to, a telephone, cellular phone (e.g. text), computer (e.g. Instant Messaging, email) to harass, intimidate or bully.

All acts of harassment, intimidation and bullying shall be reported verbally to the school principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident. The principal shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services. All acts of harassment, intimidation, or bullying shall be reported in writing on the incident report attached (form #) to the school principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying.

- a. the investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10 day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information;

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

Policy 5131: Harassment, Intimidation, and Bullying [Code of Conduct]
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- b. the results of the investigation shall be reported to the superintendent of schools within two school days of the completion of the investigation, and in accordance with regulations promulgated by the State Board of Education pursuant to the “Administrative Procedure Act,” P.L. 1968, c.410(C.52:14B-1 et seq.), the superintendent may decide to provide intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action;
- c. the results of each investigation shall be reported to the board of education no later than the date of the board of education meeting next following the completion of the investigation, along with information on any services provided, training established, discipline imposed, or other action taken or recommended by the superintendent
- d. parents or guardians of the students who are parties to the investigation shall be entitled to receive information about the investigation, in accordance with federal and State law and regulation, including the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board. A parent or guardian may request a hearing before the board after receiving the information, and the hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents;
- e. at the next board of education meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject or modify the superintendent’s decision. The board’s decision may be appealed to the Commissioner of Education, in accordance with the procedures set forth in law and regulation, no later than 90 days after the issuance of the board’s decision, and;
- f. a parent, student, guardian or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the “Law Against Discrimination,” P.L. 1945, c.169 (C.10:5-1 et seq.)

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

The Cherry Hill Board of Education recognizes that some acts of HIB may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of HIB that they require a response either at the classroom, school building, district level, or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of HIB may range from positive behavioral interventions (counseling support or intervention services) up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils 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 is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

The Cherry Hill Board of Education prohibits reprisal or retaliation against any person who reports an act of HIB. 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 N.J.S.A 18A:37-15(3)(b)(8) and N.J.A.C. 6A:16-7.9(a)2x.

The Cherry Hill Board of Education requires school officials to annually disseminate the policy to all school staff, students and parents along with a statement explaining that it applies to all applicable acts of HIB that occur on school property, at school sponsored functions or on a school bus. The Superintendent of Schools shall develop an annual process for discussing the policy on HIB with students. The HIB policy and procedure will also be posted on the district and school's websites.

The Cherry Hill Board of Education requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of HIB. The following factors, at a minimum, shall be given full consideration by school administrators in conjunction with the school anti-bullying specialist in the development of the procedures for determining appropriate consequences and remedial measures for each act of HIB.

Factors for Determining Consequences

- Age, developmental and maturity levels of parties involved;
- Degrees of harm;
- Surrounding circumstances;
- Nature and severity of the behaviors;
- Incidents of past or continuing patterns of behavior;
- Relationships between the parties involved; and
- Context in which the alleged incidents occurred.

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

Factors for Determining Remedial Measures

Personal

- Life skill deficiencies;
- Social relationships;
- Strengths;
- Talents;
- Interests;
- Hobbies;
- Extra-curricular activities;
- Classroom participation; and
- Academic performance.

Environmental

- School culture;
- School climate;
- Student-staff relationships and staff behavior toward the student;
- General staff management of classrooms or other educational environments;
- Staff ability to prevent and manage difficult or inflammatory situations;
- Social-emotional and behavioral supports;
- Social relationships;
- Community activities;
- Neighborhood situation; and
- Family situation.

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. 1400 et seq., the Individuals with Disabilities Education Improvement Act, and accommodation plans under 29 U.S.C. 794 and 705 (20), the code of student conduct shall be implemented in accordance with the components of the applicable plans.

Implementation

The Superintendent of Schools in conjunction with the district anti-bullying specialist shall ensure that the rules for this policy are applied consistently and uniformly, and that all disciplinary sanctions are carried out with necessary due process.

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

The board shall review all related policies on a regular basis.

Appointment of school anti-bullying specialists, coordinator:

- a. The principal in each school 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 principal shall appoint that individual to be the school anti-bullying specialist. If no individual meeting this criteria is currently employed in the school, the principal shall appoint a school anti-bullying specialist from currently employed school personnel. The school anti-bullying specialist shall:
 1. Chair the school safety team as provided in section 18 of P.L. 2010, c.122(C.18A:37-21);
 2. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
 3. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.
- b. The superintendent of school shall appoint a district anti-bullying coordinator. The superintendent shall make every effort to appoint an employee of the school district to this position. The district anti-bullying coordinator shall:
 1. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of students;
 2. Collaborate with school anti-bullying specialists in the district, the board of education, and the superintendent of schools to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;
 3. Provide data, in collaboration with the superintendent of schools, to the Department of Education regarding harassment, intimidation, and bullying of students; and
 4. Execute such other duties related to school harassment, intimidation, and bullying as requested by the superintendent of schools.
- c. The district anti-bullying coordinator shall meet at least twice a school year with the school anti-bullying specialists in the district to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

School safety teams:

- a. A school district shall form a school safety team in each school in the district 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. A school safety team shall meet at least two times per school year.
- b. A school safety team shall consist of the principal or his designee who, if possible, shall be a senior administrator in the school and the following appointees of the principal: a teacher in the school; a school anti-bullying specialist; a parent of a student in the school;

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

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- c. and other members to be determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.
- d. The school safety team shall:
 1. Receive any complaints of harassment, intimidation, and bullying of students that have been reported to the principal
 2. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, and bullying;
 3. Identify and address patterns of harassment, intimidation, and bullying of students in the school;
 4. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, and bullying of students;
 5. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, and bullying of students;
 6. Participate in the training required pursuant to the provisions of P.L. 2002, c.83 (C.18A:37-13 et seq.) and other training which the principal or the district anti-bullying coordinator may request;
 7. Collaborate with the district anti-bullying coordinator in the collection of district-wide data in the development of district policies to prevent and address harassment, intimidation, and bullying of students; and
 8. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator.
- e. The members of a school safety team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches.
- f. Notwithstanding any provision of this section 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 paragraph (1), (2), or (3) of subsection c. of this section of any other activities of the team which may compromise the confidentiality of a student.

In-Service Training for Pre-K – 12 School Staff:

During the school year the superintendent, district anti-bullying specialist or building anti-bullying specialist shall arrange for HIB Training to be included as part of their In-service Training Program for school staff. HIB Training can be initiated through any of the following resources.

- ◆ Soliciting out of district resources who are qualified to present training material on the subject of Harassment, Intimidation and Bullying
- ◆ HIB Training may be introduced during the In-service training segment for Character Education.
- ◆ The services of qualified Cherry Hill School District staff can be recruited to conduct Training for school staff.

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

Harassment, Intimidation and Bullying Overview For Students:

The principal and/or building anti-bullying specialist [or designee]shall develop, through whatever means he or she deems appropriate for their school setting, a system for disseminating information to ensure that the student body is familiar with the district’s HIB Policy and the process for reporting incidents related to HIB behavior. The following is a list of some suggested methods through which the information can be disseminated to students.

- ◆ General Assembly
- ◆ New Student Orientation
- ◆ Classroom Discussion
- ◆ Integrated with the Character Education Curriculum
- ◆ Health Classes
- ◆ Back to School Night Meeting
- ◆ School website
- ◆ Electronic notification with the first 7 days of school

Students shall also be made aware that a number of resources are available, on a daily basis to follow up on reported incidents of HIB.

- | | |
|----------------------------|------------------------------|
| Affirmative Action Officer | District School Advocate |
| Campus Police | Educational Assistant |
| Child Study Team | Nurse |
| Coach | Counselor |
| Teacher | School Administrators |
| Anti-bullying Specialist | Student Assistance Counselor |

Parent/Guardian Notification:

In an effort to reinforce the school district’s commitment to a safe and secure environment it is essential that parents/guardians share the responsibility to promote a harassment, intimidation and bullying free school environment. In order to foster the spirit of cooperation between parents/guardians and the school community, the principal/designee shall initiate measures to ensure that parents/guardians are familiar with the district’s Policy and Procedures regarding HIB. The principal or building anti-bullying specialist [designee] shall also provide parents/guardians with information pertaining to HIB, Intervention Strategies that are age appropriate for Elementary, Middle and High Schools. Refer to attachments for literature regarding HIB Intervention Strategies for different grade levels.

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

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Some suggested methods for disseminating information to parents/guardians are as follows:

School Handbooks
District Web Site
PTA Meetings

School's Web Site
PTA organizations
Student Carry Home Methods to
parents/guardians

A school staff member may receive a report of HIB behavior directly from the victim or from another student who suspects that a fellow student is being subjected to some form of HIB behavior by another student or group of students. In circumstances whereby a student is reporting HIB behavior, acting in the best interest of a fellow student, the staff member shall exercise precautions to protect the identity of the source unless the student indicates that anonymity is not an issue of major concern.

The staff member shall also make a special effort to commend the student, whether he or she is a victim or witness, for bringing the matter to the attention of school staff. This approach tends to encourage students to report HIB behavior and serves to reinforce the schools' position regarding HIB behavior.

It is important to note that not all taunting, teasing or fighting constitute Harassment, Intimidation and Bullying. The Cherry Hill Board of Education shall distribute the policy by email to each student within seven days of the start of each semester and shall post the policy on its website.

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Assessing whether or not the reported behavior falls within the realm of Harassment, Intimidation or Bullying the staff person should take into consideration the following factors:

- ◆ Verbal abuse including name calling, racist remarks, teasing, etc.
- ◆ Physical attacks including pushing, hitting, punching, hair pulling, scratching, spitting, etc.
- ◆ Social exclusion including ostracism, ignoring, alienating, etc.
- ◆ Psychological abuse including acts that instill a sense of fear or anxiety
- ◆ Electronic communication includes, but not limited to, a telephone, cellular phone (i.e. text), computer (i.e. Instant Messaging, email, etc.) or pager.
- ◆ Any act that has the effect of insulting or demeaning any individual or group of individuals in such a way as to cause distress, reluctance to attend school, a decline in work standards or problem behaviors.
- ◆ Frequency or repetition_of the HIB behavior directed at the victim or initiated by the offender.

Actions Steps for Principals, and/or School Anti-Bullying Specialists [School Administrators]:

- ◆ Assess the awareness and the scope of the bullying problem at your school through student and staff surveys. (Refer to District Policy 5145.1 regarding student surveys)
- ◆ Closely supervise children on the playgrounds and in classrooms, hallway, rest rooms, cafeterias and other areas where HIB behavior is likely to occur.
- ◆ Conduct school wide assemblies that will enhance the school district's comprehensive program ; conduct annual teacher/staff in-service training to raise awareness regarding the problem of HIB
- ◆ Post and publicize clear behavior standards, including rules against HIB behavior, for all students. Consistently and fairly enforce such standards.
- ◆ Encourage parents/guardians participation by asking parents/guardians to reinforce the districts Harassment, Intimidation and Bullying Procedures at home.
- ◆ Establish a confidential reporting system that allows children to report victimization and Harassment, Intimidation and Bullying behavior. (Bullying Tip Box)
- ◆ Make sure Harassment, Intimidation and Bullying Procedures and Policies are known to Parents/guardians, students and school staff via the Student Code of Conduct.

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

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- ◆ Receive and listen receptively to parents and students who report bullying. Establish procedures whereby such reports are investigated and resolved expeditiously at the school level in order to avoid perpetuating HIB behavior, Refer to Offender HIB contract- Attachment 1.
- ◆ Develop strategies to reward students for positive, inclusive behavior and for reporting Harassment, Intimidation and Bullying behavior.
- ◆ Provide school wide and classroom activities that are designed to build self-esteem by spotlighting special talents, hobbies, interests and abilities of all students and that foster mutual understanding of and appreciation for differences in others.
- ◆ Confront bullies in private. Challenging a bully in front of his/her peers may actually enhance his/her status and lead to further aggression.
- ◆ Notify the parents of both victims and bullies when a confrontation occurs, and seek to resolve the problem expeditiously at school. Document notification to parents/guardians on the HIB Reporting Form and Offender HIB Contract- Attachment 1.
- ◆ Refer both victims and aggressors to counseling whenever appropriate.

Strategies for Classroom Teachers:

- ◆ Provide students with opportunities to talk about HIB behavior and enlist their support in defining HIB as unacceptable behavior.
- ◆ Involve students in establishing classroom rules against HIB. Such rules may include a commitment from the teacher to not “look the other way” when incidents involve HIB occur. (If a teacher/teachers choose to “look the other way” there could possibly be liability issues for those whom with-hold pertinent information.
- ◆ Provide classroom activities and discussions related to HIB and violence, including the harm that they cause and strategies to reduce them.
- ◆ Develop a classroom action plan to ensue that students know what to do when they observe a HIB/victim confrontation.
- ◆ Teach cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding. Take care to vary grouping of participants and monitor the treatment of participants in each group.
- ◆ Take immediate action when HIB is observed. All teachers and school staff must let children know that they care and will not allow anyone to be mistreated. By taking immediate action and dealing directly with the bully.
- ◆ Listen receptively to parents who report bullying and investigate reported circumstances so that immediate and appropriate school action may be taken.
- ◆ Confront bullies in private. Challenging a bully in front of his/her peers may actually enhance his/her status and lead to further aggression.
- ◆ Notify the parents of both victims and bullies when a confrontation occurs, and seek to resolve the problem expeditiously at school. Document notification to parents/guardians on the HIB Reporting Form and Offender HIB Contract.
- ◆ Refer both victims and aggressors to counseling for support programs separately, via the school counselor/SAC (where available) whenever appropriate.

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Strategies for Students:

Students may not know what to do when they observe a classmate being bullied or experience such victimization themselves. Classroom discussions and activities may help students develop a variety of appropriate actions that they can take when they witness or experience such victimization. For instance, depending on the situation and their own level of comfort, students can:

- ◆ Seek immediate help from an adult;
- ◆ Report HIB incidents to school personnel;
- ◆ Speak up and/or offer support to the victim when they see him/her being bullied-for example, picking up the victim's books and handing them to him or her;
- ◆ Privately support those being hurt with words of kindness;
- ◆ Express disapproval of HIB behavior by not joining in the laughter, teasing or spreading of rumors or gossip.
- ◆ Attempt to defuse problem situations either single handedly or in a group – for example, by taking the bully aside and asking him/her to “cool it.”

Reporting of certain acts by school employees

Two times each school year, between September 1 and January 1 and between January 1 and June 30, at a public hearing, the superintendent of schools shall report to the board of education all acts of violence, vandalism, and harassment, intimidation, or bullying which occurred during the previous period. The report shall include the number of reports of harassment, intimidation, or bullying, the status of all investigations, the nature of the bullying based on one of the protected categories identified in section 2 of P.L. 2002, c.83 (C.18A:37-14), the names of the investigators, the type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying, and any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying. The information shall also be reported once during each reporting period to the Department of Education. The report must include data broken down by the enumerated categories as listed in section 2 of P.L. 2002, c.83 (C.18A:37-14), and data broken down by each school in the district, in addition to district-wide data. It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release.

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“Week of respect”

The week beginning with the first Monday in October of each year is designated as a “Week of Respect” in the State of New Jersey. School districts, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined in 2 of P.L. 2002, c.83 (C.. 18A:37-14). Throughout the school year the school district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation, and bullying in accordance with the core curriculum content standards.

Sources:

P.L..2010, CHAPTER 122

Model Policy Development, Rutgers University Safe Schools Grant, 11/2008

Preventing Bullying: A Manual for School and Communities, U.S.D.O.E. 11/31/98

Bully Proofing Your School, Sopris West, 1994

Procedure Approved: August 24, 2004;

Revised 2/09, 11/24/09

Policy References:

<i>Legal References:</i>	<i>N.J.S.A. 2A:4A-60 et al.</i>	<i>Disclosure of juvenile information; penalties for disclosure</i>
	<i>N.J.S.A. 2C:12-1</i>	<i>Assault</i>
	<i>N.J.S.A. 2C:33-19</i>	<i>Paging devices, possession by students</i>
	<i>N.J.S.A. 2C:39-5</i>	<i>Unlawful possession of weapons</i>
	<i>N.J.S.A. 18A:6-1</i>	<i>Corporal punishment of pupils</i>
	<i>N.J.S.A. 18A:11-1</i>	<i>General mandatory powers and duties</i>
	<i>N.J.S.A. 18A:25-2</i>	<i>Authority over pupil, bus driver responsible for</i>
	<i>N.J.S.A. 18A:37-1 et seq.</i>	<i>Discipline of pupils</i>
	<i>N.J.S.A. 18A:37-14-15(3)(b)(1)</i>	
	<i>N.J.S.A. 18A:40A-1 et seq.</i>	<i>Substance abuse</i>
	<i>N.J.S.A. 18A:54-20</i>	<i>Powers of board (county vocational schools)</i>
	<i>N.J.A.C. 6:8-2.1</i>	<i>Reporting requirements</i>
	<i>N.J.A.C. 6:8-2.3</i>	<i>Quality assurance</i>
	<i>N.J.A.C. 6:8-2.4</i>	<i>School-level planning</i>
	<i>N.J.A.C. 6:29-6.1 et seq.</i>	<i>Substance abuse</i>
	<i>See particularly:</i>	
	<i>N.J.A.C. 6:29-6.3(c)</i>	
	<i>.J.A.C. 6:29-10.1 et seq.</i>	<i>Safe and drug free schools</i>
		<i>New Jersey State Board of Education Resolution, September 3, 1980, appropriate expectations of behavior for district pupils.</i>
	<i>N.J.A.C. 6A:14-2.8</i>	<i>Discipline/suspension/expulsion</i>
	<i>N.J.A.C. 6A:16-5.1</i>	<i>Code of student conduct</i>
	<i>N.J.A.C. 6A:16-1.1 et seq.</i>	<i>Programs to Support Student Development</i>
	<i>See particularly:</i>	
	<i>N.J.A.C. 6A:16-1.4, -1.5,</i>	
	<i>-4.1, -5.1, -6.1, -6.2 7.9(9)2i</i>	
	<i>N.J.A.C. 6A:16-7.1-1</i>	<i>Code of Student Conduct</i>

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

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Legal References continued:

N.J.A.C. 6A:24-4.1(i)7 Implementation of Whole School Reform Model
20 U.S.C.A. 1415(k) Individual with Disabilities Education Act Amendments of 1997
Bethel School District No. 403, v. Fraser, 478 U.S. 675 (1986)
Hazelwood v. Kuhlmeier, 56 108 S. Ct. 562 (1988)
Honig v. Doe, 484 U.S. 305 (1988)
Manual for the Evaluation of Local School Districts (June 1993)

Cross References:

1410	Local units
3517	Electronic Surveillance
4131/4231	Staff development; in-service education/visitation conferences
5020	Role of parents/guardians
5113.1	Class cutting
5131.6	Substance Abuse
5131.7	Firearms, Weapons, and Dangerous Instruments
5114	Suspension and expulsion
5124	Reporting to parents/guardians
S-12	Administrative Procedure- Suicide/Homicide
B-10	Administrative Procedure- HIB
D-8`	Administrative Procedure- Substance Abuse

Policy Adopted: 12/21/99

Policy Revised: 8/26/03, 6/26/07, 2/24/09

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

Attachment 1

CHERRY HILL SCHOOL DISTRICT

Offender HIB Contract

“Harassment, Intimidation and Bullying (HIB)” is defined as a form of aggression (gesture, written verbal or electronic, and/or a physical act) that takes place on school property, at any school sponsored function or on school transportation, where one or more students repeatedly and intentionally intimidate, harass or physically/emotionally harm another student.

I _____ (name), agree to work to improve the way I conduct myself and my actions. I will use strategies that have been offered to me to help me better control my behavior with regards to

_____;
(identify infraction)

Student Signature

School Administrator/Designee

Date

I _____ parent of _____ understand this contract and will work in partnership with the school to encourage with my child to adopt a more positive behavior

Parent Signature

***Student File**

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

CHERRY HILL SCHOOL DISTRICT

***Harassment, Intimidation and Bullying
Reporting Form For Offenders***

This form shall be completed for all reported incidents related to Harassment, Intimidation and Bullying.

The completed form shall be placed in the offender's student file for future reference.

Person who received the initial report: _____

Date the incident was reported: _____

Intervention measures that were initiated by the person receiving the initial report:

- No referral, incident was resolved by school staff receiving the initial report.
- Incident was referred to another source: _____
Name of Source

Comments by the person receiving the initial report:

Intervention measures initiated by the person to whom the matter was referred:

- School Community Service No. of Days _____
- Detention No. of Days _____
- In School Suspension No. of Days _____
- Saturday School No. of Days _____
- Out of School Suspension No. of Days _____
- Other No. of Days _____
- Refer to Alternate Source: _____
Name of Source

Comments:

Signature: _____

Date: _____

This document reflects a combination of the old Policy 5131 and Procedure B-10, as well as the new law.

Form B-10.3

CHERRY HILL SCHOOL DISTRICT

***Harassment, Intimidation and Bullying
Reporting Form For Victims***

This form shall be completed for all reported incidents related to Harassment, Intimidation and Bullying.

The completed form shall be placed in the victim's student file for future reference.

Person who received the initial report: _____

Date the incident was reported: _____

Intervention measures that were initiated by the person receiving the initial report:

- No referral, incident was resolved by school staff receiving the initial report.
- Incident was referred to another source: _____
Name of Source

Comments by the person receiving the initial report:

Intervention Measures initiated/referral resources provided:

Signature: _____ Date: _____

Victim's Parents/Guardians notified by: _____

Date: _____

Additional Comments:

_____*Student File

CHERRY HILL PUBLIC SCHOOLS

Cherry Hill, New Jersey

S-37

ADMINISTRATIVE PROCEDURE SUBSTITUTE TEACHER SALARIES

SECTION I

In lieu of an annual salary rate, substitute teachers will be paid in accordance with the following schedule effective 9/1/00.

Effective 9/1/00

- a. Daily rate \$70.00 per day effective 9/1/00 for the first twenty (20) days of substituting in the school year.
- b. Effective 9/1/08, the daily rate for substitute school nurses who meet the New Jersey DOE requirements for substitute shall be \$90.00 per day for the first twenty (20) days of substituting in the school year.
- c. Daily rate \$80.00 per day effective 9/1/08 starting with the 21st day of substituting in the school year.
- d. Effective 9/1/08, the daily rate for substitute school nurses who meet the New Jersey DOE requirements for substitute shall be \$110.00 per day starting with the twenty first (21st) day of substituting in the school year.
- e. Continuing assignment \$85.00 per day effective 9/1/08 starting with the sixth day to 20th day in the same continuous assignment.
- f. Effective 9/1/08, the daily rate for Staff Nurse-Special Circumstances shall be \$120.00 per day.
- g. A retired teacher from the Cherry Hill School District who accepts a long term substitute assignment will be paid a per diem rate equal to Bachelor's Step 1 of the current teacher's salary guide. No benefits will be paid regardless of time in position.
- h. If a substitute worked more than twenty (20) days at the school district the prior school year, the substitute on the first day of work in the new year, would receive the applicable rate indicated in (c or d) above. If a substitute did not work twenty (20) days in the school district the prior school year, the substitute will receive the applicable rate indicated in (a or b) above for the first twenty (20) days of substituting in the new year.

Effective 9/1/01

- a. Daily rate up to \$200.00 per day effective 9/1/01 for substitute teachers hired in a difficult staffing area such as world languages, science, math, etc., (to be determined by the Superintendent and/or his/her designee.) The substitute must be eligible for and in the process of attaining proper New Jersey teacher

certification in the specified difficult staffing area.

Effective 9/1/11

- a. A substitute must work a minimum of fifteen (15) days during the school year in order to remain on the district’s active substitute list. Failure to meet this prerequisite will require the substitute to go through the application process again. If rehired, the applicant will be responsible for all associated costs with obtaining a substitute certificate and criminal background check.

SECTION II

In accord with NJAAC 6:11-4.7, substitute teachers may not be assigned to serve for more than twenty (20) consecutive days of service in the same position in the school district.

In order to preserve the continuity of instruction, when it is known that a teacher will be absent beyond twenty (20) consecutive days, a certified teacher shall be hired to take the assignment until the regular teacher returns.

When it is deemed to be a possibility that the teacher could be absent beyond twenty (20) consecutive days, then the per diem substitute should be a fully certified teacher who would be hired on a teacher’s contract on the 21st day in the assignment until the return of the regular teacher retroactive to the first day of the assignment.

Those teachers hired as replacement teachers shall be placed on the appropriate column and step of the teacher’s salary guide based on their educational training and experience.

SECTION III

If a substitute teacher, who is serving for one teacher who is absent, is also assigned during a duty free or lunch period to cover for another teacher, the substitute shall be compensated prorata for the time so spent in the second position according to the rate of 25% of the per diem rate for 45 minutes of coverage. If a substitute teacher is asked to split a class in addition to their assignment for the day, they will receive 25% of their per diem rate per 45 minutes of coverage.

Re: Policy # 4121

Adopted: 9/23/74

Amended: 2/21/77, 11/21/77, 06/18/69, 07/21/80, 01/17/83, 12/17/84, 06/24/85,
02/23/87, 03/21/88, 09/19/99, 06/18/90, 10/15/90, 11/19/90, 5/23/00, 10/23/00, 8/28/01, 4/22/08,
4/26/11