

ELEMENTARY #2

FACULTY HANDBOOK

**Middle Township Schools
2025-2026**

"Growing Stronger, Smarter, and Kinder Every Day."

MIDDLE TOWNSHIP ELEMENTARY #2
BOARD OF EDUCATION

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(The Board of Education meets every 3rd Thursday of the month.)

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Vincent Tridente	Assistant Principal

FOREWORD

This Faculty Manual was prepared to provide the faculty members with information, which will be helpful throughout the year. You are encouraged to read it thoroughly in order to obtain an overview of the policies and procedures followed in Elementary #2. When staff has a clear understanding of these matters, they are better able to answer children's questions accurately, thus avoiding mistakes and confusion. You may find it helpful to place this handbook in a spot where you can refer to it easily.

MIDDLE TOWNSHIP ELEMENTARY #2 SCHOOL STAFF

2025-2026

<u>Third Grade Staff:</u> Andrea Alicea Lily Collier Margie DeLollis Shannon Hagan Ryan Malinowski Nicole Maloney Claire O'Dea Jeanine Ramsey	<u>Fourth Grade Staff:</u> Kiki Coupland Hannah Crudo-Goodson Julianna Donohue Carrie Goodman Kyle Mallon Lisa Mericle Anne Naticchione Ashley Robinson	<u>Fifth Grade Staff:</u> Shannon Bennett Jessica Dorta Kim Fiore Crystal Hutchinson Jenn Heun Kira Sides McKenna Super Sue Vallese
<u>Special Area Teachers:</u> Paul Elco Harlee Fisher Crystal Hines Rick Maxwell Julie Moore Jay Wynn Cindy Yenolevich	<u>Special Education Staff:</u> Danielle DiFrancesco Hannah Dougherty Macie Hawthorne Carolyn Kerr Cristiana Simanu Christine Sundstrom Diane Szigeti Jill Taylor Andrea Travascio	<u>BSI Staff:</u> Cyndi Arnold Katie Cruz Sheryl Rubin Scott Salinsky Kathy Watts
<u>CST and Support Staff:</u> Rachel Chew- Guidance Celia Llaberia- CST Sandi Garrison-Maund- CST Melodee Mallek- ELL Marie Serrano- Nurse	<u>Front Office Staff:</u> Monique Lawery Lisa Schweizer	<u>Custodial Staff:</u> Karl Hess Barb Kardos Ken Kardos Fern Mozelle Scott Tozer

CODE OF ETHICS

Sharing a belief in the inherent value of each member of our school community, and committing to promote moral behavior in our schools and community, we will....

- Respect ourselves, others, authority, and our surroundings;
- Demonstrate responsible personal behavior whether alone or in a group;
- Act with honesty in what we say and what we do;
- Treat one another with compassion, kindness, and tolerance; and
- Accept accountability for our choices, decisions, and actions.

CODE OF CONDUCT

In order to provide a safe, positive, and productive educational environment for all who interact with and for our schools, "we pledge to follow the Middle Township Code of Conduct."

RESPECT

For ourselves and others:

As a member of the school community, I will do my best to make a positive contribution while at school or school activities. To show respect for myself and others, I will:

- Present myself in a positive manner, understanding that other people will form impressions of my character and values by observing how I behave and speak.
- Not purposely hurt, offend, verbally or physically attack or belittle another person, even though I may disagree with his or her beliefs, choices, and/or behavior.
- Dress appropriately for environment and activity so as not to embarrass, injure, distract, or show disrespect to others or myself.
- Avoid the use of any illegal or harmful substance that is in violation of school policy.

For authority:

To show respect in attitude and language to those in positions of authority and responsibility, I will:

- Choose appropriate words.
- Act and speak in a positive fashion.
- Question in a respectful manner.
- Follow directions in a cooperative way.

For surroundings:

To show respect for the possessions of others and school and community property, I will:

- Not take things that don't belong to me.
- Not damage, deface, destroy or vandalize any individual's community, or school property.
- Properly dispose of trash/waste and recycle when appropriate.

RESPONSIBILITY

As a contributing member of the school community, I will accept responsibility:

- ◆ For myself in what I say, do, and choose.
- ◆ To treat others as I would like to be treated.
- ◆ To work cooperatively with others.

HONESTY

I will approach all that I say and do in a sincere and honest manner. In an effort to uphold my integrity and demonstrate my reliability, I will:

- ◆ Do my own work and not present others' ideas as my own.

- ◆ Act in a trustworthy manner, neither lying nor intentionally misleading another.

ACCOUNTABILITY

I understand that, as a member of the Middle Township school community, I am accountable for the choices, actions, and decisions I make each day.

THE MISSION OF MIDDLE TOWNSHIP SCHOOLS

Celebrating the strength of our diversity and the values and traditions of our community, the mission of the Middle Township School is to provide excellence in education that produces graduates who possess a love of learning, and a sense of responsibility, enabling all students to reach their potential and become active, productive members of a dynamic, global society.

IMPORTANT TELEPHONE NUMBERS

MAIN OFFICE	465-1827	Ext. 2002, 2003 and 2004
FAX OFFICE NUMBER	465-1969	
GUIDANCE OFFICE (Mrs. Chew)	465-1827	Ext. 2146
SCHOOL NURSE (Mrs. Serrano)	465-1827	Ext. 2019
CHILD STUDY TEAM (Mrs. Garrison-Maund)	465-1827	Ext. 2011
CAFETERIA (Ms. DeCamillo)	465-1827	Ext. 2159
TRANSPORTATION (Mrs. DeVico)	465-5520	Ext. 5812, 5811, 5810

ABSENCE/Frontline – (Personal Illness & Personal Day)

Each teacher is provided cumulative personal sick leave according to their contract. In general, sick leave should be considered as a benefit and insurance against illness or accident. It should not be construed as a leave from work guaranteed to any individual. The administration may require a doctor's certification for any illness.

All teachers are provided with three personal days each school year. No more than one (1) such personal leave day may be taken on a Monday, Friday, in-service day, or preceding/following a holiday. Written notice for such leave shall be made to the building principal at least three (3) days before taking leave, except in the case of emergencies where oral notice will suffice.

All employees must utilize the Frontline system to create an absence. Frontline can be reached either on-line (<https://login.frontlineeducation.com/>) or by using the Frontline App. The Frontline system/service is available 24 hours a day, seven days a week.

On-line confirmation numbers are available once request is submitted. Your absence is not registered until it is confirmed. In order for the Frontline service to retain a substitute, you must contact the system by 7:30 am. If there is an emergency and you are unable to come to work and it's after 7:30 am, you must call Lisa Schweizer at 465-1827, ext. 2002. We will then attempt to get a substitute for you. You should still utilize Frontline for recording the absence, but a manual attempt for coverage will be needed.

ACCIDENT PROCEDURE AND REFERRAL TO THE NURSE

In the event a child becomes ill or complains of an illness, the child should be sent to the school nurse immediately, with an attendant and an appropriate pass (please use passes provided by the nurse). Action taken by the nurse will be described on the return pass. The nurse will keep records of all persons appearing in her office. Teachers are not to dispense medicine or drugs.

**In the event of extreme illness or accident, the following procedures apply:
UNIVERSAL PRECAUTIONS APPLY DURING ANY EMERGENCY – ALWAYS KEEP YOUR “SPILL KIT” AVAILABLE.**

- ♦ Do not attempt to move the injured child.
- ♦ Do not give stimulants or food to the injured child.
- ♦ Keep injured child warm and treat for shock and attempt to stop any bleeding and provide resuscitation if necessary.

Someone should be sent to get the school nurse immediately and notify the Principal/Asst. Principal. The school nurse, Principal or Asst. Principal's Office will contact parents/guardians and call the ambulance corp., if necessary.

After any accident, an Accident Report Form is filled out BY THE TEACHER IN CHARGE, WITH THE ASSISTANCE OF THE SCHOOL NURSE. After the form is completed, it should be turned in to the Principal's office before school is dismissed for the day. The names of all witnesses to the accident are to be listed along with the details of how the accident occurred and the extent of the injury. Use additional paper to write up this information and attach it to the Accident Report when submitted to the office. I encourage you to write this information down on the day of the accident, while the incident can easily be recalled. Time has a way of clouding issues. Common sense and recommended "FIRST AID" practices should prevail in all accident cases.

All students must present a pass when they arrive at the Nurse's Office. This pass is to be filled out by the teacher referring the student. The purpose of this procedure is to protect the student as well as the teacher. Very often, the teacher's observation can be helpful in assessing whether or not the child has a problem. Please state any observations on the pass. Indicate if the child is lethargic, restless, etc. Also, indicate whether or not the child's complaint is affecting his/her behavior, if you feel that such observations are pertinent.

Children have been known to tell their teachers that their "stomach hurts" and then tell the nurse that they "have a sore foot." By writing in the complaint, conflicts such as this can be avoided. The pass system will ensure that the child has reached his/her destination and will also inform the teacher as to the child's condition upon returning to class.

Instruct your students to read the sign on the Nurse's door, which indicates whether or not she is in the building. Whenever possible, the main office will note on the daily bulletin when the nurse is not in. The nurse is at lunch during seventh period. Please do not send students down to the office at that time.

- ♦ Please return used passes, either daily or weekly (your option) to the Nurse.
- ♦ Your cooperation in implementing this system is appreciated.

AFTER-SCHOOL DETENTION GUIDELINES AND PROCEDURES

Logistics:

Detention will be held from dismissal to 4:20 pm (contingent upon bus arrivals).

Detention will be held in a duty teacher's classroom.

Duty teachers must be certified staff.

Chaperone pay is given for time worked.

Teachers can sign up to cover detention on the calendar in the main office.

A rotation of detention assignments takes place to ensure a chance for all who wish to participate.

Dismissal -- Students return home via parent transportation, or activity bus.

Detention Process:

- ◆ Teachers must “write-up” a student on a Discipline Referral Form, available in the faculty room or main office.
- ◆ The form is then submitted to the assistant principal or principal for review. She will assign a consequence, which requires a letter if the consequence is an after-school detention or suspension. The letter is typed in the office, and the teacher will receive a copy.
- ◆ A list of students serving detention will be given to the teacher who is holding detention.
- ◆ A REMINDER TO STAFF -- Detention is only a step to be used in the sequence of events employed for dealing with improper behavior. It should be preceded by, at least, one phone call home or a parent conference.

Students' Responsibilities:

- ◆ Students are to take detention letters home, and have them signed by a parent or guardian. Failure to return the notice the next day will result in additional days to be served.
- ◆ Students must serve detention(s) on the day(s) assigned unless there is a parental excuse given and administrative approval.
- ◆ Students must come to the detention room with work to be completed and a writing implement.

Duty Teacher's Responsibilities:

- ◆ Meet the students assigned to detention in a timely manner at the designated area.
- ◆ Monitor students during detention. Students are to be kept focused on working productively through the entire detention period. Monitor the dismissal of students from detention along with visually observing students being picked up.
- ◆ Dismiss parent pick up students to the cafeteria at 4:20 and bus students when called, students are NOT to be left unsupervised. It is the duty teacher's responsibility to make sure that all students are accounted for at detention. Duty teachers will be compensated for any additional time spent dismissing students from detention.

The administration reserves the right to adjust procedures and/or detention assignment(s) when the need arises. Every effort will be made to inform staff if adjustments or detention assignment(s) are altered.

Bathroom use during detention: Staff should encourage students assigned to detention to use the bathroom before going to the detention classroom. The detention teacher should allow bathroom use at the beginning of the detention time period. After that time, bathroom use is for emergencies only. Students are to be permitted one sign-out during detention. Teachers are to use the sign-out sheets normally used during the course of a school day.

Homeroom teachers are responsible for taking attendance during the homeroom period. Attendance should be taken in Power School (the district's software program) **before 9:30 a.m.** Do **NOT** mark any student as “Tardy.” The main office will do this, when necessary.

AUDIO, VISUAL & TECHNICAL EQUIPMENT

The teacher has the responsibility to retrieve equipment requested in advance of the time it is to be used. A note, requesting equipment, can be placed in **Mr. Wynn's mailbox**. Teachers are encouraged to pick up equipment before school begins. PLAN AHEAD!!! In the event that a piece of equipment breaks down, please write up the nature of the problem on a slip of paper and attach it to the equipment. Instruction will be made available to teachers requiring assistance in the operation of equipment. **PLEASE NOTIFY MR. WYNN OF ANY NEEDED REPAIRS.**

BELL SCHEDULE

8:30 Staff must be signed-in;

- 8:35 Doors to Cafetorium open for Parent Drop-off students.
- 8:50 Doors open for students to go to homeroom or the Cafetorium for breakfast;
- 9:10 Begin AM Session - Homeroom officially begins – Attendance and the lunch count should be taken. (Be cognizant that some students will be completing breakfast and on their way to homeroom.) Do not mark those students tardy. Notify office if a student(s) is continually late from breakfast; students are considered late at 9:11 if they are not arriving from breakfast;
- 3:15 Dismiss parent pick up to cafetorium. (Upon announcement.)

When all of the buses arrive, an announcement will be made to dismiss the remaining students.

CAPE MAY COUNTY EDUCATIONAL LIBRARY

This library is an asset to teachers in our county. The office is located in the Office of the County Superintendent of Schools in the County Library Building. It has a fine collection of films, DVD's, CD's, tape recording, video and pictures. Our Board of Education contributes funds annually for the upkeep of the library. You will receive the latest County Library Film Catalog, which will be located in the faculty room. A depository for your audio/visual request slips is located in the library. Film delivery and pick up usually occur on Mondays. Transparencies, DVD's, CD's, videos, and software with assorted titles are available from the library. Please check these items out with Mrs. Bramble.

CLASSROOM PARTIES

Classroom parties are not permitted unless approved by the Principal. Only the room parent is permitted to assist in any approved parties.

COPYING

Teachers and staff are asked to use the copy machines in the faculty lounge or 4th grade faculty room. The office copier is for secretarial use only. Please refill paper after use, this helps everyone. Please notify the office if any problems arise with copiers.

CORPORAL PUNISHMENT

Teachers are asked to follow NJ School Law 18A-6-1 regarding Corporal Punishment: New Jersey is one of the few states that strictly forbid the use of corporal punishment in schools. However, the statutes define reasonable exemptions to this rule. The statute allows school employees, "within the scope of his/her employment, to use and apply such amounts of force as is necessary and reasonable."

- ◆ To quell a disturbance threatening physical injury to others.
- ◆ To obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil.
- ◆ For the purpose of self-defense.
- ◆ For the protection of persons and property.

These are the only reasons that justify physical contact.

COURSE REIMBURSEMENT

When applying for reimbursement for a course please follow the instructions listed below:

- ◆ Complete a course reimbursement request form.
- ◆ Have it signed by the Building Principal.
- ◆ Attach a copy of the course description and receipt of payment.
- ◆ Submit all paperwork to Christine Ritchie by the deadline for the semester attended.

(One card will be retained in your personal file and the other two will be returned to you.) You should retain one for your files, attach one to a signed voucher and return to the Superintendent's Office for processing or reimbursement of tuition payment.

CUMULATIVE RECORDS

Exercise great care in keeping these records accurate, current, and complete.

Make all of your comments positive. Indicate what a child needs. Avoid pinning a label on a child. Please state facts, not opinions. A quick look at your cumulative record folders BEFORE you meet your children in class for the first time is a good idea. Please be sure to read student records, in order to detect specific HEALTH problems. Consult with school nurse for further information. Keep a record of anecdotal comments about your children as the year progresses. It is very difficult to try to remember all of this in time for early June.

Avoid stigmatizing or categorizing any child in your room. To do so is an open admission that you have doubts about your professional ability to help all children grow and develop to the fullest. Student Cumulative records will remain in the Main Office. Use your own professional judgment, based on your own objective evaluation of a student, before you write down comments in his/her cumulative folder.

Toward the end of the school year, teachers shall record all pertinent information on the yellow permanent record card that is located in the office. This information should not be placed on the cards until the first week in June. Cumulative records contain a great deal of confidential information and should be handled accordingly.

Parents/guardians, by law, have the right to review their child's school records. This is handled through the Principal's office after receiving a letter or request from the parents or guardians. Forty-eight hour notice for parental inspection of records is required. Each child's home address and telephone number should be checked annually and corrected, if necessary, on both the permanent record card and the emergency card.

Notify the office of any changes.

Teachers are to include any standard assessments.

At the end of the year, teachers must bring records to the office and file them in students' Cumulative folders. Permitted records include observations and ratings by professional staff members acting within the scope of their professional duties, samples of pupil work, information obtained from professionally acceptable standard instruments of measurement, educationally relevant information provided by a parent or adult pupil concerning achievements and other school activities that the parent or pupil wishes to make part of the pupil's record, extra curricular activities and achievements, rank in class, academic honors earned, and written evidence of compliance with the requirements of this policy for notification and consent. Discipline infractions, bus warnings and notes to parents should all be removed from the folders and destroyed.

CURRICULUM GUIDES

Each staff member should have a set of Curriculum Guides relating to subjects taught for implementation in his/her daily lessons. A complete set of K12 Curriculum Guides will be maintained in the Principal's Office.

DISPLAY CASES / BULLETIN BOARDS

Different support faculty/staff are assigned to create displays throughout the year. See the schedule that is distributed at the beginning of the year.

FACULTY COUNCIL (Teacher - Administration Liaison)

The Association shall select a Faculty Council for each school building, which shall meet with the Principal at least once a month during the school year. Said council shall consist of not more than one (1) member for every eight (8) teachers in the school building, but shall, in no event, have less than six (6) members. Topics for Faculty Council consideration shall include, but not be limited to, school building level decisions regarding:

- ◆ Recommendations from Instructional/Curriculum Committees
- ◆ Facilitation of programs
- ◆ Revision and development of building policies and practices

FACULTY INFORMATION/NOTICES

The bulletin boards located in the faculty room will contain a variety of notices of interest to all teachers. There will also be a folder containing topics of interest for staff. Additionally, a daily bulletin is emailed to all staff each morning.

FACULTY MEETINGS

Full faculty meetings shall be called on a regular basis, usually the first Wednesday of each month beginning in October. All Staff members are expected to attend the Faculty meetings. Please schedule doctor or dentist visits at another time. It will be our policy to discuss those problems that pertain to the group as a whole. Individual problems can be discussed with the Principal any time.

Grade Level Meetings will be held on a regular basis. All homeroom teachers, BSIP Teachers, and Special Education teachers are expected to attend their specific grade level meetings. Minutes and attendance should be sent to the main office soon after the meeting.

SAFETY DRILLS

It is the purpose of these drills to prepare the students to meet any emergency, which might require a rapid mass exit. There will be two safety drills held each month. Please review the drill procedures with each of your groups the first day of school, and make sure the route directions are posted in your room by the door, at student eye level. Exits will be blocked at times, so be sure to plan an alternate route. Teachers are reminded to submit attendance to the front office following the fire drill. The form included in this packet is to be copied onto pink paper.

DRILL SIGNALS

- ◆ Continuous bell ringing inside the building, continuous horn tone outside, or announcement.
- ◆ All students will WALK orderly and quietly out through the exits, or follow lockdown procedure.
- ◆ The teacher should be last to leave the room after ensuring all students are gone, windows are closed, and lights are off.
- ◆ Teachers must take their attendance books for checking attendance. When announced, classes return to the building. Attendance sheets are to be submitted to the main office (attached).

Alternate Procedures:

The following signal will be used if an electrical failure occurs:

- ◆ Three repeated blasts of a whistle.
- ◆ Teachers should be prepared to evacuate the building using any of the above systems.

EMERGENCY EVACUATION

An emergency evacuation will be initiated using the announcement **“Please evacuate the building.”** We will use fire drill procedures to evacuate the building. All classes should exit the building using the nearest door and assemble at the Boyd St. athletic field. If it is raining, we will utilize the old firehouse on Boyd St., and the new firehouse on Mechanic St. If necessary, all students will be transported from the Boyd St. field or firehouses to the Goshen Sports Complex for reunification with their parents.

LOCKDOWN PROCEDURE

In the event that a complete lockdown is necessary; the following announcement will be made: **“Lockdown, Lockdown, Lockdown.”** After this announcement, teachers must lock the classroom door, from the inside of the room.

ALL TEACHERS WILL BE ASSIGNED A SECURITY KEY WHICH WILL LOCK THEIR CLASSROOM DOOR FROM THE INSIDE. This key should be kept in the emergency packet sleeve which should be hung someplace visible near the door. After locking the door, move students to a safe area in the classroom, away from doors and windows. Please refer to the procedures highlighted in the emergency procedure checklist found within the plastic sleeve hanging in your classroom. Once the threat has passed, a school administrator or police official will visit each classroom indicating that the drill or threat is over.

FIELD TRIPS

Permission for any class to go on a field trip must first be obtained from the Board of Education. Only trips directly connected with class or activity work will be approved. Field trip requests should be submitted to the Principal at least one month in advance of the date requested. Plans for trips should be made as early in the school year as possible. Educational trip applications may be applied for on the district website Scripts Trip Request Form.

After approval is granted, the teacher is to design a student trip permission form that includes the following information: date, destination, purpose, time of departure, expected time of return, needs such as: lunch, amount of money, parent/guardian signature, etc. Before permission slips are sent home, they must be approved by the Principal.

We encourage the use of parents/guardians as guides and assistants on trips. It is important that we obtain the help of responsible and conscientious parents/guardians who are aware of the importance and need of adequate, careful, and constant supervision on trips. Therefore parents are discouraged from bringing young children with them. It should be noted that the teacher remains the PERSON IN CHARGE of the trip at all times and that the parent/guardian is there to assist him/her. Parents/guardians should be instructed accordingly, prior to departure from school. An orientation meeting should be scheduled with the parent/guardian chaperones before the trip, whenever possible.

Teachers are required to take all students in their class on the field trip. The Principal or Asst. Principal, and a consultation with the teacher may deny a student the privilege of attending a field trip. The classroom teacher could then be responsible for notifying parents/guardians, supplying academic work related to the field trip experience and the arrangement of teacher coverage for the student who would remain at school. Teachers must notify parents in writing when there is the possibility that a student is in jeopardy of not attending a field trip, giving the parent/guardian a chance to correct the problem.

On the day of the trip, the teacher in charge will take attendance on the bus and then bring the corrected list to the office. Do not leave until this is done.

You are responsible for your students; therefore, it is imperative that you stay with them at all times.

Any staff person attending a field trip, who has other supervisory duties, must arrange their own coverage prior to the trip. The office must be notified of the coverage. Permission slips for all students must be submitted to the office for the day of the trip one day prior to the trip, along with the names of parents/guardians who will act as chaperones. If a student forgets to bring in a permission slip, or a

parent is negligent in signing the permission slip, please send that student to the office. The Administration will attempt to contact the Parent/Guardian and make a judgment as to whether or not the student may attend the trip. Prior to departure from school, all students should be instructed as to proper behavior, safety requirements, and other rules pertaining to their well being.

If there are any questions not covered by these instructions, please get answers to them before going on the trip. After the trip, be sure to fill out the Field Trip Evaluation Form.

FUNDRAISING

All fundraising and sales projects of any type must first be cleared through the Principal's office. The Principal will present all such activities to the Superintendent for final approval.

GRADING SYSTEM

The following grading system has been chosen for use at Elementary #2. This system should serve as a standard when establishing student grades.

100 - 98 = A +	89 - 91 = B +	82 - 80 = C +	73 - 71 = D +	S = Satisfactory
97 - 95 = A	88 - 86 = B	79 - 77 = C	70 - 68 = D	U = Unsatisfactory
94 - 92 = A -	85 - 83 = B -	76 - 74 = C -	67 - 65 = D -	
			below 65 = failure	

In addition, it is recommended that any child dropping one or two letter grades be sent a progress report. Individual comments regarding student performance may be added as needed. Teachers are able to customize their own comment drop down bar. You must see Aida if you are interested. Teachers should include comments on the report cards for each marking period.

GRIEVANCE PROCEDURE & AFFIRMATIVE ACTION - BOARD UPDATED POLICY 1/97

The Middle Township Board of Education and its representatives of school bargaining units are aware of and adhere to rules and regulations pertaining to equality in educational programs as promulgated in State and Federal laws. Whenever any employee feels that there has been discrimination, he/she may file a grievance through the usual unit grievance procedure, as outlined on Page 3 of the Employee Contract Handbook. Whenever a student or a parent/guardian feels that there has been discrimination, he/she may file a grievance through the school Principal. If an individual is not satisfied with the result of the initial grievance, he/she may request further relief from the Affirmative Action Officer. The Affirmative Action Officer shall, within ten (10) days, bring the grievance to the Attention of the Superintendent. The Superintendent shall, within ten (10) days after receiving the complaint from the Affirmative Action Officer, review the situation in consultation with the Affirmative Action Officer and the grievant, notifying the grievant of the decision. If an individual is not satisfied with the decision of the Superintendent, he/she may request further relief from the Middle Township Board of Education. The Board shall, within (10) ten days, notify the grievant of its decision. When an individual is not satisfied with the action taken by the Middle Township Board of Education, the case shall be presented to the county, state, or federal agency having jurisdiction.

NOTE: A copy of the "Grievance Form" can be found in the Addendum.

There is a complete Affirmative Action Plan on file in the School Office and the Superintendent's Office. This is available for review upon request. **Dr. Toni Lehman is the Affirmative Action Officer and can be reached at 465-1800, ext. 3102**, or you may write to her in care of the Administration Building.

Teachers are expected to follow protocol and negotiated procedures for presenting grievances of disputes. Contact your building representative or Principal before bringing the matter to the attention of the Superintendent or members of the Board of Education. Copies of the "Middle Township Public

Schools Affirmative Action Plan" are on file in the Principal's Office as well as the Superintendent's Office.

The plan contains specific information dealing with each of the following major topics:

- I. Affirmative Action Resolution
- II. Formation of Plan
- III. Publicized Resolution
- IV. Implementation of Hiring and Contract Procedures
- V. School/Classroom Practices Plan
- VI. Grievance Procedures

There are 3 AFFIRMATIVE ACTION GRIEVANCE REPORT FORMS - A, B, C. A sample of Form A can be found in the attached addendums. The initial form is to be completed with copies for the grievant, the person receiving the grievance, for the Affirmative Action Officer, and one copy for the Superintendent.

GUIDANCE REFERRALS

Students who are continually having difficulty with peer relationships, discipline matters, and/or extreme academic deficiencies should be referred to the Guidance Counselor for evaluation.

HALF - DAY SCHEDULE

8:50	Students go to homeroom and the Cafetorium for Breakfast
9:10	Homeroom begins and Teachers will take the attendance and the lunch count.
9:10-9:30	Period 1
9:30-9:50	Period 2
9:50-10:10	Period 3
10:10-10:30	Period 7
10:30-10:50	Period 8
10:50-11:10	Period 9
11:10-11:40	Period 4 (3 rd Grade Lunch)
11:50-12:20	Period 5 (4 th Grade Lunch)
12:30-1:00	Period 6 (5 th Grade Lunch)
1:15	Dismiss Parent Pickup students to the Cafetorium when called
1:30	Dismiss remaining students to buses when called

HALL DUTY

It is every classroom teacher's responsibility to supervise the halls while students are passing. Students are not permitted to loiter. Teachers must be at their classroom doors to assist in student control at the beginning and end of the school day. Special Education and Basic Skills Teachers, not assigned a morning duty, should be supervising the halls, as well.

HOMEWORK POLICY

Philosophy: Since not everything can be learned in school, homework may be assigned as an extension of regular school work in an attempt to help develop learner responsibility and accountability.

Definition: Homework is providing meaningful and regular out-of-class/school work for students based on their needs, interest, and abilities.

Criteria for Homework:

1. May be regularly assigned
2. May be meaningful and an extension of skills/concepts based on Board adopted curriculum

3. May be explained to students prior to being assigned so that it is reasonably clear or understandable before students attempt to work it out on their own
4. May be assigned to help both teachers and students identify learning problems so that prescriptive teaching measures can be implemented
5. May be assigned to provide students with time outside of class to apply and drill on material taught in class and shall be reviewed, checked, and recorded each day
6. May be counted as part of a student's grade
7. Shall be of both a general nature (all-class or all-group) and of an individualized nature in the content areas and of an individualized nature in the basic skills areas (reading, language arts, and math)
8. May be differentiated whenever possible based on student's needs, interests, and abilities.
9. Duration shall be of the daily-type at the Primary Level, occasionally short-term (1 week) at the intermediate Level, occasionally longer-term at the Middle School Level (2 weeks), and longest term(3 weeks) at the High School Level
10. May be periodically followed up with quizzes and similar check-ups with respect to the assignment topic
11. May be carefully planned and assigned so that no one individual or community agency is "swamped" or "bombarded" with student visits or interviews, i.e., all students in class assigned to visit and interview a local official, etc.
12. May not be given as a punishment
13. May not be hurriedly assigned at the end of a class period or day
14. May reflect the same quality and standards as regular school work
15. May consider student home situations that are not conducive to completing homework assignment where materials such as encyclopedias, magazines, newspapers, and project-type items are not available

Time Allotments (Daily)*

Primary School - Grades K-2:

- a. Begin in Kindergarten with occasional requests for children to bring curriculum-related objects to class.

Intermediate School - Grades 3 – 5:

- a. Lead up progressively to a maximum of 30 to 45 minutes in 3rd grade where students work on assignments to reinforce and extend basic skills.
- b. Assignments should range from 30 to 45 minutes for Grades 4 & 5.

Every effort should be made not to assign homework on Fridays or over long breaks.

Middle School - Grades 6 – 8:

- a. Assignments should range from 45 to 90 minutes.

High School - Grades 9 – 12:

- a. Assignments should range from 9 minutes to a maximum of 150 minutes.
- b. Should consider the needs of the superior, average, and slower students.

IN-SCHOOL EVENTS

All teachers sponsoring in-school activities will be responsible for preparing permission slips, contacting outside persons involved, setting up equipment, etc. Our secretaries must be notified at least two weeks prior to the event and allotted at least two full working days to complete any work.

Events requiring a large program or a large volume of work must be submitted to the office two months prior to the event.

THE PRINCIPAL MUST APPROVE ALL MATERIALS THAT WILL CIRCULATE OUTSIDE OF OUR BUILDING. Example: permission slips, letters, programs, etc. Please allow the extra time needed for the Principal's review when submitting any type of project.

EMERGENCY LESSON PLANS

One set of Emergency Lesson Plans are due in the office by **First Friday in October**. Write detailed plans for these lessons. Include more work than could normally be completed during a regular lesson. Make your choice as interesting as possible. When you return to school, replace these emergency plans accordingly, i.e., one plan if out one day, two plans if out two days, and three plans if out three days.

PLANNING YOUR LESSONS

Lesson plans, to be completed in OnCourse, an online website, are due in the office no later than 9:00 A.M. on the first day of the school week. You are encouraged to turn them in earlier if you wish. Lesson plans will be checked and periodically reviewed by Administration to ensure that the mandated curriculum is being implemented. Be advised that you may receive administrative/office notification when your plans are handed in late. New Jersey Student Learning Standards should be noted for each lesson. It is strongly recommended to cite strands and benchmarks with reading and math lessons.

Collaborative teams exist at every grade level. It is expected that co-teachers use their planning times to collaborate classroom instruction. Basic Skills and Special Education teachers' lesson plans should Reflect the appropriate modifications for their students.

If you are planning research or project work, explain what you plan to do for that particular day in your plan book, i.e., individual, groups what they are all looking for, etc. The observant and alert teacher can do much to reinforce research skills during project work.

When "Learning Problems" develop in your room, "stop now," reflect, and evaluate what you're doing opposed to what you know needs to be done.

Integrating content areas is encouraged whenever it is possible in our curriculum. The study of space, its related technology, social studies, mathematics, and the creative arts can be integrated in the literacy block for reinforcement and more meaningful learning experiences.

You are encouraged to try new techniques and ideas; however, only careful planning will assure success. Please refer to Bloom's taxonomy and plan questions that require higher level, analytical, and inferential thinking.

Teachers may complete their lesson plans before school, during their planning time, after school, and on weekends. Lesson plans are not to be completed during times allocated for teaching the various subjects. This includes testing and silent reading. Teachers are expected to be assisting and monitoring students at this time.

Third, fourth, and fifth grade teachers are encouraged to communicate with each other to discuss content and how it can be correlated throughout the curriculum as it relates to their respective subject areas. In this way, it is hoped that we can bring greater meaning to our program, by limiting the amount of teaching done "in isolation."

All grading documentation must be maintained within the Power Teacher software program. Please note that these should include tests, daily quizzes, daily class responses, selected home assignments, etc. The greater the number of scores recorded, the greater the validity in the pupil evaluation process.

The literacy block must include whole group, small group, as well as independent literacy activities based on the *Journeys* comprehensive reading program.

When using any materials from the grade level book closets, please sign them out accordingly and ensure that they are returned to their proper storage place.

KEYS

A classroom key will be issued to you at the start of the school year. This key cannot be duplicated and should be with you at all times. A second key is to be kept in the room emergency packet. Keys are to be turned in as per administration request.

LOAN OF EQUIPMENT

There is a form in the office that must be completed for any equipment taken out of the building. This form must be completed each time equipment goes out of the school. The Loan of Equipment Form will be utilized for other schools or any outside agency wishing to borrow equipment.

MAILBOXES

Each teacher receives a mailbox. A variety of things are put in them throughout the day, ranging from mail, notices to go home to parents and other messages, which can be of importance. Please check your mailbox as often as possible to ensure anything that has occurred throughout the day so you are informed. You should check your mailbox a minimum of three times per day; morning, your lunch and at the end of the school day.

MORNING EXERCISES

An important part of the daily activity is the Pledge of Allegiance to the Flag. Do this with your students when prompted to via the morning announcements.

Students are to stand at attention during the salute. If a parent/guardian objects to his/her child participating in this activity, the parent must send a note to school. Keep this in your file. Children excused from saying the Pledge of Allegiance will be allowed to leave the room during the recitation.

NJEA DUES

The only time you can withdraw from this teacher organization is July 1st and January 1st. Dues will be deducted from your paycheck up to these dates.

PAPER

The cost of paper rises each year; therefore, we must conserve. When copying or duplicating, please use both sides when possible.

PLAYGROUND/FITNESS STATION

Safety Rules:

- ◆ Students should not stand on spring bars, horizontal ladder, parallel bars, and pull up bars.
- ◆ Students should not hang on or climb on the diagonal bar called the jump-touch beam.
- ◆ Students should not hang upside down or sit on the pull-up bars.
- ◆ Students may not be on top of the horizontal ladder.
- ◆ Leave the wood chips on the ground.
- ◆ Share equipment and take turns.

PROFESSIONAL CONDUCT

Be sensitive to the fact that your comments about students, our schools, and other teachers are given a great deal of weight by parents/guardians and other members of the public. Be discreet and professional. It is extremely upsetting when the above-mentioned does not occur. True professionals refrain from this type of behavior.

CODE OF PROFESSIONAL ETHICS

The educator is dedicated toward the development of the whole person. With this in mind, independent student action is necessary. Subject matter will be discussed fully and intelligently.

The educator must make every effort to provide for a successful learning situation by creating a conducive atmosphere and by refraining from causing embarrassment to students.

The educator should always maintain a professional image before the public and students, keeping in mind that he/she is responsible to persons of all races, color, and creed.

All pertinent and confidential information should be closely guarded. Disclosure of such information should only take place under professional circumstances or when required by law.

The educator should always support the school system in private and public circles. This is not to say that one is not entitled to his /her own opinion. Caution should be exercised to guard personal comments.

The educator should show respect to his/her students, the public, and above all, to the professional persons with whom he/she associates.

Professional services are an obligation. Active participation is representative of the professional person in school and community projects.

The educator should constantly strive to practice his/her profession in accordance with the Teachers' Contract and the professional and ethical code of the professional organizations. Many times, professional conduct is determined by good common sense and the gentle person's agreement.

PROFESSIONAL DAYS

A Professional Day may be granted to a staff member, who wishes to participate in an activity or workshop that would enhance the staff member's ability to implement the curriculum. In some instances, these days may be granted when the activity will increase the knowledge and competency of the staff member in the content areas. The professional activity should have a direct bearing on the staff member's effectiveness in the school or classroom. When attending a workshop out of the district, lunch will no longer be reimbursed by the Board.

PROFESSIONAL STAFF EVALUATION-PROGRAM/PROCEDURES

The purposes of evaluations are:

- To promote professional excellence and improve the skills of teaching.
- To improve student learning and growth.
- To provide a basis for the review of performance of teachers.

The instruments and materials used in the evaluation process are:

Performance Reports-Teacher/Non-Instructional Staff (Additional narrative sheets may be used as an attachment to this item).

Established Criteria/Success Indicators/Data Sources.

Individual Improvement Plan.

Annual Written Performance Report.

The procedures used in the observation process are:

Complete daily group lesson in reading and math at elementary level.

Complete daily lesson in social studies, science, etc., where whole class teaching occurs at elementary level.

All Instructional/Non-Instructional performances and/or classroom observations, not full class periods or complete group lessons, shall also become an integral part of the record, but will remain separate from other observations.

Performance/classroom observations will be conducted by a supervisor, followed by a written evaluation report from the evaluator to the evaluatee, and shall be followed by an evaluation conference within fifteen (15) working days of the evaluation. Both parties to such a conference will sign the written evaluation report and retain a copy for their records. Teacher signatures indicate only that they have read the reports. Copies shall be given to the Superintendent, Assistant Superintendent, Teacher, Principal and/or Supervisor.

It shall be the responsibility of the supervisor to assist the staff member in remediation specific weaknesses.

It shall be the primary responsibility of the staff member to actively implement the supervisor's remediation program.

Written responses pertaining to teacher performance evaluations shall be submitted no later than ten (10) school days after the post-evaluation conference is held. Such responses shall contain the date of the evaluation, date of the responses, the signature of the evaluator and the evaluatee (Copies shall be attached to the evaluation report). Evaluations will note strengths and/or weaknesses and will contain positive recommendations for improvement of weaknesses. A teacher encountering difficulties which could possibly result in withholding of increment or non-renewal shall receive increased observations and/or supervision with the intent of relieving the difficulties.

Teachers shall receive a copy of the written evaluation report at least two (2) days prior to any conference concerning the written evaluation, unless both parties agree to a lesser period of time. A conference shall be held whenever a classroom evaluation is followed by a written evaluation report.

For the purposes of this section, supervisors defined as an appropriately certified employee of the district assigned with the responsibility for the direction and guidance of the work of the teachers.

The Individual Improvement Plan:

Must be developed cooperatively, by the supervisor and teacher, should be limited in its scope. It should focus on the most important areas of professional growth.

When no significant areas of weakness are identified, the improvement plan would be used to provide general guidance for voluntary professional development.

Wherever possible, the improvement plan should focus on in-service programs, which use local resources, in order to assure easy access to the required assistance and enhance its relevance to the needs of the teachers.

The improvement plan should provide a basis for focusing the evaluation and assistance efforts of the supervisor in the subsequent year. There should be a clear and logical link between the identified weakness and the remedy recommended.

In cases of role change, the teacher and supervisor will collaborate on changing the I.I.P. accordingly.

Annual Performance Report and Conference:

The regulations specify the minimum content of the annual performance report. The report is to be used to encourage useful discussion between the supervisor and the teacher. It is desirable that these reports contain evidence to support conclusions about the performance of the teaching. The annual conference is intended to provide for a total review of the year's work and to identify strategies for improvement where necessary and to recognize achievement and good practice. The Annual Written Performance Report will be signed within five (5) working days of the review of said report. A summary of additional data may be attached to the annual performance report by the employee within ten (10) working days of the annual conference. This data will be supplied by the teaching staff member upon request of the supervisor.

In the event that a new evaluation form is to be designed, a committee composed of three members appointed by the Board and four members selected by the association shall be consulted before the new evaluation form is adopted. Any new evaluative forms will be distributed to teachers at least ten (10) days prior to implementation.

PROGRESS REPORTS

Approximately four weeks before the end of each marking period, any student who is not achieving satisfactorily, will be issued a progress report. Progress reports should be sent to parents or guardians if their child is in danger of dropping one letter grade. Students, who have shown exceptional or significant improvement, should also be issued a progress report. These are to be sent home, signed by a parent or guardian, and returned. A copy of the Progress Report should be sent to the office.

The following dates should be used as a guide of when to send Progress Reports: See School Calendar

REPORT CARDS

Report cards will be issued four times during the school year. Parents can access student report cards online.

PARENT/TEACHER CONFERENCES

Parent/Teachers Conferences are held twice a year, unless otherwise requested by a parent or guardian. These dates are as follows:

Wed., Nov. 15th (evening); Thursday, Nov. 16th (evening); Friday, Nov. 17th (day)

Wed., March 12th (evening); Thursday, March 13th (day); Friday, March 14th (day)

RETENTION

If it appears that it may be necessary to retain a child in a grade level, his/her parents/guardians should be informed of the possibility, in writing, as early as possible. Teachers are requested to submit the names of students, who are in danger of being retained, to the I&RS COMMITTEE **by the end of March**. The Administration will arrange a conference with the parents/guardians at a mutually agreed-upon time.

RECYCLING

Clean paper and cardboard should be placed in the marked recycling container, located in your room. Under no circumstances is a student to be sent to empty recycling items into the large recycling receptacles outside the school.

RESTROOM SCHEDULE

Teachers on each "team" should set up a restroom schedule among the four of you. Lavatories nearest your classroom should be used. It is suggested that you escort your entire classes to the lavatories. At other times, teachers should try to send two students at a time (especially students who may abuse the lavatories). TEACHERS MUST MAINTAIN A LAVATORY SIGNOUT SHEET IN HIS/HER CLASSROOM. Please use your own professional good judgment in case of lavatory emergencies.

SCHOOL DAY

Total number of hours in each school day for the teachers shall consist of not more than seven (7) hours and fifteen (15) minutes, which shall include a duty-free lunch period of thirty (30) minutes. When the lunch period would be less than thirty (30) minutes, it shall at least equal the students' lunch period. Teachers are to begin their formal teaching directly after the opening exercises and other necessary procedures are carried out (lunch count, attendance, etc.).

SCHOOL LUNCH / BREAKFAST PROGRAM

The Middle Township Board of Education participates in the Federal School Lunch Program and thus is able to supply nutritious, low-cost lunches, as well as breakfast to needy children.

Presently, we are offering a "Type A" lunch with milk daily. Teachers' lunches are slightly more than the students' (**\$3.50** per day). Adult breakfast is also being offered for **\$2.50** after 8:30 a.m. Milk can be bought separately (.65 student milk). Children may bring their own lunch and buy milk. Forms will be sent home with all students at the beginning of the school year to be completed by ALL parents. Upon the return of these lunch forms, free or reduced status will be determined. The cafeteria uses a computerized cashier register system. All students are entered into the system along with their lunch status. Parents can place funds in the student's accounts to repay for meals.

Money will be collected as follows:

Lunch sign up forms will be provided by the cafeteria staff. Students sign up for their lunch choice of the day from the lunch menu. All lunch sign up forms are to go to the cafeteria. Teachers will also record on the lunch request form the number of DAILY LUNCHESES, i.e., those who want to buy a "Type A" lunch and are ready to pay the CASHIER for that day only. Regular daily lunches are **\$2.75** and reduced lunches are **.40 cents**. It is possible for a student to order an extra entree for lunchtime. In this case, you will write the number and mark them "extras" at the bottom of your lunch count sheet, and indicate the student requesting the extra entree. Breakfast is available to students at a daily cost of **\$1.65 for regular** and **.30 cents reduced**. Breakfast begins at 8:50 and ends at the first bell.

SEXUAL HARASSMENT - MIDDLE TOWNSHIP DISTRICT

THE POLICY:

It is the policy of the Middle Township Public Schools to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation of this policy for any member of the Middle Township Public Schools Staff to harass another staff member or student through conduct or communications of a sexual nature as defined in Section II. It shall also be a violation of this policy for students to harass other students or for students to harass teachers or for vendors in all classifications to harass students or staff through conduct or communications of a sexual nature as defined in Section II.

DEFINITION:

Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature, when made by or to any member of the district staff, student body, or a vendor or vendor's representative under contract to or employed by the Board of Education when:

- ◆ Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, or when
- ◆ Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or when
- ◆ Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or educational environment.

Sexual harassment, as set forth in Section II-A may include, but is not limited to the following:

- ◆ verbal innuendo, suggestion or abuse
- ◆ pressure for sexual activity
- ◆ repeated remarks to a person, with sexual or demeaning implications

- ◆ unwelcome touching
- ◆ suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.

PROCEDURES:

Any person who alleges sexual harassment by any staff member, member of the student body, or a vendor or vendor's representative in the school district may use the procedure detailed in the Grievance Policy or may complain directly to his or her immediate supervisor, building principal, or district Superintendent. Filing of a grievance or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades, or work assignments. The right to confidentiality, both of the complainant and the accused, will be respected consistent with the school district's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

SANCTIONS:

A substantiated charge against a staff member in the school district shall subject such staff member to disciplinary action, including discharge.

A substantiated charge against a student in the school district shall subject that student to student disciplinary action including suspension or expulsion, consistent with the student discipline code.

A substantiated charge against a vendor or vendor's representative contracted to or employed by the Board of Education shall be cause for suspension of said contract and/or employment until such time as the guilty individual(s) is/are disciplined and/or discharges.

NOTIFICATIONS:

Notice of this policy will be circulated to all schools and departments of the Middle Township Public Schools on an annual basis and incorporated in teacher and student handbooks. It will also be distributed to all organizations in the community having cooperative agreements with the public schools. Failure to comply with this policy may result in termination of the cooperative agreement.

Training sessions on this policy and the prevention of sexual harassment shall be held for teachers and students in all schools on an annual basis.

SIGNING IN

All staff members will be required to sign in upon arriving at school, by initialing the sign-in sheet located on the office counter. The staff is expected to be in the building and signed in by **8:30**. At which time the secretary will remove the sign-in sheet from the counter, and the staff member will be required to sign a late slip.

SMOKING POLICY

As of the July 1999 Board meeting, and effective immediately, smoking is prohibited at all times anywhere in the school building, on the school grounds, during school hours, at school activities/functions and PAC events. Pupils and district employees, who violate the provision of this policy, shall be subject to disciplinary measures.

SPEAKERS AND VISITORS TO SCHOOL

Teachers are urged to utilize guest speakers when possible. Teachers are asked to fill out "Speakers and Visitors Form" and submit it to the Principal to gain approval before inviting speakers or guests to their classrooms. Forms are available in the faculty room. Notification by the Principal to the Superintendent is mandatory before a speaker is used in the classroom or Cafetorium.

STANDARDS OF CONDUCT – MIDDLE TOWNSHIP SCHOOL DISTRICT

The Board of Education recognizes that the District has been entrusted both to educate its pupils and to ensure each pupil's personal well being while under the care and supervision of District Staff.

Consequently, staff must continually maintain the highest level of personal and professional responsibility in the performance of this dual role as educator and caregiver. In order to be effective in both roles, staff must establish a relationship of trust and confidence with pupils who have not yet fully developed a personal identity and a mature sense of appropriate boundaries in their personal relationships. While seeking every reasonable means to communicate with pupils, staff, in their dual role as educator and caregiver, must always be conscious of those personal boundaries which must separate them from their pupils.

Staff must always conduct themselves with the highest sense of discretion to avoid any interaction with a pupil that could be characterized as manipulative or motivated by any purpose other than the educational advancement and personal well being of that pupil. Staff must be vigilant in their observation of pupil activities to assure themselves that these standards of conduct are maintained by every staff member. This high standard of conduct is applicable to all contacts between staff and pupil whether they occur at District facilities during the course of the school day or outside the traditional school context. The personal life of an employee is not an appropriate concern of the Board except as it may directly prevent the employee from performing his/her professional relationship with pupils. The time both within and outside the context of the school community. In such cases, the Board expects the staff to maintain the highest standards of compliance with the law and ethics. Employees will be free of any influence interest or relationship which might conflict with the best interests of its students and Middle Township Public Schools, or any of its standards.

STANDARDS OF CONDUCT REGARDING DRUGS, ALCOHOL, TOBACCO

Students are prohibited from bringing in to our school:

All dangerous controlled substances as designated and prohibited in New Jersey Statutes and in The administrative code; all chemicals which release toxic vapors as defined and prohibited in New Jersey Statutes; All alcoholic beverages; Any prescription drug; except those for which permission for use in school has been granted pursuant to board policy. The board prohibits the use, unlawful possession or distribution of illicit drugs including anabolic steroids alcohol by pupils on school premises or as part of any of its activities. New Jersey State Law is very clear and specific with regard to weapons in public schools. Students are NOT to bring to school or possess any type of weapon on school property. Discipline penalties will be severe. The police may be involved, and students may be suspended or expelled from school.

Students, who fail to abide by the above mentioned rules, will be subject to disciplinary action which may include Federal or State prosecution as well as suspension or expulsion from school.

STUDENT ATTENDANCE

Attendance is to be taken each morning. Attendance should be entered into Power School no later than 9:30 a.m.

*Please note in substitute information, forms must be sent to the main office no later than 9:30 a.m.

If it is an excused absence, pupils must be given the opportunity to make up work or assignments that were missed because of the absence. At a minimum, students should be given the same number of days to make-up work as days they were absent.

STUDENT BEHAVIOR

Most young people are eagerly expecting someone to take charge, to guide them in the right direction, and to provide adult leadership and discipline in the classroom. We must establish ourselves as friendly authorities. We must explain carefully what is expected of them, then persevere until they comply. We must always, even though our days are hectic ones, assume a friendly, helpful attitude toward our students and show that we are genuinely interested in aiding and teaching them. In some instances, a pupil will persist with unacceptable behavior. In order to modify the behavior pattern, the teacher should examine the situation in terms of his/her approach and circumstances surrounding the misbehavior. An attempt should be made to correct the behavior pattern by dealing directly and objectively with the student.

Misbehavior may require involvement with the Principal or Asst. Principal. The parents should be contacted, informed about the problem, and involved in alleviating the problem. The Principal or Asst. Principal should be informed about the persistent discipline problems.

If we are to maintain a well-disciplined school, it is the duty of the entire faculty to be consistent with the rules and regulations prescribed in our policies. When sending a student to the office for a serious

disciplinary infraction, be sure to fill out a discipline form. Be mindful though, **the office should be the last resort in all discipline problems. Teachers are expected to contact the child's parents or guardians and involve them in seeking a solution to the problem before sending a student to the office.**

SCHOOL EXPECTATIONS FOR STUDENT BEHAVIOR

PREPARE THEMSELVES MENTALLY AND PHYSICALLY FOR THE PROCESS OF LEARNING:

Students are rested, groomed, and dressed according to school code.

Students are free of tobacco, alcohol and drugs.

Students come to school prepared to learn.

DEMONSTRATE RESPECT FOR PEOPLE, PROPERTY AND THE ENVIRONMENT:

Students participate, cooperate and show respect within the school.

Students respond immediately and respectfully to staff directions.

Students learn to accept the rights of others to have their own opinions.

Students settle differences peacefully and find other ways to solve problems.

Students display good manners at school-related functions.

Students participate in the maintenance and cleanliness of school facilities and property.

TAKE RESPONSIBILITY FOR THEIR OWN BEHAVIOR AND LEARNING:

Students recognize that learning is the main purpose of school and their job is to do their best.

Students learn to listen and accept constructive criticism.

Students accept the consequences of their actions and learn from their mistakes.

USE TIME AND OTHER RESOURCES RESPONSIBLY:

Students attend school regularly adhering to the school's attendance policy.

Students use instructional time productively.

Students arrive on time and remain until dismissal.

SHARE RESPONSIBILITIES WHEN WORKING AS MEMBERS OF A GROUP:

Students cooperate, contribute and share in the work of the group.

Students accept and assume appropriate group roles.

MEET THE UNIQUE REQUIREMENTS OF EACH CLASS:

Students actively participate in instruction.

Students follow class rules and procedures of individual teachers.

AWARENESS OF THEIR OWN PROGRESS:

Students keep track of their own academic progress with adult assistance.

Students value the relationship of learning to everyday life.

COMMUNICATE WITH PARENTS, SCHOOL PERSONNEL ABOUT SCHOOL-RELATED MATTERS:

Students discuss academic learning and school progress with parents and school personnel.

Students take information to parents and return responses to appropriate school personnel when requested.

Students seek assistance from others with their problems: family, staff and peers.

BULLYING POLICY

Bullying is a serious problem in our society today. It will not be tolerated at any level. Through our Character Education Program, this situation can be minimized. Unfortunately, even the best programs can't be totally effective. Therefore, in the event that you notice a student showing signs of bullying, please verbally report the incident on the day in which it was observed. Also submit a written report regarding the bullying incident to the principal within two school days of your verbal report. The

school's Anti-Bullying Specialist will then conduct a thorough investigation of the alleged bullying incident.

The Board of Education 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.

"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 (are) 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, or computer.

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.

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.

The Board of Education 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.

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 an 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 district 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 district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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 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.

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy.

1. 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 Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident.
2. 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 Principal within two school days of the verbal report. The Principal 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 Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

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

STUDENT CONFERENCES (Reporting to Parents/Guardians)

Parent/Guardian-Teacher Conferences are important to the ultimate success or failure experienced by children in school. Parents/Guardians can supply teachers with important background information about their children if there is a relaxed and cooperative spirit. Many teachers call parents/guardians to report problems and to register complaints. Teachers are encouraged to call parents/guardians to tell them about the good and constructive things that their children are doing in school. Refrain from using conferences as a "gripe" session or for discussing other school problems.

A Parent/Guardian-Teacher Conference may be requested by the teacher anytime the teacher feels that the situation in the classroom warrants one. Conversely, the teachers are expected to be available for conferences requested by the parents/guardians. Conferences are valuable to parents/guardians and teachers because deeper insight into the child is gained. Be tactful in dealing with parents. Give the parent/guardian a chance to express his/her views. Above all, never call, write, or confront a parent/guardian when you are angry. I suggest you sleep on the problem or discuss the problem with the Principal/Vice Principal, who may provide some insight to resolve the issue. If you would like to have the Principal/Vice-Principal at a particular conference, please make this request in advance of the date it is scheduled.

Parents/guardians should not be allowed to interfere with your classroom instruction because of a wish for a conference. They are requested to make appointments for all conferences. Should a problem arise, refer the parent/guardian to the office.

STUDENT PLACEMENT PROCEDURES FOR ALL NEW, TRANSFER-IN STUDENTS

Parent(s)/Guardians(s) are required to complete all registration materials. If the student is under guardianship, the guardian must fill out the appropriate documentation at the district Administration building prior to the student beginning his/her education in Middle Township. The secretary involved in the registration of a transfer-in student will request, from the parent/guardian, a copy of a recent report card, recent standardized testing results, and recent health record information. The office will stress the importance of having the above information before the student may start school. Upon the completion of the necessary registration materials, the secretary involved will review the materials to ensure that they have been properly completed prior to the parent/guardian leaving. Should a parent be unable to provide the above-mentioned documents, the secretary will attempt to obtain the name, address, phone number, and a contact person at the child's prior school. The secretary will notify the parent/guardian

that the school will call the current home to inform the parent/guardian when the child may begin school.

The secretary will notify the administration concerning any transfer-in students within a day of the requested paperwork being completed or the necessity to contact the child's prior school. The secretarial staff will complete any other tasks generally associated with a transfer-in student. Based upon an expeditious administrative review of the transfer-in student's registration information, it will be determined if the child is a "regular", B.S.I.P., E.A., or special education student. The administration and/or their designee may need to communicate with the prior school in order to determine sufficient placement information.

REGULAR STUDENT PLACEMENT

The following Placement Procedures for any transfer-in student must be completed. That information will be utilized to begin the proper educational placement for the student.

The administration will review current enrollment numbers in classes in order to make equitable class sizes for the placement of the transferring student;

Other pertinent information will be used by the administration in the proper placement of the new student;

A homeroom will be selected by the administration. The student will then be assigned to a specific level, utilized in literacy or math groups, as well as other appropriate subjects. The administration may consult with guidance and/or teaching staff in order to make proper placement of the student;

Upon the completion of the placement procedures, the parent or guardian will then be notified as to the day the student is to begin school at Elementary No. 2;

The child's teacher(s) will be given at least one full day's notice in order to prepare for the new student;

The administration and/or their designee will inform the teacher(s) of the proposed schedule for the new student;

The teacher(s) will be permitted to review any of the pertinent registration information on hand at the time;

On the first day of school for the student, the guidance staff and/or their designee will meet with the student in the main office at the start of the school day and provide the child with an orientation to the school and take the student to his/her homeroom classroom.

INTERNAL SCHEDULE CHANGE PROCEDURE

LEVEL ONE

Prior to any schedule change, the teacher and the parent must meet together (preferably in school) to discuss any changes and concerns regarding the student's placement. They are tasked to come up with recommendations and/or solutions to these issues. The administration and/or their designee may be involved in that meeting if requested.

LEVEL TWO

If the above situation is not resolved at LEVEL ONE, and a placement change for the student is recommended by either the teacher and/or the parent, the administration and/or their designee will conduct a second meeting between the teacher and the parent. If an internal schedule change results from a LEVEL TWO meeting, the following steps will be followed before any change of placement occurs:

STEPS FOR INTERNAL SCHEDULE CHANGES OF CURRENTLY ENROLLED STUDENTS

The teacher(s) requesting the change MUST fill out a STUDENT COURSE CHANGE REQUEST FORM (see attached form).

The STUDENT COURSE CHANGE REQUEST FORM must be submitted to the administration.

The administration will evaluate the impact of any proposed change on current enrollment information.

The administration will make all final decisions regarding any student schedule changes.

The administration may consult with other staff prior to reaching that decision. Such consulting staff may involve P.A.C., C.S.T., Guidance, and or other teaching staff.

If a change in a student's schedule is determined to be the best plan for his/her success, time will be provided for the "sending" and the "receiving" teachers to meet and communicate regarding the impact of the change.

Upon the completion of the above, the change(s) will be made by the administration with a written notification provided to all staff involved, including special area staff.

TRANSFER IN OF SPECIAL ED. STUDENT

Parent completes registration form. After review by intake secretary, the parent will be given copy of procedures for "Transfer For Student Receiving Special Education Services Into The District". Within two school days, the student will be given various informal educational screening tests to determine appropriate program.

Student's schedule and supplemental services will be determined by the Principal/Vice-Principal who will advise all appropriate staff of new student entrance date. Program will be implemented A.S.A.P. Within (10) school days after student's enrollment, a parent conference will be conducted with the CST Case Manager to review the program and its appropriateness. Other participants may include the regular classroom teacher, special education teacher(s) and/or administrators.

PROCEDURES REGARDING THE PICKING UP OF STUDENTS FROM SCHOOL WHEN THERE IS A CONCERN REGARDING THE IMPAIRMENT OF THE ADULT

Any staff member who has a reasonable doubt that a designated person who is picking up a student from school is impaired, and that there is a reasonable concern for the safety of the child, should notify the administration. The staff member should brief the administrator regarding the concern. The administrator will become directly involved with the suspected impaired adult. It will be the judgment of the administration as to whether there is a reasonable suspicion that the adult is impaired based upon the information provided and the administrative contact with the adult. If the administration deems that there is sufficient suspicion that the adult is impaired, the police should be notified prior to release of the child/children. If the police have been notified and have not arrived before the adult wants to leave the school:

- ◆ Try to stall the adult;
- ◆ Try to get a license plate number or vehicle description before the child is released - and then release the child;
- ◆ When the police arrive, provide them with the information obtained.

STUDENT POLICY FOR INTERNET USE

Introduction to the Parent or Legal Guardian:

Electronic information resources are available to *qualifying* students in Middle Township Elementary #2. These resources include the use of the computer and access to the Local Area Network, and Internet services. Our district goal, in providing electronic services to students, is to promote educational excellence by facilitating resource use, innovation, communication and acceptable use. The Middle Township District Internet System is being filtered by a proxy server, through the Cape May County Technical School. Student use of the Internet is monitored. Students, who abuse acceptable use, will be subject to discipline.

To *qualify* for electronic information resource services, students must be willing to abide by the rules of acceptable use. All staff must be diligent in ensuring proper internet use. Regular checking of students' History will assist in monitoring the access of appropriate sites.

For the Student - Acceptable Use:

Acceptable use means that as a student in the Middle Township School District, you will promise to use the computer and those special learning tools and programs, such as the Internet, with respect. Acceptable use means you will promise to abide by the school and district rules as outlined here and as will be taught to you by your teachers and computer specialists in your own classroom or school. You must understand that the use of these electronic teaching and learning tools are designed to support your education. If rules are broken, a student may lose his/her privilege in using the computer and the Internet. Please pay special attention to the following:

Be Polite and Show Respect: When using the computer to write, send or to receive messages or information, always use kind and proper language and abide by the rules of friendliness. Treat others and equipment with respect. You may be alone in your use of the computer, but, what you write or receive, using electronic machines, may be viewed by others with or without your knowledge. Parents or legal guardians may gain access to their student's e-mail upon request. You must not vandalize or abuse the equipment. Show respect for property, others and self. The computer and electronic resources belong to the school district.

Be Honest and Obey the Rules: Do not do things on the computer that would be against the rules, the law, or may be looked upon as dishonest. Use the computer and the Internet for appropriate educational purposes only.

Keep Personal Things Private: It is advised that students not tell or show others any personal or family information over the Internet, such as: home address, phone numbers, passwords, personal photos when used with names, or Social Security numbers. Do not log on or use another person's account. Keep personal and electronic information private.

My Promise to Follow the Rules: My parent or guardian has reviewed the Middle Twp. Elem. #2 Acceptable Use Agreement with me. I understand the importance of being polite, respectful, honest, and the need to obey the rules for the use of the computer and the Internet. **I know I should not give out personal information about myself or my family over the Internet.** I understand that the computer, the Internet and other electronic information resources are to be used for educational purposes. I understand that if I break the rules, my use of these educational tools may be taken away from me and that other disciplinary or legal action may be taken. I promise to follow the rules. **Failure to follow these internet rules may result in suspension of internet access.**

Student Standard Code of Dress for Physical Education Days

PHYSICAL EDUCATION DAYS – OPTIONAL CLOTHING:

Students at Elementary #2 School will continue to be permitted to wear their Student Standard of Dress clothing on the days they have Physical Education Classes.

STUDENT USE OF TELEPHONE

Teachers are to screen requests by students to use the telephones. Teachers should use good judgment when allowing students to use their classroom phone. The staff is asked to monitor the use of the telephones by students. Your cooperation in this matter will be greatly appreciated. **Inform your homeroom that students, who call 911 for any reason, other than an emergency, may be subject to external suspension.**

SUBSTITUTE TEACHER

Regular classroom teachers are asked to leave their lesson plans in the middle drawer of their desks at the end of each school day. Organize teachers' editions, reference materials, etc., so that they will be easily accessible to any substitute that might enter your room. The use of bookmarks to indicate the page referred to is very helpful to a substitute. All regular classroom teachers should make it clear to their students what is expected of them when a substitute teacher is in the room. If there are one or two pupils who are especially cooperative and helpful to you, it might be a good idea to have them

designated as "substitute helpers" whenever a substitute is in your room. Attach a copy of your daily teaching time schedule in the front of your lesson plans. Leave daily forms, such as: lunch count, attendance record forms, Dress Code Violation forms, seating charts, class lists, etc., in the middle drawer of your desk. It is recommended that teachers make up a packet of these materials and mark them for the use of the substitute. In order to help identify your students to the substitute, teachers are asked to have student name signs attached to the front of each student's desk. Substitutes will be required to fill out a Daily Report, which will provide feedback to the administration and the teacher.

TEACHING STAFF MEMBERS DRESS CODE

The Board of Education believes that the appearance and dress of teaching staff members is an important component of the educational program of this school district. The attitude of teaching staff members about their professional responsibilities and the importance of education in the lives of their pupils are reflected in their dress and appearance. Moreover, the Board of Education is empowered by the provisions of Title 18A to make rules governing the terms and conditions of employments applicable to the District's teaching staff members. See e.g., *N.J.A.C. 18A:27-4*. Accordingly, in order to create an atmosphere of respect for teachers and an environment conducive to discipline and learning, the Board requires the dress of teaching staff members to be professional in appearance.

The standard of dress for all staff members shall be as follows:

Shirts

Acceptable:

Collared golf shirts, turtlenecks, dress shirts and/or blouses (long or short sleeved), sweaters, knit tops, and/or sweater sets. Female tops may also be sleeveless.

Shirts must be loosely fitted and cover the midriff.

Shirts must be buttoned above the chest line.

Unacceptable:

Tank tops, tee shirts, sweatshirts, sweatpants, strapped tops, tube tops, mesh material, denim, fish net material, spandex, or clothing which exposes the back, chest, shoulders or midriff, or is cut too low in the front.

Pants or Skirts

Acceptable:

Docker style or dress style pants/slacks

Skirts or skorts, no shorter than mid thigh

Dresses of appropriate length and meeting the standards for shirts in terms of bodice style

Unacceptable:

Cargo pants, jeans, painter's pants, outside pockets, overalls, hip huggers, or pants with rivets

Pajama style pants or sweatpants

Shorts, except when needed for teaching assignment (i.e. PE, addressed more fully below)

Denim, denim-like materials

Footwear

Acceptable:

Shoes with rubber or hard soles

Dress sandals

Unacceptable:

Flip flops, bedroom slippers, or shower shoes

Sneakers (except when medically necessary or needed for teaching assignment)

Physical education teachers, while teaching physical education classes, may wear attire that is conducive to their subject area. A physical education/health teacher, teaching health classes full time during a marking period, shall follow the dress code as it applies to all teachers, administrators and staff members.

The wearing of smocks or other special attire by teachers in the performance of their duties in specialized subject areas, such as industrial arts, home economics, science, and art, shall not be deemed a violation of this code.

The personal appearance of all teaching staff members shall be clean, neat, and professional. A teaching staff member may request a waiver of this Standard of Dress and Grooming for the performance of particular duties assigned to him or her. Such waivers may be granted in the sole discretion of the Superintendent of his/her designee. In addition to the standards set forth herein, no clothing that constitutes a danger to the health or safety of the wearer or others may be worn by teaching staff members.

At a minimum, staff members will adhere to the provisions of the Students Standard of Dress set forth at Policy No. 5511. From July 1st to August 31st, summer dress appropriate for a casual business setting shall be in effect for all administrators and staff members.

The building principals or any teaching staff member's supervisor, as appropriate, shall determine whether a violation of the Standard of Dress and Grooming has occurred, and shall discuss any such violations with the teaching staff member concerned. Whereas a single violation so warrants, or in the event of a recurring pattern of violation, the principal or supervisor may enter a reprimand in the teaching staff members' file or may recommend any further disciplinary measure as established under Title 18A, the provision of Chapters 6 or 6A of the New Jersey Administrative Code, or these Policies.

TEACHER GRADE BOOK

All teachers are required to record students' scores within the Power Teacher electronic grade book. The electronic grading book should contain a sufficient number of grades for each student, in order that the teacher can determine a grade for each student at the end of each marking period. Be sure to date and label grades in your grade book. End of the Marking Period grades are also to be recorded on the school's network. Electronic Grading procedures will be provided to each staff member. Follow procedures as outlined in the training session provided by the school district.

TEACHER MENTORS

Mentors will be assigned to assist all new teachers so that they may make a smooth and happy adjustment to a new school situation.

TEACHER SUPERVISION AND EVALUATION

Supervision of instruction will be conducted by the Principal or Central Administration.

The following specifics refer to instructional observations:

All faculty members will be evaluated and observed at their teaching situation periodically throughout the school year. Observations may be announced or unannounced. In either event, continue with whatever you are doing. Written evaluation will be given to you and both formal and informal "follow-up" conferences will be held.

INFORMAL - Can be positive as well as negative. Used to evaluate a performance of a teacher that is usually not directly related to classroom teaching. Examples: arriving late to school, hall duty, cafeteria, playground, etc. can be used.

FORMAL - Evaluates teacher in classroom, based on a full lesson, utilizing the criteria success indicators. Feel free to invite your Administrators to "drop in" to observe a particular lesson, a specific child, a problem, or to see something "new." Whenever a supervisor enters a classroom to observe the instructional progress, the following should be made available to him/her:

- ◆ Lesson Plan Books;
- ◆ Textbooks or supplemental books, if students are using them during that lesson;
- ◆ Printed materials, if students are using them during that lesson.

When the Principal observes the teaching-learning situation, he/she cannot help but learn a great deal about the type of children being taught, the kinds of responses being made by the children being taught, type of questions being asked, the effectiveness of teaching materials and methods and the pattern of that particular teacher. Only through direct observation of the teacher-learning situation can an administrator intelligently interpret to parent/guardian, Board of Education Member, etc., the on-going school program its strengths, its needs, and its effectiveness.

* Note criteria success indicators developed by our district.

The following Criteria/Success Indicators are to be utilized when evaluating the effectiveness of a classroom teacher performance.

When your teaching is observed, it will be expected that each teacher include the following components in their lessons:

- ◆ State the objective of your lesson clearly to the students at the beginning of each lesson;
- ◆ Teach the skills necessary to master objectives;
- ◆ Evaluate your teaching;
- ◆ Provide a follow up assignment if necessary.

TEST AND PUPIL EVALUATION

Tests of achievement, NJSLA, is given each year to all of our students. The main purpose of marking and grading is to DIAGNOSE learning problems of children and also to evaluate progress made by them. Be sure to be consistent when evaluating students' work. It is sound educational practice to have children go over their tests in order that they may "see each of their mistakes." The same holds true for homework assignments. Teachers should not have students grade their papers or write grades in their grade books. Tests and quizzes shall be corrected and returned to students with appropriate grades, marks, and comments within 48 hours of administering to students. Use positive comments of an anecdotal nature when marking papers, reports, etc.

Remember, public relations begin in the classroom. Whenever possible, indicate to the students what they have done that is good. Show far less alarm and concern about whether a child is reading or working at grade level instead, direct your teaching to the level of the student! This is one of the indicators of effective teaching, since it recognizes the value of the students in terms of their feelings and their desire to please.

The potential dropout should be identified, understood, and helped early in an elementary school experience. Start right out to determine the skill and ability levels of your students. Then prescribe and construct a teaching program geared to these levels. Find out at the beginning of the school year what skills need to be reviewed, where your students are strong, and where they are weak. Take inventory early through the use of brief quizzes, teacher made as well as textbook "check-up" type. When state tests are given, it is essential that teachers follow the directions exactly, concerning timing and method of presentation. Clues and aids must be avoided. The purposes of tests and a wide variety of

assessments should be presented to students in such a way that they will understand, the teacher's desire to ascertain information. It is important that students recognize that when cheating, they actually cheat themselves.

TEXTBOOKS/BOOK CLOSET

Some time should be devoted to checking the condition of each child's textbooks at the beginning of the school term, in order to properly ascertain its condition. Do not have the student write his/her name until the condition of the text is determined, since this will be the criterion used to levy fines at the end of the year. The number of textbooks given to each child should be recorded on the form provided in the office. When requesting textbooks, please follow the same procedures as for ordering supplies. It is essential that each teacher take responsibility in maintaining the orderliness and organization of the grade level book closet. Make certain that you sign-out any literacy materials and return them in it's designated location. This makes our leveled series/core literature selections easy to locate.

VALUABLES

Teachers are asked not to leave valuables in the classrooms. Put them under lock and key. Please feel free to use the office safe to store these items. Money collected for any reason should not be stored in the classroom. Use the office safe. The staff member will be expected to make restitution should monies become missing while under his/her supervision.

VOICE MAIL & E-MAIL

Every teacher has been assigned a voice mail extension and an e-mail address. **PHONE MESSAGES WILL BE TRANSFERRED TO YOUR VOICE MAIL BOX. PLEASE UPDATE YOUR GREETING WHEN NECESSARY. CHECK YOUR VOICE MAIL BEFORE LEAVING SCHOOL EACH DAY.** It is imperative to retrieve your messages daily, checking your messages at school and/or at home. Teachers will always be summoned immediately when the caller indicates an emergency situation. Teachers are asked to use the faculty room for private calls. If you experience any difficulties with your voice mail extension, please notify the office as soon as possible. **CHECK YOUR E-MAIL EACH DAY.** The Daily Bulletin is delivered each morning via e-mail.

MIDDLE TOWNSHIP PUBLIC SCHOOLS
CAPE MAY COURT HOUSE, NJ 08210

GRIEVANCE FORM

This complaint is filed by:

Name:

(Last) (First) (Middle)

an employee_____

a student_____

Address:

(Street & Number, or P.O. Box)

an applicant_____

a parent/
guardian_____

(City)

(State)

other_____

Phone #:

(Business)

(Home)

This complaint refers to
discrimination based on:

Race_____

Age_____

Date of Incident:

Religion_____

National
Origin_____

Location of Incident:_____

Sex_____

Describe in detail the nature of your
complaint. Include names of persons
involved, if any.

This complaint is in specific regard to:

School or Classroom Practice_____

an Employment Practice_____

Disposition of case:

Middle Township Public Schools

ADMINISTRATION BUILDING

216 South Main Street

Cape May Court House, New Jersey 08210-2499

PHONE: (609)465-1800 ext. 3100

FAX (609)463-1979

Dr. David Salvo, *Superintendent of Schools*

Harassment, Intimidation, & Bullying

Written Incident Report

Name of person making the report: _____ Date: _____

☐ Employee ☐ Student ☐ Board Member ☐ Parent ☐ Other _____
(Please Explain)

Contact Information: e-mail address: _____ phone number: _____

Name and grade of Alleged Victim(s): _____

I believe that I witnessed bullying/or I am the alleged victim of bullying/or I have reasonable belief bullying is occurring in the following form(s) based upon an actual or perceived characteristic.

Actual or Perceived Characteristic:

☐ Race ☐ Color ☐ Religion ☐ Ancestry ☐ National Origin ☐ Gender ☐ Sexual Orientation

☐ Gender Identity and Expression ☐ Mental or Physical Sensory Disability

☐ Any Other Distinguishing Characteristic: _____
(Please Explain)

Type of Bullying:

- ☐ Physical Bullying (pushing, shoving, hitting, threats, vandalism, theft, etc.)
- ☐ Emotional Bullying (name calling, insults, teasing, harassing phone calls / texts, I-Ms, etc.)
- ☐ Social Bullying (gossiping, teasing about appearance, exclusion, public humiliation, etc.)
- ☐ Cyber-Bullying (texting / messaging threats, defamatory posts, derogatory emails, etc.)
- ☐ Other (please describe): _____

Name and grade of the person(s) that are engaging in the alleged bullying behaviors: _____

Date and approximate time of the incident(s): _____

Location of the incident(s):

☐ On-School Property _____

☐ School Bus _____

☐ School Sponsored Function: _____

☐ Off School Grounds _____

Were there witnesses to the incident? List the names of any/all potential witnesses: _____

Other Comments/Relevant Information: _____

Describe, to the best of your ability, the incident of harassment, intimidation, and/or bullying. Be certain to use specific details related to the incident including all names of those involved, any education disruptions which occurred and any statements or context necessary to evaluate the allegations (for example, present or prior relationship if any of the parties, etc...) *(attach additional sheets of paper if necessary)*:

Signature: _____

Date : _____

IF INDIVIDUAL IS UNABLE TO FILL OUT THIS REPORT

Name of employee recording this report: _____

Signature of employee recording this report: _____

Signature of individual providing information: _____