EVESHAM TOWNSHIP SCHOOL DISTRICT

SCHOOL COUNSELING: GUIDANCE SERVICES AND PROGRAM MANUAL

GRADES K-8

ADOPTED: April 13, 2011

EVESHAM TOWNSHIP SCHOOL DISTRICT
MISSION STATEMENT

The mission of the Evesham Township School District is to promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, dedicated staff, families, and community, the district provides a strong educational foundation that will empower our students to:

- Achieve their unique potential
- Embrace self-directed, life-long learning
- Develop the skills necessary for appropriate risk-taking and responsible decision-making
- Respect themselves and others
- Problem-solve individually and collaboratively
- Become contributing members of a diverse, global society

John Scavelli, Jr., Superintendent
Danielle T. Magulick, Director of Curriculum & Instruction
Robin Collins, Curriculum Supervisor

Making the world a better place, one student at a time
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Philosophy

Within a collaborative, student-centered environment, the elementary and middle school counselors implement comprehensive programs designed to foster students’ academic and personal achievement. Through a variety of support services and programs, students receive guidance and assistance to help them build knowledge and skills necessary to achieve individual academic, social and emotional competencies appropriate to their developmental level. School counselors are proactively involved with students, staff, administration, parents and community to encourage and enable children to become responsible, respectful members of their school community, and ultimately to society.

New Jersey Core Curriculum Content Standards addressed in this curriculum:

Comprehensive Health and PE:

21st Century Life and Careers:
9.1.4.A.1-2, 5
9.1.8.A.1-2
9.1.4.B.1
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9.3.4.A.1-6
9.3.8.B.4-5, 12-13, 16-17
School Counseling Program Description

School Counseling services are provided for all students in grades pre-kindergarten through eight by school counselors who work closely with teachers, parents, and administrators. One school counselor is assigned to each elementary school. In the middle schools, one school counselor is assigned to each house.

The main objective of the program is to assist students with their academic, personal, and social development. This is achieved through counseling services and a variety of support programs and school-related activities (see Board of Education Policy 2411).

Numerous programs are offered by the School Counseling staff including, but not limited to:

- pro-social activities;
- random acts of kindness;
- conflict resolution;
- bullying and harassment prevention;
- National School Violence Awareness Week;
- drug and alcohol awareness;
- Red Ribbon Week;
- CAPPS (Coordinated Arts Program for Primary Students);
- elementary and middle school orientation;
- National School Counselors’ Week.

School-wide counseling initiatives are developed on an as-needed basis to:

- support curricular objectives in the content areas or related arts;
- address timely issues or current events;
- address local, national or global crises.

Individual and group counseling is provided for:

- academic concerns;
- career guidance;
- grief and loss;
- divorce and separation;
- depression and anger;
- anxiety;
- school phobia;
- problems with social adjustment;
- self-esteem/self-image;
- personal crisis;
- other issues/problems as needed.

Classroom lessons are taught related to:

- character education;
- self-concept;
- identification and management of feelings;
- friendships;
- peer relationships;
- study skills;
- social skills;
- high school course selection.
Position:
Guidance Counselor/School Counselor

Qualifications:
- Valid New Jersey Certification – Pupil Personnel Services.
- At least one year of successful teaching experience or experience with counseling and/or advising children.
- Broad knowledge of testing and evaluation, theories of individual and group counseling techniques and school counseling program design.
- Must demonstrate ability to communicate and work effectively with students, parents, staff and community groups and organizations.
- Must demonstrate knowledge, interest and aptitude for assigned responsibilities.
- Such alternatives and/or additions to the above qualifications as the Board may find appropriate and acceptable.

Reports to:
School principal and designated supervisor

Job Goal:
To provide individual and group counseling and related school counseling services to students. This will include helping students overcome problems that impede learning, and to assist them in making educational and social decisions that hold promise for their personal fulfillment.

Performance Responsibilities:
1. Identifies and counsels students in need of services for academic, social, emotional, personal, attendance, and/or crisis situations. Assists students with problem-solving and decision-making skills.
2. Creates an atmosphere in the school counseling office where students feel comfortable in seeking guidance and constructive advice.
3. Conducts classroom lessons on social skills, career education, study skills, character education, and other appropriate topics.
4. Promotes school counseling and intervention services for faculty, parents/guardians and students.
5. Remains abreast of current developments in the area of school counseling.
6. Provides administration with updated schedules and monthly reports of activities.
7. Organizes and attends monthly I&RS meetings and serves as a vital member.
8. Serves as a liaison between Child Study Team and the school.
9. Assists teachers with the development and implementation of classroom interventions, including program modifications for individual students as needed.
10. Functions as the testing coordinator for the school or house in collaboration with the district supervisor(s).
11. Participates in parent/guardian and teacher conferences as needed.
12. Attends grade level and team meetings as requested.
13. Develops and implements orientation programs for students and parents/guardians.
14. Communicates with the other school counselors in the district and at Cherokee to create consistency in the district's school counseling program.

15. Meets with new students and assists them in adjusting to their new school environment. Reviews new student cumulative folder information.

16. Maintains student records and ensures their confidentiality.

17. Participates in community activities to promote early intervention programs (i.e. academic, social, emotional, substance abuse, and grant initiatives).

18. Facilitates positive, cooperative teacher-student relationships.

19. Assists teachers and administration in planning programs that address the needs of students.

20. Acts as a resource person in the development and/or updating of the district’s substance abuse education program.

21. Assists with the development of student schedules, class lists, transition folders, and student placement cards.

22. Recommends and facilitates student involvement with peer mediation when appropriate.

23. Implements and/or follows administrative regulations and directives, board policy, and state law.

24. Facilitates positive, cooperative relations with parents/guardians and students, which may include being available to students and parents/guardians for education-related purposes outside the instructional day.


26. Cooperates with other staff members in educational matters.

27. Assists with kindergarten screening and first grade early admission processes.

28. Provides for a smooth transition from elementary school to middle/high school which may include orientation programs for students and parents/guardians.

29. Shows concern for all students and staff regardless of race, creed, gender, ancestry, national origin or social economic status.

30. Continues his/her own professional growth.

31. Performs all other duties as assigned by the principal and/or supervisor.

Terms of Employment:
The school counselor shall be employed on a ten (10) month contract with salary, benefits and other terms and conditions of employment as negotiated between the Evesham Township Board of Education and the Education Association. The information contained in this job description is a Board of Education guideline and may be changed at any time as Evesham Township School District deems necessary. Further, this job description does not constitute a written employment contract.

Evaluations:
Performance of this job will be evaluated in accordance with provisions of the board’s policy on Evaluation of Teaching Staff Members. (See Board of Education Policy 3220 and NJAC 6:3-1.21.)

Evaluator:
Principal and/or designee of superintendent
Section A:  
School Counselor 
Responsibilities and Services
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| Assist in the requisition of supplies and materials for the school counseling program. | 18 |
| Counsel parents/guardians and staff on issues which impact social and emotional functioning. | 19 |
| Participate with administrators, law enforcement officials, parents/guardians, and outside agencies in crisis interventions. | 20 |
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**Provide individual and group counseling sessions for students.**

I. Indicators
   
   A. Appointment Schedule
   
   B. Monthly Report

II. Strategies

A. Provide individual counseling sessions.

B. Provide referrals for outside counseling as needed (see professional contacts).

C. Provide resources to supplement counseling sessions.

D. Confer with administrator, parents, teacher, and/or school nurse, when appropriate.

E. Provide referrals to physicians, therapists, and/or other appropriate community resources, if warranted.

III. Expected Outcomes

A. Student’s needs will be addressed.

B. Administrators, parents/guardians, and/or teacher will be provided with appropriate information related to student’s progress.
Establish a developmental and preventative school counseling program for students.

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies
   A. Students, teams, or teachers will contact school counselor(s) if there are needs that should be addressed with a particular class or group.
   B. Counselors will meet with classes or groups to discuss concerns.
   C. Counselors will provide and utilize resources pertinent to specific topics (i.e., peer relationships, divorce, key character values, and grief).

III. Expected Outcomes
   A. Teacher, parents/guardians and/or counselor observation of growth in specific areas of discussion/concern.
   B. Student report of progress.
   C. Termination of the group process for a specific individual, determined collaboratively.
Be available to interpret the school counseling program to students, faculty, parents/guardians, and the community.

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies
   A. Schedule and conduct class visits at the start of the school year to familiarize students with the school counseling program.
   B. Explain the school counseling program to children who are new to the school.
   C. Attend faculty and team meetings with the staff.
   D. Provided written communication and attend meetings and conferences as needed.

III. Expected Outcomes
   A. Use of school counseling services by students, faculty, parents/guardians and the community.
   B. Professional follow-up as needed.
Evaluate and recommend improvements to increase the effectiveness and efficiency of the school counseling program.

I. Indicators
   A. Appointment Schedule
   B. Monthly Report
   C. Professional Growth Plan

II. Strategies
   A. Schedule meetings with all counselors for discussion and evaluation of the program.
   B. Review and develop curriculum.

III. Expected Outcomes
   A. Implementation of new ideas and techniques.
Establish a character education program for students.

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies
   A. Teachers will develop lessons to address key character values.
   B. Provide follow-up for individuals or groups that need additional support in developing key character values, as indicated by teachers.

III. Expected Outcomes
   A. Observation of student growth in specific areas indicated (before and after program lessons).
Establish a conflict resolution program to enable students to resolve personal issues.

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies
   A. Teach students to identify the nature and origins of conflict, and appropriate responses.
   B. Increase violence awareness through familiarity with the Code of Conduct.
   C. Discuss the principles of conflict resolution and peace making.
   D. Introduce communication and empathy skills.
   E. Provide follow-up services as needed.

III. Expected Outcomes
   A. Students are better able to form agreements to resolve conflict in positive ways.
   B. Students demonstrate proficiency in communication and empathy skills.
Observe individual students in school settings (i.e. classroom, cafeteria, and recess).

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies
   A. Observe individual students in the classroom, cafeteria, recess, and other school settings.
   B. Discuss observations with teachers, parents/guardians, school nurse, or administrators, as appropriate.

III. Expected Outcomes
   A. Observations shared with pertinent personnel.
   B. Inclusion of observations in the preparation of specifically required studies or reports.
Maintain a resource library and agency referral list for students, administrators, staff and parents/guardians.

I. Indicators

   A. Resource Library List
   
   B. Agency Referral List (See Professional Contacts)

II. Strategies

   A. When appropriate, inform parents/guardians/students of specific materials and resources available to them.

   B. Make administrators and faculty aware of all available materials and resources.

   C. Encourage teachers to use counseling oriented materials that may supplement or enrich classroom activities.

III. Expected Outcomes

   A. Resources and materials are available or obtainable upon request.
Assist in the requisition of supplies and materials for the school counseling program.

I. Indicators

A. Catalogues and Brochures

B. Grant Opportunities

II. Strategies

A. Meet with all counselors to find appropriate materials.

B. Order counseling-related materials.

C. Preview materials upon receipt.

D. Return inappropriate materials when necessary.

E. Add new materials to resource library list.

F. Investigate grant opportunities.

III. Evaluation

A. Students, administrators, staff and parents/guardians will use materials when appropriate.

B. Assist in application and administration of grant funds as opportunities arise.
**Counsel parents/guardians and staff on issues which impact social and emotional functioning.**

I. Indicators

   A. Appointment Schedule
   
   B. Monthly Report

II. Strategies

   A. Determine need to provide parents/guardians or staff member with information and/or counseling; provide referrals as needed.
   
   B. Use appropriate techniques to address concerns.
   
   C. Provide appropriate intervention.
   
   D. Confer with administrators, staff, students and parents/guardians when appropriate.

III. Expected Outcomes

   A. Needs and issues will be addressed satisfactorily.

IV. Related Programs/Services

   A. Genesis Counseling Program
   
   B. Community Resources
Participate with administrators, law enforcement officials, parents/guardians, and outside agencies in crisis interventions.

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies
   A. Counselors, parents/guardians, teachers, students and/or administrators will communicate with one another in the event of a crisis.
   B. Meet with the appropriate parties to investigate and assess the crisis.
   C. Referrals will be recommended by school officials to parents/guardians (see Professional Contacts and Student Crisis Guidelines).
   D. Contact the parents/guardians to determine if recommendations have been followed.
   E. Observe and follow through with the student at school.

III. Expected Outcomes
   A. Improved student behavior or situation is observed by counselor and teachers.
   B. Communication is maintained between parent and school counselor to ensure student success.
Attend school meetings and functions (i.e. Back-to-School Night, Parent/Teacher Conferences, and Orientations).

I. Indicators
   A. Appointment Schedule
   B. Memo from Administration
   C. Monthly Report

II. Strategies
   A. Attend meetings and functions as directed or initiated.

III. Expected Outcomes
   A. Attendance and participation when appropriate.
   B. Reflection and revision as appropriate.
Initiate conferences with parents/guardians and staff when necessary and schedule conferences upon request.

I. Indicators

A. Appointment Schedule

B. Monthly Report

II. Strategies

A. Meet with parents/guardians and staff to discuss concerns and establish mutual goals.

B. Request presence of appropriate staff when necessary.

III. Expected Outcomes

A. The conference will be conducted.

B. Professional follow-up as needed.
Coordinate referrals to the Intervention and Referral Services (I&RS) Committee.

I. Indicators
   
   A. Appointment Schedule
   
   B. Monthly Report
   
   C. I&RS Referral Forms

II. Strategies
   
   A. Coordinate I&RS team meeting dates with principals and Child Study Team liaison.
   
   B. Assist teacher/team in completing I&RS referral forms (see I&RS Section).
   
   C. Inform parents/guardians and I&RS committee of referral(s).
   
   D. Assemble I&RS committee and include related staff.
   
   E. Monitor intervention(s) and case manage students.
   
   F. Follow-up to discuss student progress.
   
   G. Additional recommendations as needed.

III. Expected Outcomes
   
   A. Plan is developed and implemented to meet the student’s need for additional intervention.
   
   B. A Child Study Team referral may be recommended.
   
   C. Upon student transition, active I&RS intervention plans will be shared with the appropriate school.
Coordinate and monitor 504 accommodation plans with parents/guardians and staff.

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies
   A. Distribute appropriate pages of 504 accommodation plan to person requesting the evaluation. Distribute the Parent and Staff Guide to Section 504. If requested by staff member, notify parents/guardians of impending evaluation (see 504 Section).
   B. Obtain documentation of a diagnosed disability from parent(s)/guardian(s) or Child Study Team.
   C. Distribute appropriate forms to staff and parents/guardians.
   D. Distribute forms to I&RS/504 team for evaluation and determination of eligibility.
   E. Notify parents/guardians of outcome/eligibility.
   F. For eligible students, develop 504 accommodation plan with teacher and I&RS/504 team input.
   G. Parents/guardians are given a copy for review, input, and consent.
   H. Finalized plan is signed by parents/guardians and a copy is sent to the Director of Special Services, student’s teachers, school counselor file, cumulative file, principal and parents/guardians.
   I. At a designated time each school year, parents are notified, and accommodation plan is reviewed and updated as needed. Records of changes are sent to Director of Special Services and parent.
   J. 504 plan is sent annually to parents/guardians for review and signature.
   K. Fifth grade 504 plans are sent to the middle school for review at time of transition.

III. Expected Outcomes
   A. Plan will be completed and distributed appropriately to assist in meeting the child’s needs.
Facilitate communication related to Child Study Team referrals.

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies
   A. Counselor sends comprehensive I&RS records to CST Case Manager/Director of Special Services (see I&RS Section).
   B. Attend CST meetings (i.e. Identification, Eligibility, and Annual Review).
   C. Monitor implementation of any recommendations.
   D. Notify principal and school secretary of any changes to students’ program/schedule.

III. Expected Outcomes
   A. Recommendations will be made regarding student services.
   B. Meetings will be attended.
Participate in maintaining and compiling student records.

I. Indicators

A. Appointment Schedule

B. Monthly Report

II. Strategies

A. A single, central file will be compiled for each student and will be maintained in the office of the school.

B. Content of records:
   1. Mandated records include the student’s personal descriptive data, daily attendance records, progress reports, physical health records (school nurse), records required for educationally handicapped students, and all other records required by the State Board of Education (i.e., 504 Plan, I&RS documentation).

   2. Permitted records include observations and ratings by professional staff members acting within the scope of their professional duties, samples of student work, information obtained from professionally acceptable standard instruments of measurement, educationally relevant information provided by parents/guardians concerning achievements and other school activities that the parents/guardians wishes to make part of the student’s records.

C. Access to student records will be available only to the student’s parents/guardians, appropriate school personnel, and others who may be permitted access according to rules of the State Board of Education. Access by parents/guardians may be denied only if release of records would involve substantial risk of harm to the student, or if parental rights have been restricted or denied.

D. Copies of student records may be made by those permitted access to them, at the fee established for reproduction of public records noted in Board of Education Policy 8310.

E. Inspection of Pupil Records Form must be completed when those permitted access are viewing and/or making copies (see Board of Education Policy 8330).

F. The records of currently enrolled students will be reviewed annually by appropriate teaching staff, and permitted records that are detrimental or no longer educationally relevant must be deleted.

G. When a student is no longer enrolled in this district, those records mandated by rules of the State Board of Education will be preserved.
III. Expected Outcomes

A. Appropriate records related to the student's progress will be made available.

B. Within a reasonable timeframe, school personnel will be informed of student needs and appropriate follow-up will take place as needed (see Board of Education Policy 8330).
Develop and implement placement cards for all students at the elementary level.

I. Indicators

A. Appointment Schedule

B. Monthly Report

II. Strategies

A. Complete revision of cards.

B. Distribute appropriate cards to K-5 teachers with attached directions on codes, dates, and return procedures.

C. Collect, review, and distribute cards for grade 5, prior to middle school visitations.

D. Distribute placement cards for students moving within Evesham Township to appropriate counselor.

E. Use placement cards to assist principal and teachers in establishing class lists.

F. Collect all placement cards and newly developed class lists.

III. Expected Outcomes

A. Placement cards are distributed in a timely manner.

B. Class lists are developed.
Assist teachers and principal in developing class lists.

I. Indicators

A. Appointment Schedule

B. Monthly Report

II. Strategies

A. Schedule meetings with individual grade levels.

B. Use student placement cards to develop class lists according to ability, needs, teacher comments, etc.

C. Check class lists for balance in number, gender, specific strengths/needs, etc.

III. Expected Outcomes

A. Heterogeneous class lists will be created.
Develop and implement an orientation program for students and parents/guardians new to the school.

I. Indicators

A. Appointment Schedule

B. Monthly Report

II. Strategies

A. New student/parent introduction:
   1. Discuss school routine and availability of services within the school;
   2. Tour building with student/parent;
   3. Introduce new student to his/her classroom teacher or house team;
   4. Provide any other appropriate plans or procedures deemed necessary;
   5. Review students’ records (i.e. Cumulative Folder, Transition Folder, In-District School Transfer Pupil Progress Report).

B. Contact principal and teacher to discuss any pertinent information received from the former school.

C. Within a month meet with each new student to discuss his/her adjustment.

D. Meet with the teacher periodically to assess new student’s adjustment and/or need for further services.

III. Expected Outcomes

A. Discussion with student and teachers to determine his/her adjustment to the new school environment.

B. Professional follow-up as needed.

IV. Related Resources

A. Small group sessions for new students.

B. Orientation information packets.

C. Referrals for special programs and activities.
Coordinate kindergarten registration screening and follow through on all children identified as needing further study (elementary counselors only).

I. Indicators
   A. Memos Indicating Dates of Kindergarten Screening and Orientation Teas
   B. Appointment Schedule
   C. Monthly Report

II. Strategies
   A. Participation in the kindergarten screening as per direction of administration.
   B. Review results and compile list of screened students who are eligible to attend CAPPS summer program.
   C. Determine which students will attend CAPPS and notify parents.
   D. Determine students who require ESL screening.
   E. Attend kindergarten orientation tea and distribute information about the kindergarten program.
   F. Review post-CAPPS screening and share information with kindergarten teachers.

III. Expected Outcomes
   A. Child will be more familiar with the school setting as a result of the kindergarten screening process and orientation tea.
   B. School personnel will become more familiar with the child’s readiness for kindergarten.
Evaluate children to determine eligibility for early admission to first grade (elementary counselors only).

I. Indicators

A. Appointment Schedule

B. Monthly Report

II. Procedures

A. Review incoming records to determine eligibility. Child must have reached the age of six by September 30 and successfully completed one year in an accredited kindergarten (see Board of Education Policy 5112).

B. Administer appropriate testing instrument to evaluate child:

1. Counselor administers Brigance First Screen for grade one.

2. Reading Specialist administers Clay's Observational Survey of Literacy if Brigance score exceeds 84%.

3. Child has preliminary eligibility for placement if the following scores are attained on the Observational Survey:
   - Letter Identification—50
   - Concepts About Print—16
   - Dictation—25
   - Text Reading—Level 4

4. Principal, Counselor and Reading Specialist will consider any discrepancy in child’s maturity and achievement levels before making placement recommendation.

C. Counselor/Principal contacts parents/guardians and provides a written notification of eligibility status if necessary.

III. Expected Outcome

A. Student will be placed appropriately as determined by evaluation criteria.
Assist with the transition of fifth grade students to middle school.

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies
   A. Implement orientation program for fifth grade students to familiarize them with the middle schools.
      1. Fifth grade students, teachers and school counselors visit the middle schools near the completion of fifth grade.
      2. Students are given an opportunity to ask questions relating to middle school.
      3. Elementary teachers and counselors meet with middle school counselors regarding student placement and at-risk profiles.

III. Expected Outcomes
   A. Students will be more familiar with the middle school setting.
   B. Middle school personnel will be more familiar with the incoming fifth grade students.
Meet with counselors from Cherokee High School to provide information about 8th grade students (middle school counselors only).

I. Indicators

A. Appointment Schedule

B. Monthly Report

II. Strategies/Procedures

A. Meet with Cherokee High School counselors.

B. Respond to additional requests for information as needed.

III. Expected Outcomes

A. High School counselors will become acquainted with student needs.
Coordinate eighth grade students’ transition to Cherokee High School (middle school counselors only).

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies/Procedures
   A. Coordinate student completion of census forms for high school.
   B. Provide informational classroom sessions regarding high school course selection.
   C. Schedule high school counselors’ visit to the middle schools.
   D. Confer with parents about scheduling concerns as needed.
   E. Collect completed course selection forms.
   F. Coordinate student gridding of high school schedule forms.
   G. Establish eligibility lists for high school Honors Program.
   H. Take certain groups of students to Cherokee for a visit.

III. Expected Outcomes
   A. Students will receive appropriate courses for their first year in high school.
   B. Students will become acquainted with Cherokee to ease the transition.
Coordinate eighth grade students’ transition to Burlington County Institute of Technology or private/parochial high schools (middle school counselors only).

I. Indicators

A. Appointment Schedule
B. Monthly Report

II. Strategies

A. Provide information on open houses, admission requirements, and scholarships for vocational, private and parochial high schools.
B. Complete student recommendation forms and other transcript and scholarship requirements.
C. Arrange Burlington County Institute of Technology informational assembly for all eighth grade students.
D. Arrange field trip for eighth grade students interested in attending BCIT.

III. Expected Outcomes

A. Students interested in attending alternative high schools will receive the appropriate assistance.
Assist in placing students new to the school.

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies
   A. Review district placement card or out-of-district academic records of each student.
   B. Use records, current needs, or other appropriate factors to determine placement.

III. Expected Outcomes
   A. Students will adjust well to their new placement.
   B. Balanced class lists will be maintained.
Provide a plan for student to return to school after hospitalization, rehabilitation, or alternative school placements.

I. Indicators

A. Appointment Schedule

B. Monthly Report

II. Strategies

A. Meet with students, parents/guardians, administrators and student's therapist (when appropriate), to formulate a re-entry plan.

B. Share plan with appropriate staff as needed.

C. Provide a “safe place,” a modified program, individual or group counseling and/or other services as needed. (See Student Crisis Guidelines.)

D. Monitor student progress with teachers, parents/guardians, and therapist.

E. Provide appropriate intervention(s).

F. Confer with administrators, staff, parents/guardians, therapist and other professionals when appropriate.

G. Complete appropriate forms (see Student Crisis Guidelines).

III. Expected Outcomes

A. Student experiences a positive transition back to school.
Participate in the re-entry of students to school after disciplinary suspension.

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies
   A. Prepare in advance of the meeting a behavioral plan or contract to be set in place at the meeting as needed (see Board of Education Policy 5610).
   B. Attend re-entry meeting.
   C. Present and explain plan to student and parent as needed.
   D. Encourage student’s successful return to school by extending offer of related services.

III. Expected Outcomes
   A. Student will experience a successful transition back to school.
   B. Counselor will continue to monitor student progress.
Coordinate school-wide district and state standardized testing.

I. Indicators
   A. Appointment schedule
   B. Monthly report
   C. Building-level Testing Schedule and Guidelines and Teacher Training Schedule

II. Strategies
   A. Attend all meetings scheduled by the state and district for test administration and interpretation.
   B. Conduct all necessary scheduling and training for test administration.
   C. Serve as school point-of-contact on test administration plans, procedures, special circumstances, and problems for school administrators and examiners.
   D. Receive and inventory all testing materials.
   E. Maintain test security.
   F. Prepare necessary paperwork prior to testing (rosters, master schedule, etc.).
   G. Supervise testing to ensure proper procedures are followed.
   H. Distribute, collect, and check testing materials before return to district test coordinator.
   I. Prepare schedule for make-up testing.
   J. Provide examiners with materials for make-up testing.

III. Expected Outcomes
   A. All students will be properly tested.
   B. Appropriate test security will be maintained.
   C. All materials will be properly returned to district test coordinator.
Interpret test results as requested.

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies
   A. Meet with parents/guardians and/or teachers upon request or as needed, to interpret test results.
   B. When necessary, consult with administration or appropriate staff to lend expertise in the area of test interpretation.

III. Expected Outcomes
   B. Parents/guardians and/or teachers will have clarification of their students’ test performance.
Submit a monthly counseling report to the principal and supervisor.

I. Indicators
   A. Appointment Schedule
   B. Monthly Report

II. Strategies
   A. Compile information to be incorporated in the monthly report.
   B. Distribute a copy of the report to the principal and supervisor before the next scheduled monthly board meeting.

III. Evaluation
   A. Receipt of the monthly report by principal/supervisor.
**Continue professional growth.**

I. Indicators
   A. Appointment Schedule
   B. Monthly Report
   C. Professional Growth Plan

II. Strategies
   A. Attend conferences and workshops related to the school counseling program.
   B. Read publications pertaining to school counseling.
   C. Collaborate with other school counselors.

III. Expected Outcomes
   A. Increased professional growth.
   B. Application of new techniques.
Section B: Reference Lists and Policies
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## Reference Lists and Policies

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### Professional Contacts

#### NEUROLOGISTS

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<thead>
<tr>
<th>NAME</th>
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<tbody>
<tr>
<td>Dr. Olga Goldfarb</td>
<td>110 Marter Avenue Suite 402</td>
<td>856-772-8956/9001</td>
</tr>
<tr>
<td></td>
<td>Moorestown, NJ 08057</td>
<td></td>
</tr>
<tr>
<td>Dr. Melini (Developmental Pediatrician)</td>
<td>525 Highway 73 South Evesham Commons Marlton, NJ 08053</td>
<td>856-983-9100</td>
</tr>
<tr>
<td>Dr. Minarcik</td>
<td>110 Marter Avenue Suite 410</td>
<td>856-772-0100</td>
</tr>
<tr>
<td></td>
<td>Moorestown, NJ 08057</td>
<td></td>
</tr>
<tr>
<td>Dr. Catherine Nicolaides (Developmental Pediatrician)</td>
<td>975 Tuckerton Road Marlton, NJ 08053</td>
<td>856-983-6675</td>
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#### PSYCHOLOGISTS

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<thead>
<tr>
<th>NAME</th>
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<tbody>
<tr>
<td>Dr. Philip Bobrove (Eating Disorders)</td>
<td>10 Mt. Vernon Avenue Haddonfield, NJ 08033</td>
<td>856-795-3598</td>
</tr>
<tr>
<td>Dr. Joseph Buonadonna Sr.</td>
<td>9002 F-Greentree Commons Marlton, NJ 08053</td>
<td>856-596-7887</td>
</tr>
<tr>
<td>Dr. Sidney Cohen</td>
<td>1500 Kings Hwy. North Suite 208</td>
<td>856-428-1685</td>
</tr>
<tr>
<td></td>
<td>Cherry Hill, NJ 08034</td>
<td></td>
</tr>
<tr>
<td>Dr. William Matta</td>
<td>Counseling Assoc. of Medford 133 Jackson Road Medford, NJ 08055</td>
<td>856-654-2661, 856-396-0080</td>
</tr>
<tr>
<td>Dr. Andrew Musetto</td>
<td>49 Grove Street Haddonfield, NJ 08033</td>
<td>856-428-6640</td>
</tr>
<tr>
<td>Dr. Michael Palmer</td>
<td>Healthmark Counseling 101 Route 130 South Suite 321 Cinnaminson, NJ 08077</td>
<td>856-829-3385 x2</td>
</tr>
<tr>
<td>Dr. Dorothy Saynisch (Eating Disorders)</td>
<td>203 East Kings Hwy. Haddonfield, NJ 08033</td>
<td>856-429-3930</td>
</tr>
<tr>
<td>Dr. Charles Waltz</td>
<td>693 Stokes Road #203 Medical Arts Building Medford, NJ 08055</td>
<td>609-953-1222</td>
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### PSYCHIATRISTS

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<tr>
<th>NAME</th>
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<tr>
<td>Dr. Edwin Castillo</td>
<td>95 Route 73 South Voorhees, NJ 08043</td>
<td>856-768-1818</td>
</tr>
<tr>
<td>Dr. Heidi Cooperstein</td>
<td>128 Bortons Landing Road Suite 2 Moorestown, NJ 08057</td>
<td>856-231-0690</td>
</tr>
<tr>
<td>Dr. David Ellis</td>
<td>Peach Associates 3121 State Hwy 38 W Mt. Laurel, NJ 08054</td>
<td>856-642-0100</td>
</tr>
<tr>
<td>Dr. Nazrul Islam</td>
<td>Center for Family Guidance 765 East Route 70, Building A Marlton, NJ 08053 (Also with Princeton House)</td>
<td>856-797-4736</td>
</tr>
<tr>
<td>Dr. Peter Brancato</td>
<td>Center for Family Guidance 765 East Route 70, Building A Marlton, NJ 08053 (Also with Princeton House)</td>
<td>856-797-4736</td>
</tr>
<tr>
<td>Dr. Herbert Lustig</td>
<td>8001 Lincoln Drive West, #H Marlton, NJ 08053</td>
<td>856-797-1320</td>
</tr>
<tr>
<td>Dr. Jose Nogueira</td>
<td>95 Route 73 South Voorhees, NJ 08043</td>
<td>856-768-2483</td>
</tr>
<tr>
<td>Dr. Lynn Reiheld-Erney</td>
<td>1001 Birchfield Drive Mt. Laurel, NJ 08054</td>
<td>856-234-1210</td>
</tr>
<tr>
<td>Dr. James Varrell</td>
<td>Center for Family Guidance 765 E. Route 70, Suite A100 Marlton, NJ 08053</td>
<td>856-983-3900</td>
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</table>

### SOCIAL WORKERS & COUNSELORS

<table>
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<tr>
<th>NAME</th>
<th>FUNCTION</th>
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<th>PHONE</th>
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<tbody>
<tr>
<td>Louise Aldrich</td>
<td>LCSW (grief &amp; loss)</td>
<td>1060 Kings Hwy. N. Suite 100 Cherry Hill, NJ 08034</td>
<td>856-321-0063</td>
</tr>
<tr>
<td>Janet Berson, Ph.D.</td>
<td>Physically abused children</td>
<td>715 E. Main Street, #D Moorestown, NJ 08057</td>
<td>856-778-9574</td>
</tr>
<tr>
<td>Patricia Carter-Sage, M.Ed., NCC, LPC</td>
<td>Adoption counseling</td>
<td>14 Yorktown Drive Marlton, NJ 08053</td>
<td>856-985-7520</td>
</tr>
<tr>
<td>Marjorie Copeland</td>
<td>LCSW Ages 12 and above</td>
<td>733 Route 70 East Suite 406 Marlton, NJ 08053</td>
<td>856-810-1015</td>
</tr>
<tr>
<td>Jane Fox</td>
<td>LCSW</td>
<td>720 E. Main Street Suite 1-A Moorestown, NJ 08057</td>
<td>856-722-0096</td>
</tr>
<tr>
<td>Deborah Haggett</td>
<td>Child and family therapy; play therapy; social skills</td>
<td>1529 Route 206 South Suite D Tabernacle, NJ 08088</td>
<td>856-988-9727</td>
</tr>
<tr>
<td>Jay Lappin</td>
<td>LCSW</td>
<td>1106 Newton Avenue Haddon Township, NJ 08106</td>
<td>856-858-5346</td>
</tr>
<tr>
<td>Name</td>
<td>Role/Service Description</td>
<td>Address</td>
<td>Contact Details</td>
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</tr>
<tr>
<td>Deborah Waldman</td>
<td>Social Worker</td>
<td>Optimal Performance Assoc. 1500 Kings Hwy. Suite 106 Cherry Hill, NJ 08034</td>
<td>856-988-2939</td>
</tr>
<tr>
<td>Al-Anon</td>
<td>Ala-Call NJ State Hotline (for families of alcoholics)</td>
<td><a href="http://www.nj-al-anon.org">www.nj-al-anon.org</a></td>
<td>1-800-322-5525</td>
</tr>
<tr>
<td>Anorexia</td>
<td>Anorexia and Bulimia resources</td>
<td>Children’s Hospital 34th St. and Civic Center Blvd. Philadelphia PA, 19104-4399</td>
<td>1-800-879-2467</td>
</tr>
<tr>
<td>Bancroft</td>
<td>Various programs for intellectual and developmental disabilities</td>
<td>425 Kings Hwy. E. Haddonfield, NJ 08033</td>
<td>856-429-0010</td>
</tr>
<tr>
<td>Burlington Family Services (contact Beth Dunlap)</td>
<td>Younger children and adolescents-all mental health concerns</td>
<td>770 Woodland Road Mt. Holly, NJ 08060</td>
<td>609-267-4969, 1-800-963-3377</td>
</tr>
<tr>
<td>Center for Children’s Support</td>
<td>Sexually abused children ages 3-18</td>
<td>42 East Laurel Road Suite 1100 Stratford, NJ 08084</td>
<td>609-566-7036</td>
</tr>
<tr>
<td>Center for Family Guidance</td>
<td>Full range of services for children and adults</td>
<td>765 East Route 70 Building A Marlton, NJ 08053</td>
<td>856-983-3900</td>
</tr>
<tr>
<td>Christian Counseling and Therapy- Julie Wegryn, M.S., NCC</td>
<td>Individuals and families, integrating psychotherapy with spirituality</td>
<td>301 North Church Street Suite 316 Moorestown, NJ 08057</td>
<td>856-231-7887</td>
</tr>
<tr>
<td>Contact of Burlington County</td>
<td>Crisis intervention, rape care, services, information/referral service-24 hour help-lines</td>
<td><a href="http://www.contactburlco.org">www.contactburlco.org</a></td>
<td>856-234-5484</td>
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<tr>
<td>Counseling Centers of Delaware Valley</td>
<td>Full service counseling agency for children, adults, and families</td>
<td>11005 Lincoln Drive W Suite 5 Marlton, NJ 08053</td>
<td>856-985-4300</td>
</tr>
<tr>
<td>Crossroads</td>
<td>Prevention programs for homeless, abandoned, abused, or at-risk youth</td>
<td>610 Beverly-Rancocas Road Willingboro, New Jersey 08046</td>
<td>609-880-0210</td>
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<tr>
<td><strong>Division of Youth &amp; Family Services (DYFS)-Burlington Co.</strong></td>
<td><strong>Child abuse and neglect</strong></td>
<td><strong>1000 Howard Blvd. and Route 73</strong>&lt;br&gt;<strong>Mt. Laurel, NJ 08054</strong></td>
<td><strong>877-652-2873</strong>&lt;br&gt;<strong>609-265-6900</strong>&lt;br&gt;<strong>866-663-1331</strong></td>
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<tr>
<td><strong>Family Crisis Intervention (DRENK) - Marilyn Jacobs</strong></td>
<td><strong>Behavioral issues, problems with siblings</strong></td>
<td><strong><a href="http://www.drenk.org">www.drenk.org</a></strong>&lt;br&gt;<strong>1289 Route 38 Suite 203</strong>&lt;br&gt;<strong>Hainesport, NJ 08036</strong></td>
<td><strong>609-267-5656</strong></td>
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<tr>
<td><strong>Genesis Counseling Center</strong></td>
<td><strong>Full range of services</strong></td>
<td><strong>566 Haddon Avenue</strong>&lt;br&gt;<strong>Collingswood, NJ 08108</strong></td>
<td><strong>856-858-9314</strong></td>
</tr>
<tr>
<td><strong>Hampton Behavioral Health Center</strong></td>
<td><strong>Children, adolescents and families</strong></td>
<td><strong><a href="http://www.hamptonhospital.com">www.hamptonhospital.com</a></strong>&lt;br&gt;<strong>650 Rancocas Road</strong>&lt;br&gt;<strong>Westampton Twp. NJ 08060</strong></td>
<td><strong>1-800-603-6767</strong></td>
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<tr>
<td><strong>Princeton House</strong></td>
<td><strong>Variety of services for children, adolescents, adults</strong></td>
<td><strong><a href="http://www.princetonhcs.org">www.princetonhcs.org</a></strong>&lt;br&gt;<strong>905 Herrontown Road</strong>&lt;br&gt;<strong>Princeton, NJ 08540</strong></td>
<td><strong>1-800-242-2550</strong></td>
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<tr>
<td><strong>Providence House</strong></td>
<td><strong>Domestic violence</strong></td>
<td><strong>Burlington County Hotline</strong></td>
<td><strong>1-877-871-7551</strong></td>
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<tr>
<td><strong>Renfrew Center</strong></td>
<td><strong>Eating disorders</strong></td>
<td><strong>475 Spring Lane</strong>&lt;br&gt;<strong>Philadelphia, PA 19128</strong>&lt;br&gt;<strong>1-800-RENFREW (736-3739)</strong></td>
<td><strong>1-800-RENFREW (736-3739)</strong></td>
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<tr>
<td><strong>Rowan University</strong></td>
<td><strong>Assessment and learning</strong></td>
<td><strong>Rowan University</strong>&lt;br&gt;<strong>201 Mullica Hill Road</strong>&lt;br&gt;<strong>Glassboro, New Jersey 08028</strong></td>
<td><strong>856-863-5215</strong>&lt;br&gt;<strong>856-256-4512</strong></td>
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<tr>
<td><strong>Samaritan Hospice Center for Grief and Loss</strong></td>
<td><strong>Spouses, partners, children, pets</strong></td>
<td><strong>5 Eves Drive</strong>&lt;br&gt;<strong>Suite 300</strong>&lt;br&gt;<strong>Marlton, NJ 08053</strong></td>
<td><strong>1-800-229-8183</strong></td>
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<tr>
<td><strong>S.C.I.P. (Screening Crisis Intervention Program)</strong></td>
<td><strong>24 hr. crisis service</strong></td>
<td><strong>Lourdes Medical Center</strong>&lt;br&gt;<strong>Willingboro, NJ 08046</strong></td>
<td><strong>609-261-8000</strong>&lt;br&gt;<strong>609-835-6180</strong></td>
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<tr>
<td><strong>South Jersey Behavioral Health Resources</strong></td>
<td><strong>All mental health issues-children to adult</strong></td>
<td><strong>Administrative Offices</strong>&lt;br&gt;<strong>900 Dudley Avenue</strong>&lt;br&gt;<strong>Suite 100</strong>&lt;br&gt;<strong>Cherry Hill, NJ 08002</strong>&lt;br&gt;<strong>Or</strong>&lt;br&gt;<strong>1 Colby Ave</strong>&lt;br&gt;<strong>Stratford, NJ 08084</strong></td>
<td><strong>856-361-1100</strong>&lt;br&gt;<strong>1-800-220 - 8081</strong></td>
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<tr>
<td><strong>The Starting Point</strong></td>
<td><strong>Alcohol abuse</strong></td>
<td><strong>215 Highland Avenue</strong>&lt;br&gt;<strong>Suite C</strong>&lt;br&gt;<strong>Westmont, NJ 08108</strong></td>
<td><strong>856-854-3155</strong></td>
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<tr>
<td><strong>Steininger Behavior Care Center Services</strong></td>
<td>Connect families with mental health resources &amp; support</td>
<td><a href="http://www.sbcs.us">www.sbcs.us</a>  499 Cooper Landing Road  Cherry Hill, NJ  08002</td>
<td>856-482-8747</td>
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<tr>
<td><strong>TeenLine Helpline (see CONTACT)</strong></td>
<td>Crisis intervention, rape care, services, information/referral service</td>
<td><a href="http://www.contactburlco.org">www.contactburlco.org</a></td>
<td>856-234-8888 or 856-234-5006</td>
</tr>
<tr>
<td><strong>TRIS (Transitional Residency Independent Services)</strong></td>
<td>Outpatient, self-help, group support, comprehensive mental health services</td>
<td>Voorhees, NJ  08043  (Ask for access center)</td>
<td>856-346-1800</td>
</tr>
<tr>
<td><strong>Women Against Rape</strong></td>
<td>24 hour hotline, rape, abuse</td>
<td>PO Box 346  Collingswood, NJ  08108</td>
<td>609-858-7800</td>
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## Crisis / Self Help Numbers

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<thead>
<tr>
<th>Service</th>
<th>Pennsylvania</th>
<th>New Jersey</th>
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<tr>
<td>AA (Alcoholics Anonymous)</td>
<td>215-923-7900</td>
<td>856-547-0855</td>
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<tr>
<td>Abused Women Hotline</td>
<td>215-739-9999</td>
<td>856-227-1234</td>
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<td>Action AIDS</td>
<td>215-981-0088</td>
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<tr>
<td>Action Alliance of Senior Citizens</td>
<td>215-564-1622</td>
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<tr>
<td>ACOA Intergroup</td>
<td>215-333-0444</td>
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<tr>
<td>Addiction Hotline of New Jersey</td>
<td>215-981-0088</td>
<td>800-238-2333</td>
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<tr>
<td>AIDS Coalition of Southern New Jersey</td>
<td>800-342-AIDS</td>
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<tr>
<td>Alteen</td>
<td>215-222-5244</td>
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<tr>
<td>Alcoholics Anonymous</td>
<td>215-222-5244</td>
<td>856-547-0855</td>
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<tr>
<td>Alliance for the Mentally Ill</td>
<td>215-574-1700</td>
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<tr>
<td>American Anorexia and Bulimia Association</td>
<td>215-221-1864</td>
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<tr>
<td>Associated Services for the Blind</td>
<td>215-627-0600</td>
<td></td>
</tr>
<tr>
<td>Addictions Hotline of N. J.</td>
<td>215-981-0088</td>
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<td>Penguin Place - Gay and Lesbian Community Center (Taped Messages)</td>
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<td>Camden County Women’s Center (Battered Women’s Shelter and Hotline)</td>
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<td>800-322-8092</td>
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Retrieved 10-7-2010
Referenced Board of Education Policies

1510 – Rights of Persons with Handicaps or Disabilities/Policy on Non-Discrimination
2411 – Guidance Counseling
3220 – Evaluation of Teaching Staff Members
5112 – Entrance Age
5350 – Pupil Suicide Prevention
5410 – Promotion and Retention
5512 – Hazing
5512.01 – Harassment, Intimidation, and Bullying
5530 – Substance Abuse
5560 – Disruptive Pupils
5610 – Suspension
5700 – Pupil Rights
5751 – Sexual Harassment
8310 – Public Records
8330 – Pupil Records
8461 – Reporting Violence, Vandalism, Alcohol and Other Drug Abuse
8462 – Child Abuse and/or Neglect
8464 – Missing Children
8468 – Crisis Response
POLICY

EVESHAM TOWNSHIP
BOARD OF EDUCATION

ADMINISTRATION

1510/PAGE 1 OF 5

RIGHTS OF PERSONS WITH HANDICAPS OR
DISABILITIES/POLICY ON NON-DISCRIMINATION

1510 RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/
POLICY ON NON-DISCRIMINATION

It is the policy of the Board of Education that no qualified
handicapped or disabled person shall, on the basis of handicap or
disability, be excluded from participation in, be denied the
benefits of, or be subjected to discrimination in employment or
under any program, activity or vocational opportunities sponsored by
this Board. The Board shall comply with §504 of the Rehabilitation
shall also comply with the Individuals with Disabilities Education
Act through the implementation of Policy No. 2460 and Regulations
Nos. 2460 through 2460.14.

Notice of the Board's policy on nondiscrimination in employment
(Policy and Regulation No. 1530) and education (Policy and
Regulation No. 5750) will be included in the Board policy manual,
posted throughout the district, and referenced in any district
statement regarding the availability of employment positions or
educational services.

Employment

No employee or candidate for employment shall be discriminated
against in recruitment, hiring, advancement, discharge,
compensation, training, transfer, or any other term, condition, or
privilege of employment solely because of his/her
handicap/disability, provided the employee or candidate can, with or
without reasonable accommodation, perform the essential functions of
the position sought or held.

No candidate for employment shall be required to answer a
question or submit to an examination regarding a handicap/disability
except as such handicap/disability relates directly to the
performance of the job sought. No candidate will be discriminated
against on the basis of a handicap/disability that is not directly
related to the essential function of the position for which he/she
has applied.

Reasonable accommodations, not directly affecting the
educational and/or instructional program, shall be made to accommodate employment conditions to the needs of qualified persons with handicaps/disabilities. Such accommodations may include, but are not limited to rescheduling; restructuring jobs; making facilities accessible; acquiring or modifying equipment; modifying examinations, training materials, policies and procedures; and providing readers or interpreters.

The Board employment policies and procedures shall comply with the Americans with Disabilities Act.

Facilities Accessibility

No qualified handicapped/disabled person shall, because of the school district's facilities being inaccessible or unusable by handicapped/disabled persons, be denied the benefits of, be excluded from participation in or otherwise be subjected to discrimination under any program or activity offered by the Board. No new facilities shall be constructed that do not fully comply with §504 of the Rehabilitation Act of 1973 and the American with Disabilities Act. Alterations to existing facilities or part thereof, shall be altered in such a manner to the maximum extent feasible, that the facilities are readily accessible and usable by individuals with handicaps/ disabilities who have a need to access Board facilities.

Educational Program Accessibility

No qualified handicapped/disabled person shall be denied the benefit of, be excluded from participation in, or otherwise be subjected to discrimination in any activity offered by this district.

The Board has an affirmative obligation to evaluate a pupil who is suspected of having a handicap/disability to determine the pupil's need for special education and related services. The Board directs that all reasonable efforts be made to identify unserved children with handicaps/ disabilities in this district who are eligible for special education and/or related services in accordance with Policy No. 2460 and Regulations Nos. 2460 through 2460.14, the Individuals with Disabilities Education Act, §504 of the

Section 504 of the Rehabilitation Act requires the Board to address the needs of children who are considered handicapped/disabled under §504 and do not qualify for services under the Individuals with Disabilities Education Act. A pupil may be handicapped/disabled within the meaning of §504, and therefore entitled to regular or special education and related aids and services under the §504 regulation, even though the pupil may not be eligible for special education and related services under Part B of the Individuals with Disabilities Education Act.

No pupil will be denied, because of his/her educational handicap/disability, participation in co-curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the pupils of this district.

There will be grievance procedures for persons alleging discriminatory acts by the Board and/or staff. The due process rights of pupils with handicaps/disabilities and their parents will be rigorously enforced.

Enforcement

The Director of Special Education is designated as district coordinator for matters dealing with §504 and Title IX. The district coordinator shall act as a compliance officer and can be contacted at the following address or telephone number:

Address: 25 South Maple Avenue
Marlton, NJ 08053

Telephone Number: 856-983-1800

A complaint regarding a violation of law and this policy will be subject to a complaint procedure that provides for the prompt and equitable resolution of disputes.

The complainant shall be notified of his/her rights of appeal.
at each step of the process, and accommodations to the needs of handicapped/disabled complainants shall be made. A complainant shall be informed of his/her right to file a formal action for redress with or without recourse to the complaint procedure established by this policy and its accompanying regulation.

A complaint regarding the identification, evaluation, classification, or educational program of a pupil with a handicap/disability shall be governed by the due process rules of the State Board of Education, N.J.A.C. 6A:14-2.7 and the Office of Administrative Law, N.J.A.C. 1:6A-1 et seq., and by the procedural safeguard processes established by Board Policy No. 2460 and Regulation No. 2460.6 or the grievance procedures established in Regulation No. 1510.

Guarantee of Rights

The Board shall not interfere, directly or indirectly, with any person's exercise or enjoyment of the rights protected by the §504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act or Title IX.

The Board shall not discriminate against any person for that person's opposition to any act or practice made unlawful by law or this policy or for that person's participation in any manner in an investigation or proceeding arising under §504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act or Title IX.

Evaluation and Compliance

The Board directs the Superintendent to evaluate district programs and practices on nondiscrimination, in accordance with law, and to report evaluations to the Board. The Board will submit such assurances of compliance as are required by law.

Annual Publication

This policy will be published yearly prior to the beginning of
the school year in a regional newspaper, magazine and/or other written communication that is available to the public.

29 U.S.C. 794 (Sec. 504, Rehabilitation Act of 1973)
20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Act)
N.J.S.A. 10:5-1 et seq.
N.J.A.C. 6A:14-1 et seq.
34 CFR Part 104

Adopted: 12 March 1991
Revised: 8 November 1994, 8 April 1997, 20 June 2002,
10 December 2002, 14 September 2004
2411 GUIDANCE COUNSELING

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the schools to assist pupils in making and implementing informed educational and occupational choices including academic, career and personal/social development.

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all pupils in this school district and shall involve the coordinated efforts of all teaching staff members under the leadership of certified guidance and counseling personnel.

The Superintendent is directed to implement a guidance program that carries out the purposes of this policy and:

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each pupil;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parent(s) or legal guardian(s) and shares parents' or legal guardians' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the pupil's interest;
7. Is available equitably to all pupils and prohibits biased counseling and the use of materials that discriminate among pupils on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or
sexual orientation or sex, social or economic status, or disability; and

8. Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the pupil, and monitors the efficacy of such referrals.

N.J.A.C. 6A:7-1.7; 6A:8-2.2; 6A:8-3.2; 6A:19-1.2

Adopted: 12 March 1991
POLICY

Evesham Township
Board of Education

3220 Evaluation of Teaching Staff Members

The Board of Education recognizes the importance of implementing a program for the evaluation of teaching staff members in accordance with state law and for the purposes of identifying and correcting deficiencies, improving professional competence, establishing a means for determining reemployment, and improving the quality of instruction received by pupils of this district.

The evaluation of teaching staff members shall consist of the following components:

1. The observation of each such employee in the performance of his/her assigned duties by an appropriate supervisor;

2. The written evaluation of both the employee's performance during observation and the employee's total performance as an employee of this district;

3. A timely conference between the employee and the evaluating supervisor during which the employee's weaknesses and strengths are discussed; and

4. An opportunity for the employee to record a timely disclaimer to the evaluation.

The program of evaluation of nontenured teaching staff members shall include the observation of each such employee in the performance of assigned duties by an appropriate supervisor no fewer than three times annually and once each semester. Each tenured teaching staff members shall be evaluated annually.

Supervisors shall make every effort to assist nontenured teaching staff members in the remediation of deficiencies disclosed by observation and evaluation and may conduct additional observations and evaluations for employees who are inexperienced or marginally competent.

Supervisors should recognize that the purposes of this policy cannot be realized by evaluations which do not record the weaknesses as well as the strengths of teaching staff members. Assessments which are less than honest and candid serve neither the professional growth of the employee nor the interest of the district in building a staff of highly competent, well-trained personnel.

Adopted: 8 June 1976
Revised: 26 June 1979
Revised: 12 March 1991
Revised: 20 June 2002
POLICY
EVESHAM TOWNSHIP
BOARD OF EDUCATION
PUPILS
5112/Page 1 of 2
ENTRANCE AGE

5112  ENTRANCE AGE

The Board of Education believes that entering a child into a classroom situation too early may create an academic social, or emotional problem for the child later in his or her school life. A child should have emotional, social, and physical maturity as well as learning potential, to be successful in a classroom situation. Therefore, entering a child prematurely into school or attempting to set a pace which will place a child in a frustrating situation should be avoided.

Entering Children into Kindergarten

A child reaching the age of five (5) years on or before September 30 of any year will be eligible for kindergarten. A child reaching the age of five (5) years after September 30 will not be permitted to enter kindergarten until the following September.

The Board may admit to kindergarten underage children who were properly enrolled in a state accredited public school kindergarten before transferring to this district.

Entering Children into First Grade

Children reaching the age of six (6) years on or before September 30 of any year will be eligible for the first grade. Children reaching the age of six (6) years after September 30 will not be permitted to enter first grade until the following September.

The Board may admit into first grade a pupil who does not meet the age requirements but who applies for admittance after having completed a full year of kindergarten in a state accredited public or private school. In order to determine whether to accept in first grade an underage pupil transferring into the district, the child will be tested to determine his or her proper placement.

Entering Children into Other Grades

Children who apply for admission to grades two (2) through
eight (8) on the basis of proper schooling outside the district will
be placed initially on the grade level they have reached elsewhere.
The school principal will determine subsequently whether there
should be any change in the grade placement of the child.

18A:44-2; 18A:46-6; 18A:46-6.1
N.J.A.C. 6A:14-3.3

Adopted: 13 May 1969
Revised: 10 March 1992, 12 March 1992, 19 June 1992,
11 October 1994, 8 November 1994, 20 June 2002,
13 May 2003, 14 June 2005
POLICY

EVESHAM TOWNSHIP
BOARD OF EDUCATION

PUPILS
5350/page 1 of 1
Pupil Suicide Prevention

5350 PUPIL SUICIDE PREVENTION

The Board of Education recognizes that depression and self-destruction are problems of increasing severity among children and adolescents. A pupil under severe stress cannot benefit fully from the educational program and may pose a threat to himself or herself or others.

The Board directs all school personnel to be alert to the pupil who exhibits signs of potential self-destruction or who threatens or attempts suicide. Any such signs or the report of such signs from another pupil or staff member should be taken with the utmost seriousness and reported immediately to the building principal, who shall notify the pupil's parent(s) or legal guardian(s) and other professional staff members in accordance with administrative regulations.

A potentially suicidal pupil shall be referred to the Child Study Team for appropriate evaluation and/or recommendation for independent medical or psychiatric services. In the event that the parent(s) or legal guardian(s) objects to the recommended evaluation or indicates an unwillingness to cooperate in the best interests of the pupil, the Child Study Team may contact the New Jersey Division of Youth and Family Services to request that agency's intervention on the pupil's behalf.

The Superintendent shall, in consultation with appropriate teaching staff members and mental health organizations, develop and implement a stress reduction program for pupils in grades six through eight to address the problem of depression, help pupils toward alternative ways of resolving stressful situations, and encourage pupils to help one another.

The Superintendent shall prepare and disseminate regulations for the guidance of staff members in recognizing the pupil who contemplates suicide, in responding to threatened or attempted suicide, and in preventing contagion when a pupil commits suicide.

Adopted: 12 March 1991
Revised: 20 June 2002
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Promotion and Retention

5410  PROMOTION AND RETENTION

The Board of Education recognizes that each child develops and grows in a unique pattern and that pupils should be placed in the educational setting most appropriate to their social, physical, and educational needs. Each pupil enrolled in this district shall be moved forward in a continuous program of learning in harmony with his/her own development.

Standards for pupil promotion shall be related to the New Jersey Core Curriculum Content Standards and district goals and objectives and to the accomplishments of pupils. A pupil in the elementary grades will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Promotion policies and procedures will be provided to parent(s) or legal guardian(s) as appropriate. Parent(s) or legal guardian(s) and pupils shall be regularly informed during the school year of the pupil's progress toward meeting promotion standards. A teacher who determines that a pupil's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the pupil and offer immediate consultation to the pupil's parent(s) or legal guardian(s). Every effort shall be made to remediate a pupil's deficiencies before retention is recommended. The parent(s) or legal guardian(s) and, where appropriate, the pupil shall be notified of the possibility of the pupil's retention at grade level in advance and, whenever feasible, no later than four weeks prior to the end of the school year.

Classroom teachers shall recommend to the building principal the promotion or retention of each pupil. Parent(s) or legal guardian(s) and adult pupils may appeal a promotion or retention decision to the Superintendent whose decision shall be final.


Adopted: 7 July 1964
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5512 HAZING

The Board of Education believes hazing activities of any type are inconsistent with the educational process and the Board prohibits all such hazing behavior at any time on school premises, at any school-sponsored function or on any school bus.

"Hazing" means the performance of any act or the coercion of another to perform any act of initiation into any class, team, or organization that causes or creates a substantial risk of causing mental or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

All staff members, pupils and school volunteers shall be alert to possible behavior, circumstances, or events that might include hazing. A person who detects hazing and/or planned hazing shall immediately inform the pupil(s) involved of the prohibition against this behavior and/or conduct and direct them to immediately cease all such behavior and/or conduct. All such incidents must be reported to the Building Principal.

The Building Principal will report to the Affirmative Action Officer and the Superintendent any incident reported from a staff member, pupil, parent, legal guardian or any other source. The Building Principal will also report information received from anonymous sources, however, any formal disciplinary action will not be taken solely on the basis of an anonymous report.

There will be no reprisals or retaliation against any person(s) making such report of hazing behavior. Any allegations of reprisals or retaliation shall be reported directly to the Building Principal who will investigate such allegations and take appropriate action if the allegations are confirmed and/or if the person is found to have falsely accused another as means of retaliation or as a means of hazing.

The Building Principal or designee will immediately investigate any report of actual or planned hazing.
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If the investigation determines hazing behavior was planned or was present, the administration will take reasonable, age-appropriate and effective corrective action to end the behavior which may include, but is not limited to, counseling, warning, and/or disciplinary action. The administration may need to provide support services to the pupil(s) that was to remedy the past hazing behavior.

Nothing in this Policy prohibits the Affirmative Action Officer from complying with the requirements of the district’s Affirmative Action Program as outlined in Policy 1550 and N.J.A.C. 6A:4-1.1 6A:7-1.1 et seq.

The Building Principal, in conjunction with the Affirmative Action Officer, will develop and conduct training and information programs for all school staff, pupils, parents and interested community members on the district’s Hazing Policy.

Any pupil organization that seeks to organize and perpetuate itself by taking in members based on the decision of the membership of the organization, rather than from the free choice of any pupils who are otherwise qualified to fill the special aims of such organization, is prohibited.

This Policy shall be published in pupil and staff handbooks upon its adoption by the Board. The Board will seek school community input prior to the initial adoption and any revisions to this Policy.


Adopted: 13 May 2003
Revised: 14 September 2004
Policy Statement

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, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function or on a school bus and that:

1. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or

2. By any other distinguishing characteristic; and

3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or

4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

"Electronic communication" means communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.

Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).
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This policy may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district’s code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil’s physical or emotional safety and well-being or for reasons relating to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

Expected Behavior

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

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff and community members.

The Board believes the best discipline is self-imposed, and it is the responsibility of school district 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.

General guidelines for pupil conduct will be developed by the Superintendent, in conjunction with school staff, and approved by the Board. These guidelines will be
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HARASSMENT, INTIMIDATION AND BULLYING (M)

developed based on accepted core ethical values from a broad community involvement with input from parent(s) or legal guardian(s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This policy requires all pupils in the district to adhere to these rules and guidelines and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules and guidelines.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see them, constructively attempt to stop them, and report these acts to the Building Principal or designee.

Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each Building Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for 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), and consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the code of pupil conduct.

Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved;

2. Degrees of harm;

3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Remedial Measures

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

Environmental
1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
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4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as set forth in the Board adopted Pupil Discipline/Code of 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 district’s code of pupil 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, and bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Legal action; and
10. Expulsion.

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

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Targeted use of monitors (e.g., hallway, cafeteria, bus);
10. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
11. General professional development programs for certificated and non-certificated staff;
12. Professional development plans for involved staff;
13. Disciplinary action for school staff who contributed to the problem;
14. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
15. Parent conferences;
16. Family counseling;
17. Involvement of parent-teacher organizations;
18. Involvement of community-based organizations;

19. Development of a general bullying response plan;

20. Recommendations of a pupil behavior or ethics council;

21. Peer support groups;

22. School transfers; and

23. Law enforcement (e.g., school resource office, juvenile officer) involvement.

N.J.A.C. 6A:16-7.9(a2).vi requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation, or bullying. The consequences may include, but not be limited to, verbal or written reprimand, increment withholding, legal action, disciplinary action, and/or termination. Remedial measures may include, but not be limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

Reporting Procedure

Complaints alleging violations of this policy shall be reported to the Principal or designee. All school employees as well as all other members of the school community including pupils, parent(s) or legal guardian(s), volunteers, and visitors are required to report alleged violations of this policy to the Principal or designee. While submission of an Incident Report Form to the Principal or designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Building Principal or available at the school district’s administrative offices or the reporting party may use a district’s web-based reporting system. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

A school employee who promptly reports an incident of harassment, intimidation, or bullying in accordance with this policy, 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, as set forth in N.J.S.A. 18A:37-16.c.

Investigation
The Principal or designee is responsible for determining whether an alleged act constitutes a violation of this policy. The Principal or designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or designee will maintain a record of each investigation regarding allegations of harassment, intimidation, or bullying.

Response to an Incident of Harassment, Intimidation, or Bullying

An appropriate response will be provided to the individual who commits any incident of harassment, intimidation, or bullying. Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that require a response either at the classroom, school building or school district level or by law enforcement officials.


In considering whether a response beyond the individual level is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. The school district’s responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff. The district’s responses may also include participation of parent(s) or legal guardian(s) and other community members and organizations, small or large group presentations for fully addressing the actions and the school district’s response to the actions, in the context of acceptable pupil and staff member behavior and the consequences of such actions, and the involvement of law enforcement officers, including school resource officers. The district will also make resources available to individual victims of harassment, intimidation, and bullying, including, but not limited to, school counseling services and environmental modifications.

Reprisal or Retaliation Prohibited
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HARASSMENT, INTIMIDATION AND BULLYING (M)

The Board prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or designee after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures. The consequences and appropriate remedial action for pupils will range from positive behavior interventions up to and including suspension or expulsion. The consequences and appropriate remedial action for employees will range from an admonishment to termination of employment. The consequences and appropriate remedial action for a volunteer will range from an admonishment to dismissal from the volunteer position. The consequences for visitors will range from an admonishment to loss of visitation privileges. Examples of consequences and remedial measures are listed in the Consequences and Appropriate Remedial Actions section of this policy.

Consequences for False Accusation

The Board prohibits any person from falsely accusing another as a means of harassment, intimidation, or bullying. Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation, or bullying shall be in accordance with district policies, procedures, and agreements.

Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying shall be determined by the Principal or designee, after consideration of the nature, severity and circumstances of the act, which may include a report to appropriate law enforcement officials.

Policy Publication

This policy will be disseminated annually to all school staff, pupils, parent(s) or legal guardian(s), along with a statement explaining the policy applies to all applicable acts of harassment, intimidation, or bullying that occur on school property, at school-sponsored functions, or on a school bus. The Superintendent shall ensure notice of this policy appears in any publication of the school district that sets forth the comprehensive rules,
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Pursuant to N.J.S.A. 18A:37-17.(5)(c) and N.J.A.C. 6A:16-7.9(d)(1), information regarding the district’s Harassment, Intimidation, and Bullying Policy shall be incorporated into a school’s employee training program.

Pursuant to N.J.A.C. 6A:16-7.9(d)(3), the district is required to annually review the extent and characteristics of harassment, intimidation, and bullying behavior in the schools of the district and implement locally determined programmatic or other responses, if determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)(1), the school district is required to annually review the training needs of district staff for the effective implementation of the Harassment, Intimidation, and Bullying Policy, procedures, programs, and initiatives of the district Board of Education and implement locally determined staff training programs consistent with the annual review of training needs and the findings of the annual review and update of the code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1(a)(3), as determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)(2), the school district is required to develop a process for annually discussing the school district’s Harassment, Intimidation, and Bullying Policy with pupils.

Pursuant to N.J.S.A. 18A:37-15.1, this policy shall be transmitted to the Executive County Superintendent of Schools.


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

Adopted: 13 May 2003
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Revised: 27 September 2007, 23 April 2008,
25 September 2008, 30 April 2009,
23 September 2010
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SUBSTANCE ABUSE (M)

5530  SUBSTANCE ABUSE (M)

The Board of Education recognizes that a pupil's abuse of harmful substances seriously impedes that pupil's education and threatens the welfare of the entire school community. The Board is committed to the prevention of substance abuse and the rehabilitation of substance abusers by educational means, but will take the necessary and appropriate steps to protect the school community from harm and from exposure to harmful substances. Accordingly, the Board will establish and maintain a comprehensive substance abuse intervention, prevention, and treatment referral program in the schools of this district.

N.J.A.C. 6A:16-1.3; 6A:16-4.1

For the purposes of this policy:

"Substance" means alcoholic beverages, controlled dangerous substances, including anabolic steroids, as defined at N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system, including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined at N.J.S.A. 2C:35-10.4 and over-the-counter and prescription medications which are improperly used to cause intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system.

"Substance abuse" means the consumption or use of any substance for purposes other than for the treatment of sickness or injury as prescribed or administered by a person duly authorized by law to treat sick and injured human beings.

"Evaluation" means those procedures used by a certified or licensed professional to make a positive determination of a pupil's need for programs and services which extend beyond the general school program by virtue of learning, behavior, or health difficulties of the pupil or the pupil's family.

"Intervention" means those programs, services, and actions taken to identify and offer help to a pupil at risk for learning, behavior, or health difficulties.

"Referral for treatment" means those programs and services offered to a pupil or his or her family to help implement the recommendations of an evaluation or in response to the family's request for assistance with a learning, behavior, or health difficulty.
“School grounds” means and includes land, portions of land, structures, buildings, and vehicles, when used for the provision of academic or extracurricular programs sponsored by the school district or community provider and structures that support these buildings, such as school district wastewater treatment facilities, generating facilities, and other central services facilities including, but not limited to, kitchens and maintenance shops. School grounds also includes other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds, and recreational places owned by local municipalities, private entities or other individuals during those times when the school district has exclusive use of a portion of such land.

N.J.A.C. 6A:16-4.1(c)2.; 6A:16-6.3(a)

The Board prohibits the use, possession, and/or distribution of alcohol or other drugs on school grounds, including on school buses or at school-sponsored functions according to N.J.S.A. 18A:40A-9, 10, and 11.

A pupil who uses, possesses, or distributes a substance, on or off school premises, will be subject to discipline. Discipline will be graded to the severity of the offenses, the nature of the problems and the pupil’s needs. Discipline may include suspension or expulsion. The Board may establish consequences for a pupil not following through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors. The Superintendent and/or designee will notify the appropriate law enforcement agency pursuant to N.J.A.C. 6A:16-6.3(a).

N.J.A.C. 6A:16-3.1

The Board shall provide a comprehensive program of prevention, intervention, referral for evaluation, referral for treatment, and continuity of care for pupil alcohol, tobacco, and other drug abuse.

Identification, Evaluation, and Intervention

N.J.A.C. 6A:16-3.1; 6A:16-4.1; 6A:16-4.2; 6A:16-4.3

Any educational staff member or other professional to whom it appears that a pupil may be under the influence of alcohol or other drugs on school grounds, including on a school

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bus or at a school-sponsored function shall report the matter in accordance with N.J.A.C. 6A:16-4.3(a)1.

An immediate medical examination shall be conducted and a written report of the medical evaluation shall be furnished to the parent(s) or legal guardian(s) of the pupil, the Building Principal, and the Superintendent in accordance with N.J.A.C. 6A:16-4.3(a)2-4.3(a)8.

If the written report of the medical examination is not provided within twenty-four hours of the referral of the pupil, the pupil shall be allowed to return to school until such time as a positive determination of alcohol or other drug use is received from the physician.

If the written report of the medical evaluation verifies that alcohol or other drugs do not interfere with the pupil's physical or mental ability to perform in school, the pupil shall be immediately returned to school. If there is a positive determination from the medical examination indicating the pupil's alcohol or other drug use interferes with his or her physical or mental ability to perform in school, the pupil shall be returned to the care of the parent(s) or legal guardian(s) as soon as possible and attendance at school shall not resume until a written report verifies the pupil's alcohol or other drug use no longer interferes with his or her physical and mental ability to perform in school.

Removal of a pupil with a disability shall be in accordance with N.J.A.C. 6A:14.

While a pupil is at home because of the medical evaluation or after the pupil returns to school, an appropriately certified school staff member(s) will conduct an alcohol and other drug assessment of the pupil and a reasonable investigation of the situation and may initiate referral alcohol or other drug abuse treatment in accordance with N.J.A.C. 6A:16-4.3(a)12, 4.3(a)13, and 4.3(a)14.

Whenever any teaching staff member, certified or non-certified school nurse, or other educational personnel shall have reason to believe a pupil has used or may be using anabolic steroids, that person shall report the matter in accordance with N.J.A.C. 6A:16-4.3(b)1.

The Building Principal or designee upon receiving such report shall immediately notify the parent(s) or legal guardian(s) and Superintendent and shall arrange for an examination of the pupil as soon as possible to determine whether the pupil has been using anabolic steroids in accordance with N.J.A.C. 6A:16-4.3(b)2.

The Superintendent will disclose to law enforcement authorities the identity of the pupil.
pursuant to the requirements of N.J.A.C. 6A:16-4.3(b)3.

A written report of the examination shall be provided by the examining physician to the parent(s) or legal guardian(s), Building Principal, and Superintendent.

If it is determined the pupil has used anabolic steroids, an appropriately certified school staff member(s) shall interview the pupil and others to determine the extent of the pupil's involvement with and use of anabolic steroids and the possible need for referral for treatment in accordance with N.J.A.C. 6A:16-4.3(b)5.

If the results of a referral for evaluation have positively determined the pupil's involvement with and use of anabolic steroids represents a danger to the pupil's health and well-being, an appropriately certified school staff member(s) shall initiate a referral for treatment to agencies and/or private practitioners as outlined in N.J.A.C. 6A:16-4.3(b)6.

In-Service Training


The Board directs the Superintendent to develop a program of in-service training for all teaching staff members involved in the instruction of pupils. The Board will provide time for the conduct of the program during the usual school schedule. In-service training shall prepare teachers to instruct pupils on substance abuse and inform teachers about the nature of substances, the symptomatic behavior associated with substance abuse, the availability of rehabilitation and treatment programs, the legal aspects of substance abuse, and Board policy and regulations on substance abuse.

Outreach to Parents

N.J.A.C. 6A:16-4.1(c)7.

The Board will provide an outreach program to parent(s) or legal guardian(s) of pupils that includes information on the district's substance abuse curriculum, the identification of substance abusers, and rehabilitation organizations and agencies. The Superintendent is directed to develop the program in consultation with local agencies recommended by the Commissioner and to offer the program at times and in places convenient to parent(s) or legal guardian(s) on school premises or in other suitable facilities.

Records

§408 of the Drug Abuse Prevention, Treatment, and Rehabilitation Act, 42 U.S.C., and Implementing Regulations, 42 CFR Part 2
Notations concerning a pupil's involvement with substances may be entered on his/her
records, subject to Policy No. 8330 regarding confidentiality and limited access. All such
notations shall be expunged when they are no longer required for the counseling or
discipline of the pupil or when the pupil leaves school. Information regarding a pupil's
involvement in a school intervention or treatment program shall be kept strictly
confidential in accordance with §408 of the Drug Abuse Prevention, Treatment, and

If an elementary or secondary pupil involved in a school-based drug or alcohol
counseling program provides information during the course of a counseling session in
that program which indicates that the pupil's parent(s) or legal guardian(s) or other
person residing in the pupil's household is dependent upon or illegally using a substance
as that term is defined in N.J.S.A. 18A:40A-9, that information shall be kept confidential
and may be disclosed only with the pupil's written consent, to another person or entity
whom the pupil specifies in writing in the case of a secondary pupil, or to a member of
the pupil's immediate family or the appropriate school personnel in the case of an
elementary pupil; pursuant to a court order; to a person engaged in a bona fide research
purpose, except that no names or other information identifying the pupil or the person
with respect to whose substance abuse the information was provided, shall be made
available to the researcher; or to the Division of Youth and Family Services or to a law
enforcement agency, if the information would cause a person to reasonably suspect that
the elementary or secondary pupil or another child may be an abused or neglected child.


The Board will lend to pupils attending nonpublic schools located in this district and to
the pupil's(s) or legal guardian(s) of such pupil's educational materials on substance abuse
prepared and supplied by the Commissioner. The loan of such materials shall be at no
cost to the district.

N.J.A.C. 6A:16-4.3(c)

No civil action of any kind shall lie against any employee, officer or agent of the Board
because of actions taken under the education statutes on substance abuse, N.J.S.A.
18A:40A-1 et seq., provided the skill and care given is that ordinarily required and
exercised by other such employees, officers and agents of the Board.

Any educational or non-educational school staff member who in good faith reports a
pupil to the Building Principal or designee in compliance with N.J.A.C. 6A:16-4.3 shall
not be liable in civil damages as a result of making such a report, as specified in N.J.S.A. 18A:40A-13 and 14.

Reporting Pupils to Law Enforcement Authorities
N.J.A.C. 6A:16-6.3(a)

The Superintendent, or designee, shall report pupils to law enforcement authorities if the staff member has reason to believe a pupil is unlawfully possessing or in any way involved in the distribution of controlled dangerous substances, anabolic steroids, or drug paraphernalia, pursuant to N.J.A.C. 6A:16-6.3(a). The Superintendent will not report pupils who have voluntarily sought treatment or counseling for a substance abuse problem provided the pupil is not involved or implicated in a current drug distribution activity.

The Superintendent or designee may, but need not disclose to law enforcement authorities the identity of a pupil suspected to be under the influence of alcohol and/or controlled dangerous substances, pursuant to N.J.A.C. 6A:16-4.3(a), or a pupil suspected to have used or who may be using anabolic steroids, pursuant to N.J.A.C. 6A:16-4.3(b), and who is referred for a medical evaluation, pursuant to N.J.A.C. 6A:16-4.3(a) or (b), as appropriate, for the purposes of providing appropriate health care for the pupil and for determining whether the pupil is under the influence of alcohol or other drugs or has been using anabolic steroids, provided the pupil is not reasonably believed to be in possession of a controlled dangerous substance or drug paraphernalia, and is not reasonably believed to be involved or implicated in drug distribution activities.

Policy Review and Accessibility
N.J.A.C. 6A:16-4.2(a) & (b)

The Board will annually review the effectiveness of Policy and Regulation 5530 on pupil alcohol and drug abuse. The Board shall solicit parent(s) or legal guardian(s), pupil and community input, as well as consult in the review process with local alcohol or other drug abuse prevention, intervention and treatment agencies licensed by the New Jersey Department of Human Services.

This policy and regulation shall be made available annually, at the beginning of the school year, to all school employees, pupils, and parent(s) or legal guardian(s). Each newly hired employee and transferred pupil will be offered this policy and implementing regulations on his/her arrival in the district.
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N.J.A.C. 6A:16-4.1 et seq.

Adopted: 19 August 1997
Revised: 9 January 2001, 20 June 2002,
11 February 2003, 24 June 2003,
5560 DISRUPTIVE PUPILS

The Board of Education believes that the pupils of this district are entitled to an education free from undue disruption. Pupils who willfully disrupt the educational program shall be subject to the discipline procedures of this district. Every reasonable effort shall be made to determine and remediate the cause or causes of a chronically disruptive pupil's unacceptable conduct.

For the purposes of this policy, "disruptive pupil" means the pupil who has difficulty establishing good relationships with peers and adult authority figures and who exhibits a pattern of conduct which is in defiance of school rules or regulations and which hinders academic success for other pupils as well as for himself or herself.

Disruptive pupils may be disciplined in accordance with Policy No. 5600.

A disruptive pupil who does not appear to be disabled may be referred to the Intervention Referral Team (IRT) in accordance with Policy No. 2417.

A disruptive pupil who may have disabilities shall be referred to the Child Study Team for evaluation in accordance with Policy and Regulation Nos. 2460 et seq.

The Superintendent shall report regularly to the Board the incidence of acts of violence and vandalism in the school district and shall prepare a remedial plan whenever the report shows a significant increase in the number of such acts.

N.J.A.C. 6A:14-1.1 et seq.

Adopted: 12 March 1991
Revised: 20 June 2002
POLICY

EVESHAM TOWNSHIP
BOARD OF EDUCATION

PUPILS
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SUSPENSION

5610 SUSPENSION

The Board of Education recognizes that even the temporary exclusion of a pupil from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

For the purposes of this policy, "suspension" means the temporary removal of a pupil from the regular instructional program and includes removal of a pupil from a place of instruction to another location within the school; "short term suspension" means a suspension of 10 days or less; and "long term suspension" means a suspension of more than ten days.

No pupil otherwise eligible for attendance shall be removed from the instructional program to which he/she has been assigned unless that pupil has materially and substantially interfered with the maintenance of good order or removal is necessary to protect the pupil's physical safety or emotional well-being.

Any pupil convicted or found to be delinquent for possessing a firearm on school property, on a school bus, or at a school-sponsored function or committing a crime while possessing a firearm shall be immediately removed from the school's regular educational program for a period of not less than one calendar year and placed in an alternative education school or program pending a hearing before the Board of Education to remove the pupil in accordance with Policy No. 5611.

Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a pupil, teacher, administrator, Board member, or other school district employee, with a weapon other than a firearm on school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative education school or program, pending a hearing before the Board of Education.

Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a teacher, administrator, Board member, or
other school district employee, acting in the performance of his duties in a situation where his authority to so act is apparent, or as a result of the victim's relationship to an institution of public education in New Jersey, not involving the use of a weapon or firearm, shall be immediately suspended from school consistent with procedural due process pending suspension or expulsion hearings before the Board.

Whenever a teacher, administrator, Board member, school district employee or a labor representative on behalf of an employee makes an allegation in writing that the Board member or employee has been assaulted by a pupil, the Principal shall file a written report with the Superintendent. The Superintendent, upon receiving such report shall report the alleged assault to the Board at the next regular Board meeting; provided the name of the pupil who allegedly committed the assault, although it may be disclosed to the Board members, shall be kept confidential to the public at the Board meeting. A person failing to file a report of an alleged assault may be liable to disciplinary action.

A pupil may be suspended only by the building principal, who shall report any suspension to the Superintendent as soon as possible. The Superintendent shall report the suspension to the Board at its next regular meeting.

The suspended pupil may be reinstated by the Principal with the Superintendent or by the Superintendent at any time before the second meeting of the Board following the suspension, or by the Board of Education at the first meeting following the suspension, except that no pupil suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within twenty-one calendar days of the suspension, to consider that pupil's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the pupil or continue the suspension.

No pupil shall be suspended from the public schools of this district without notice of the charges made against him/her and an opportunity to be heard before the person or body with the authority to reinstate. Every pupil for whom a suspension of any length is
contemplated will be afforded an informal hearing before a suspension is ordered, except that the informal hearing may be delayed by not more than two days when extraordinary circumstances involving the health and safety of the pupil or others in the school require the pupil's immediate removal.

A pupil removed from the instructional program for a long-term suspension shall be offered the opportunity for a formal hearing, which shall take place not later than twenty-one calendar days after the suspension occurs.

A pupil who requests a formal hearing shall be readmitted to the regular instructional program pending the outcome of the hearing, except when the Superintendent determines that the presence of the pupil in school poses such a danger to him/herself or to others as to warrant continued removal.

The formal hearing shall include written notice to the pupil of the date, place, and time of the hearing; written notice to the pupil of the specific charges against the pupil; an opportunity for the pupil to be heard in his/her own behalf and to cross-examine adverse witnesses; representation by the pupil's counsel; a written record of the hearing and a copy of the transcript of the proceedings; and a means by which the pupil may appeal the outcome of the hearing to the next highest administrative authority. Hearings will be held in private, except that a pupil may request and the Board may, in its discretion, grant a public hearing.

A pupil removed from school for a short-term or a long-term suspension during examinations or near the end of the school year or at any other time critical to his/her education may request and be granted an immediate hearing.

A pupil suspended from the schools of this district shall receive individual home instruction commencing not later than two weeks after the suspension occurs, or be assigned, on the recommendation of the Superintendent, to an alternative educational program.

Pupils with disabilities shall be suspended when necessary in
accordance with Policy No. 2460 and Regulation No. 2460.6.

The records of a pupil disciplined by suspension will be expunged in accordance with Policy and Regulation No. 8330. All record of a suspension will be immediately expunged if the pupil is found innocent of the charges levied. The name of a disciplined pupil under the age of eighteen years will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such pupil will be designated by code.

N.J.A.C. 6A:14-2.8 et seq.
20 U.S.C. 1415

Adopted: 12 March 1991
Revised: 20 June 2002, 9 September 2003
PUPIL RIGHTS

The Board of Education recognizes that pupils possess both the right to a free public education and the rights of citizenship. In granting pupils the educational opportunities to which they are entitled, the Board shall provide them with the nurture, counsel, and custodial care appropriate to pupils' ages and maturity. At the same time, the Board will respect the right of each pupil to equal treatment and equal access to the educational program, the due process of law, freedom of expression and association, and the privacy of his/her own thoughts.

Attendant on the rights guaranteed to each pupil are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the policies and regulations of this district.

As pupils differ in age and maturity, so they differ in the ability to assume both the rights and the concomitant responsibilities of citizenship. Accordingly, the exercise of each right will be granted with due regard for the degree of responsibility possessed by the pupil and the pupil's need for continuing guidance and control.

N.J.S.A. 9:17B-1
N.J.S.A. 18A:36-20

Adopted: 20 June 2002
POLICY

EVESHAM TOWNSHIP
BOARD OF EDUCATION

PUPILS
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Sexual Harassment

5751 SEXUAL HARASSMENT

The Board of Education will not tolerate sexual harassment of pupils by school employees, other pupils, or third parties. Sexual harassment of pupils is a form of prohibited sex discrimination. School district staff will investigate and resolve allegations of sexual harassment of pupils engaged in by school employees, other pupils (peers), or third parties.

The Board shall establish a grievance procedure through which school district staff and/or pupils can report alleged sexual discrimination, including sexual harassment which may include quid pro quo harassment and hostile environment.

Definitions:

1. Quid pro quo harassment occurs when a school employee explicitly or implicitly conditions a pupil’s participation in an educational program or activity or bases an educational decision on the pupil’s submission to unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Quid Pro Quo Harassment is equally unlawful whether the pupil resists and suffers the threatened harm or submits and thus avoids the threatened harm.

2. Hostile environment sexual harassment is sexually harassing conduct (which can include unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature) by an employee, by another pupil, or by a third party that is sufficiently severe, persistent, or pervasive to limit a pupil’s ability to participate in or benefit from an educational program or activity, or to create a hostile or abusive educational environment.

This Policy protects any "person" from sex discrimination; accordingly both male and female pupils are protected from sexual harassment engaged in by school district employees, other pupils, or third parties. Sexual harassment, regardless of the gender of the harasser, even if the harasser and the pupil being harassed are members of the same gender is prohibited. Harassing conduct of a sexual nature directed toward any pupil, regardless of the pupil’s sexual orientation, may create a sexually hostile environment and therefore constitute sexual harassment. Nonsexual touching or other nonsexual conduct does not constitute sexual harassment.
The regulation and grievance procedure shall provide a mechanism for discovering sexual harassment as early as possible and for effectively correcting problems.

The Superintendent, or designee, will take steps to avoid any further sexual harassment and to prevent any retaliation against the pupil who made the complaint, was the subject of the harassment, or against those who provided the information or were witnesses. The school district staff can learn of sexual harassment through notice and any other means such as from a witness to an incident, an anonymous letter or telephone call.

This policy and regulation on sexual harassment of pupils shall be published and distributed to pupils and employees to ensure all pupils and employees understand the nature of sexual harassment and that the Board will not tolerate it. The Board shall provide training for all staff and age-appropriate classroom information for pupils to ensure the staff and the pupils understand what type of conduct can cause sexual harassment and that the staff know the school district policy and regulation on how to respond.

In cases of alleged harassment, the protections of the First Amendment must be considered if issues of speech or expression are involved. Free speech rights apply in the classroom and in all other programs in the public schools. The Superintendent, or designee, will formulate, interpret, and apply the policy so as to protect free speech rights of staff, pupils and third parties.

In addition, if the Board accepts federal funds, the Board shall be bound by Title IX of the Education Amendments of 1972 prohibiting sexual harassment of pupils. Title IX applies to all public school districts that receive federal funds and protects pupils in connection with all the academic, educational, extra-curricular, athletic, and other programs of the school district, whether they take place in the school facilities, on the school bus, at a class or training program sponsored by the school in a school building or at another location.


Adopted: 10 January 1989
8310 PUBLIC RECORDS

The Board of Education recognizes its responsibility to maintain the public records of this district and to make such records available to residents of New Jersey for inspection and reproduction. The Board designates the School Business Administrator / Board Secretary as the custodian of government records for the district.

Government Record or Record (N.J.S.A. 47:1A-1.1)

"Government records" or "records" pursuant to N.J.S.A. 47:1A-1.1 include any record that has been required by law to be made, maintained, or kept on file by the Board, its officials, or its employees. Except as such records that may be exempted by law or this policy, a "government record" or "record" means any paper, written or printed book, document, drawing, map, plan, photograph, microfilm, data processed or image processed document, information stored or maintained electronically or by sound-recording or in a similar device, or any copy thereof, that has been made, maintained or kept on file in the course of the official business of the Board of Education.

Board meeting minutes may be inspected and copied as soon as they are prepared; unapproved minutes will be so labeled. Minutes of executive/closed session Board meetings conducted in accordance with the Open Public Meetings Act will be preserved separately and will not be available for immediate public inspection. These minutes will be integrated with minutes of public meetings only after the matter discussed at the executive/closed session meeting has been made public.

A "government record" or "record" does not include inter-agency or intra-agency advisory, consultative, or deliberative material.

A "government record" or "record" does not include excluded information as outlined in N.J.S.A. 47:1A-1.1. The excluded information includes, but is not limited to, information which is deemed to be confidential as per N.J.S.A. 47:1A-1 et seq. Victims' records; trade secrets and proprietary commercial or financial information; any record within the attorney-client privilege; administrative or technical information regarding computer hardware, software and networks which, if disclosed, would jeopardize computer security; emergency or security information or procedures for any buildings or facility which, if disclosed, would jeopardize security; security measures and surveillance techniques and information which, if disclosed, would give an advantage to competitors or bidders are examples of excluded government records.
Information generated by or on behalf of the Board or Board employees in connection with any sexual harassment complaint filed within the Board or with any grievance filed by or against an individual or in connection with collective negotiations, including documents and statements of strategy or negotiating position; information which is a communication between the district and its insurance carrier, administrative service organization or risk management office; information which is to be kept confidential pursuant to court order and that portion of any record or document which discloses the social security number, credit card number, unlisted telephone number or driver license number of any person; and personnel and pension records of an individual, except the individual’s name, title of position, salary, payroll record, length of service, date of separation and the reason therefore, the amount and type of pension he/she receives, and data, other than detailed medical or psychological information, that shows conformity with qualifications for employment and pensions are examples of excluded government records.

Test questions, scoring keys, and other examination data pertaining to the administration of an examination for employment or academic examination; information concerning individual pupil records; grievance or disciplinary proceedings against a pupil to the extent disclosure would reveal the identity of the pupil; and all other information defined as not being a government record in N.J.S.A. 47:1A-1 et seq. are not government records.

Records of Investigation In Progress (N.J.S.A. 47:1A-3 et seq.)

Records which are sought to be inspected, copied, or examined pertain to an investigation in progress by the Board and/or administration will be inspected, copied and/or examined pursuant to N.J.S.A. 47:1A-3.

Inspection, Examination and Copying (N.J.S.A. 47:1A-5 et seq.)

The custodian will permit the government record to be inspected, examined, and copied pursuant to N.J.S.A. 47:1A-5 et seq. by any person during regular business hours. In the case of a Board of Education having a total district enrollment of 500 or fewer, the custodian will permit the records to be inspected, examined and copied during not less than six regular business hours over not less than three business days per week or the entity’s regularly-scheduled business hours, whichever is less, unless the government record is exempt from public access as per N.J.S.A. 47:1A-1 et seq.

Copy Purchase (N.J.S.A. 47:1A-5 et seq.)

Except as otherwise provided by law or regulation, the fee assessed for the duplication of a government record embodied in the form of printed matter shall be $.05 per letter size page or smaller, and $.07 per legal size page or larger. If the school district can
demonstrate that its actual costs for duplication of a government record exceed the per page rates, the district shall be permitted to charge the actual cost of duplicating the record. The actual cost of duplicating the record, upon which all copy fees are based, shall be the cost of materials and supplies used to make a copy of the record, but shall not include the cost of labor or overhead expenses associated with making the copy except as provided for in N.J.S.A. 47:1A-5.c.

Actual copy costs for special copies, such as color printing or blueprints copied within the school district, shall be calculated separately. Access to electronic records and non-printed materials shall be provided free of charge, but the district may charge for the actual costs of any needed supplies such as computer discs.

If the district’s calculated per copy actual cost exceeds the enumerated rates set forth in N.J.S.A. 47:1A-5.b, the school district, if challenged, must demonstrate its actual costs are indeed higher than those enumerated rates and are therefore justified.

Whenever the nature, format, manner of collation, or volume of a government record embodied in the form of printed matter to be inspected, examined, or copied pursuant to this policy is such that the record cannot be reproduced by ordinary document copying equipment in ordinary business size or involves an extraordinary expenditure of time and effort to accommodate the request, the district may charge, in addition to the actual cost of duplicating the record, a special service charge that will be reasonable and will be based upon the actual direct cost of providing the copy or copies. The custodian will provide the requestor an opportunity to review and object to the charge prior to it being incurred.

A custodian will permit access to a government record and provide a copy thereof in the medium requested if the district maintains the record in that medium. If the district does not maintain the record in the medium requested, the custodian will either convert the record to the medium requested or provide a copy in some other meaningful medium. If a request is for a record in a medium not routinely used by the district; not routinely developed or maintained by the district or requiring a substantial amount of manipulation or programming of information technology, the district may charge, in addition to the actual cost of duplication, a special charge that will be reasonable and based on the cost for any extensive use of information technology, or for the labor cost of personnel providing the service, that is actually incurred by the district or attributable to the district for the programming, clerical, and supervisory assistance required, or both.

Immediate access ordinarily will be granted to budgets, bills, vouchers, contracts, including collective negotiations agreements and individual employment contracts, and public employee salary and overtime information.
The custodian will adopt a form for the use of any person who requests access to a government record held or controlled by the district. The request form will include information in accordance with the requirements of N.J.S.A. 47:1A-5.f. Requests for access to a government record shall be in writing and hand-delivered or mailed to the custodian. The custodian will also accept a request for access to a government record that is transmitted electronically. The custodian will promptly comply with a request in accordance with N.J.S.A. 47:1A-5.g.

Any officer or employee of the district who receives a request for access to a government record will forward the request to the custodian of the record or direct the requestor to the custodian of the record.

The custodian will grant access to a government record or deny a request for access to a government record in accordance with N.J.S.A. 47:1A-5.i and as soon as possible, but not later than seven business days after receiving the request, provided that the record is currently available and not in storage or archived.

A custodian will post prominently in public view in the area of the office of the custodian that is open to or frequented by the public a statement that sets forth in clear, concise and specific terms the right to appeal a denial of, or failure to provide, access to a government record by any person for inspection, examination, or copying or for purchase of copies thereof and the procedure by which an appeal may be filed.

Challenge to Access Upon Denial (N.J.S.A. 47:1A-6)

A person who is denied access to a government record by the custodian, at the option of the requestor, may institute a proceeding to challenge the custodian's decision by filing an action in Superior Court or in lieu of filing an action in Superior Court, file a complaint with the Government Records Council established pursuant to Section 8 of P.L.2001, c. 404 (C.47:1A-7). If it is determined that access was improperly denied, the court or agency head shall order that access be allowed. A requestor who prevails in any proceeding shall be entitled to a reasonable attorney's fee. A public official, officer, employee, or custodian who knowingly and willfully violates N.J.S.A. 47:1A-1 et seq. and is found to have unreasonably denied access under the totality of the circumstances, shall be subject to the penalties and disciplinary proceedings in accordance with N.J.S.A. 47:1A-11.

Government Records Council (N.J.S.A. 47:1A-7 et seq.)
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The Board and the custodian of records will comply with the requirements and guidelines from the Government Records Council in accordance with N.J.S.A. 47:1A-7.

Common Right Law Right of Access (N.J.S.A. 47:1A-8)

Nothing contained in N.J.S.A. 47:1A-1 et seq. will be construed as limiting the common law right of access to a government record, including criminal investigative records of a law enforcement agency.

Construction with Other Laws (N.J.S.A. 47-1A-9 et seq.)

The provisions of this policy and N.J.S.A. 47:1A-1 et seq. shall not abrogate any exemption of a public or government record from public access heretofore made pursuant to N.J.S.A. 47:1A-1 et seq.; any other statute; resolution of either or both Houses of the Legislature; regulation promulgated under the authority of any statute or Executive Order of the Governor; Executive Order of the Governor; Rules of Court; any Federal law; Federal regulation; or Federal order.

The provisions of this policy and N.J.S.A. 47:1A-1 et seq. shall not abrogate or erode any executive or legislative privilege or grant of confidentiality heretofore established or recognized by the Constitution of this State, statute, court rule or judicial case law, which privilege or grant of confidentiality may duly be claimed to restrict public access to a public or government record.

N.J.S.A. 10:4-14
N.J.S.A. 47:1A-1.1 et seq.

Adopted: 13 April 1976

10 June 2003, 18 November 2010
POLICY — Evesham Township
Board of Education

8330 Pupil Records (M)

The Board of Education believes that information about individual pupils must be compiled and maintained in the interest of the pupil’s educational welfare and advancement. The Board will strive to balance the pupil’s right to privacy against the district’s need to collect, retain, and use information about individual pupils and groups of pupils. The Board authorizes the establishment and maintenance of pupil files that include only those records mandated by law, rules of the State Board of Education, authorized administrative directive, and those records permitted by this Board.

The Superintendent shall prepare, present to the Board for approval, and distribute regulations that implement this Policy and conform to applicable State and federal law and rules of the State Board of Education.

For purposes of this Policy:

1. “Adult pupil” means a pupil who is at least eighteen years of age, or is attending an institution of postsecondary education, or is an emancipated minor.

2. “Parent” means the natural or adoptive parent, the legal guardian, surrogate parent, or a person acting in place of a parent in accordance with N.J.A.C. 6A:32-2.1. Unless parental rights have been terminated by a court of appropriate jurisdiction, the parent retains all rights under N.J.A.C. 6A:32. “Parent” shall also include, for the purposes of N.J.A.C. 6A:32, the adult pupil. A foster parent may act as a parent under the provisions of N.J.A.C. 6A:32 if the parent’s authority to make educational decisions on the pupil’s behalf has been terminated by a court of appropriate jurisdiction.

General Considerations

Pupil records shall contain only such information as is relevant to the education of the pupil and is objectively based on the personal observations or knowledge of certified school personnel who originate the record. The district shall notify parents and adult pupils annually in writing of their rights in regard to pupil records and pupil participation in educational, occupational, and military recruitment programs. Copies of the applicable State and federal laws and local policies shall be made available upon request. The
district shall make every effort to notify parents and adult pupils in their dominant language when requested.

Nothing in this Policy shall be construed to prohibit certified school personnel, at their discretion, from disclosing pupil records to non-adult pupils or to appropriate persons in connection with an emergency, if such knowledge is necessary to protect the health or safety of the pupil or other persons.

No liability shall be attached to any member, officer, or employee of the Board of Education permitting access or furnishing pupil records in accordance with Department of Education rules.

Pupil Information Directory

A pupil information directory is a publication of a school district that includes pupil information as defined in N.J.A.C. 6A:32-2.1. In the event the district publishes information included in the pupil information directory, the Superintendent or designee will inform parents or adult pupils of such publication, and parents or adult pupils will be afforded a ten-day period to submit a written statement to the Superintendent prohibiting the school district from including any and all types of information about the pupil in any pupil information directory before allowing access to such directory to educational, occupational, and military recruiters pursuant to N.J.S.A. 18A:36-19.1 and P.L. 107-110 sec. 9528, Armed Forces Recruiter Access to Students and Student Recruiting Information of the No Child Left Behind Act of 2001.

School Contact Directory

The district shall compile and maintain, but need not publish, a school contact directory for official use, which is separate and distinct from the pupil information directory. School personnel shall provide information from the school contact directory for official use only to judicial, law enforcement, and medical personnel who are currently providing services to the pupil in question. In order for a parent or adult pupil to exclude any information from the school contact directory for official use, the parent or adult pupil shall notify the Superintendent or designee in writing on a form prescribed by the Commissioner of Education.

Mandated and Permitted Pupil Records
Mandated pupil records are those records school districts have been directed to compile by State statute, regulations, or authorized administrative directive in accordance with N.J.A.C. 6A:32-7.3.

Permitted pupil records are records authorized by the Board to be collected in order to promote the educational welfare of the pupil. The Board shall authorize the permitted records to be collected by adopting at a regular public Board meeting a resolution listing such permitted records or Regulation 8330, which will list such permitted records.

Maintenance and Security of Pupil Records

The Superintendent or designee shall be responsible for the security of pupil records maintained in the school district. Policy and Regulation 8330 assure that access to such records is limited to authorized persons.

Records for each individual pupil shall be maintained in a central file at the school attended by the pupil. When records are maintained in different locations, a notation in the central file as to where such other records may be found is required.

Pupil health records shall be maintained and located in a locked cabinet or room in the school building or complex where the pupil is assigned. Records kept in electronic form shall be both accessible and secure. Pupil health records shall be maintained separately from other pupil records, until such time as graduation or termination, whereupon the health history and immunization record shall be removed from the pupil's health record and placed in the pupil's mandated record. Records shall be accessible during the hours in which the school program is in operation.

Security blocks will be installed for records stored in any computer system to protect against any security violations of the records stored therein. To guard against the loss of pupil records, the district shall maintain an updated hard copy and backup versions of pupil records.


Access to Pupil Records

The district shall control access to, disclosure of, and communication regarding information contained in pupil health records to assure access only to those authorized.
organizations, agencies, and persons under the conditions permitted by federal and State statute and regulations in accordance with N.J.A.C. 6A:32-7.5.

The district will charge a reasonable fee for reproduction, not to exceed the schedule of costs set forth in N.J.S.A. 47:1A-2, provided that the cost does not effectively prevent the parents or adult pupils from exercising their rights under N.J.A.C. 6A:32-7 or under rules and regulations regarding pupils with disabilities.

Access to and disclosure of a pupil's health record shall meet the requirements of the Family Education Rights and Privacy Act, 34 C.F.R. Part 99 (FERPA).

The following authorized organizations, agencies, and persons shall have access to pupil records:

1. The pupil who has the written permission of a parent and the parent of a pupil under the age of eighteen whether or not the child resides with that parent except per N.J.S.A. 9:2-4; the place of residence shall not be disclosed and access shall not be provided if denied by a court.

2. Pupils at least sixteen years of age who are terminating their education in the district because they will graduate secondary school at the end of the term or no longer plan to continue their education.

3. The adult pupil and the pupil's parent who has the written permission of such pupil, except that the parent shall have access without consent of the pupil as long as the pupil is financially dependent on the parent and enrolled in the public school system or if the pupil has been declared legally incompetent by a court of appropriate jurisdiction. The parent of the financially dependent adult pupil may not disclose information contained in the adult pupil's record to a second or third party without the consent of the adult pupil.

4. Certified school district personnel who have assigned educational responsibility for the pupil shall have access to the general pupil record, but not to the pupil health record except under conditions permitted in N.J.A.C. 6A:16-1.5.

5. Certified educational personnel who have assigned educational responsibility for the pupil and who are employed by agencies as indicated in N.J.A.C. 6A:32-7.5(c)5 shall have access to the general pupil record,
but not to the pupil health record, except under conditions permitted in N.J.A.C. 6A:16-1.5.

6. In order to fulfill its legal responsibility as a Board, the Board has access through the Superintendent or designee to information contained in a pupil's record. Information shall be discussed in executive session unless otherwise requested by the parent or adult pupil.

7. Secretarial and clerical personnel under the direct supervision of certified school personnel shall be permitted access to those portions of the record to the extent that is necessary for the entry and recording of data and the conducting of routine clerical tasks. Access shall be limited only to those pupil files which such staff are directed to enter or record information and shall cease when the specific assigned task is completed.

8. Accrediting organizations in order to carry out their accrediting functions, the Commissioner of Education and members of the New Jersey Department of Education staff who have assigned responsibility which necessitates the review of such records.

9. Officials of other district Boards of Education within the State of New Jersey or other educational agencies or institutions where the pupil is placed, registered, or seeks to enroll subject to the following conditions:

a. Original mandated pupil records school districts have been directed to compile by New Jersey statute, regulation or authorized administrative directive shall be forwarded to the receiving school district with written notification to the parent or adult pupil;

b. Original permitted pupil records which the Board has required shall be forwarded to the receiving school district only with the written consent of the parent or adult pupil except where a formal sending-receiving relationship exists between the school districts;

c. All records to be forwarded, including disciplinary records as specified in N.J.S.A. 18A:36-19(a), shall be sent to the Superintendent or designee of the school district to which the pupil has transferred within ten school days after the transfer has been verified by the requesting school district;
d. The Superintendent or designee shall request all pupil records in writing from the school district of last attendance within two weeks from the date that the pupil enrolls in the new school district;

e. The Superintendent or designee of the school district of last attendance shall upon request, provide a parent(s) or an adult pupil with a copy of the records disclosed to other educational agencies or institutions; and

f. Proper identification, such as a certified copy of the pupil’s birth certificate, shall be requested at the time of enrollment in a new school district.

10. Officials of the United States Department of Education who have assigned responsibilities which necessitate review of such records.

11. Officers and employees of a State agency who are responsible for protective and investigative services for pupils referred to that agency, pursuant to N.J.S.A. 9:6-8.40. Wherever appropriate, the district shall ask such State agency for its cooperation in sharing the findings of the investigation.

12. Organizations, agencies, and persons from outside the school if they have the written consent of the parent or adult pupil, except that these organizations, agencies, and persons shall not transfer pupil record information to a third party without the written consent of the parent or adult pupil.

13. Organizations, agencies, and individuals outside the school, other than those specified in N.J.A.C. 6A:32-7.5(c), upon the presentation of a court order.

14. Bona fide researchers who explain in writing, in advance to the Superintendent, the nature of the research project and the relevance of the records sought and who satisfy the Superintendent or designee that the records are to be used under strict conditions of anonymity and confidentiality. Such assurance shall be received in writing by the Superintendent prior to the release of information to the researcher.
Nothing shall be construed to prohibit school personnel from disclosing information contained in the pupil health record to pupils or adults in connection with an emergency, if such knowledge is necessary to protect the immediate health or safety of the pupil or other persons.

In providing access to pupil records in accordance with N.J.A.C. 6A:32-7.5, individuals shall adhere to requirements pursuant to N.J.S.A. 47:1A-10, the Open Public Records Act (OPRA) and 34 CFR Part 99, the Family Educational Rights and Privacy Act (FERPA).

Conditions for Access to Pupil Records

All authorized organizations, agencies, and persons with access to pupil records shall have access to the records of a pupil subject to the following conditions:

1. No pupil record shall be altered or disposed of during the time period between a request to review the record and the actual review of the record.

2. Authorized organizations, agencies, and persons from outside the school whose access requires the consent of parents or adult pupils shall submit their request in writing together with any required authorization to the Superintendent or designee.

3. The Superintendent or designee shall be present during the period of inspection to provide interpretation of the records where necessary and to prevent their alteration, damage, or loss. In every instance of inspection of pupil records by persons other than parents, pupil, or individuals who have assigned educational responsibility for the individual pupil, an entry shall be made in the pupil’s record of the names of persons granted access, the reason access was granted, the time and circumstances of inspection, the records studied, and the purposes for which the data will be used.

4. Unless otherwise judicially instructed, the district shall, prior to the disclosure of any pupil records to organizations, agencies, or persons outside the school district pursuant to a court order, give the parent or adult pupil at least three days' notice of the name of the requesting agency and the specific records requested. Such notification shall be provided in writing if practicable. Only those records related to the specific purpose of the court order shall be disclosed.
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5. A record may be withheld from a parent of a pupil under eighteen or from an adult pupil only when the district obtains a court order or is provided with evidence that there is a court order revoking the right to access. Only that portion of the record designated by the court may be withheld. When the district has or obtains evidence of such court order, the parent or adult pupil shall be notified in writing within five days of his or her request that access to the record has been denied and that the person has the right to appeal this decision to the court issuing the order.

Rights of Appeal for Parents and Adult Pupils

Pupil records are subject to challenge by parents and adult pupils on the grounds of inaccuracy, irrelevancy, impermissive disclosure, inclusion of improper information or denial of access to organizations, agencies, and persons in accordance with N.J.A.C. 6A:32-7.7(c).

To request a change in the record or to request a stay of disclosure pending final determination of the challenged procedure, the process shall be as follows:

1. A parent or adult pupil shall notify the Superintendent in writing of the specific issues relating to the pupil’s record.

2. Within ten days of notification, the Superintendent or designee shall notify the parent or adult pupil of the school district’s decision.

3. If the school district disagrees with the request, the Superintendent or designee shall meet with the parent or adult pupil to revise the issues set forth in the appeal.

4. If the matter is not satisfactorily resolved, the parent or adult pupil may appeal this decision either to the Board of Education or the Commissioner of Education within ten days.

5. If appeal is made to the Board of Education, a decision shall be rendered within twenty days. The decision of the Board may be appealed to the Commissioner pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4, Appeals.

6. At all stages of the appeal process, the parent or adult pupil shall be afforded a full and fair opportunity to present evidence relevant to the issue. A record of the appeal proceedings and outcome shall be made part
Appeals relating to pupil records for pupils with disabilities shall be processed in accordance with the requirements of 1 through 6 above.

Regardless of the outcome of any appeal, a parent or adult pupil shall be permitted to place a statement in the pupil’s record commenting upon the information in the pupil’s record or setting forth any reasons for disagreement with the decision of the agency. Such statements shall be maintained as part of the pupil’s record as long as the contested portion of the record is maintained. If the contested portion of the record is disclosed to any party, the statement commenting upon the information shall also be disclosed to that party.

Retention and Disposal of Pupil Records

A pupil’s record is considered to be incomplete and not subject to the provisions of the Destruction of Public Records Law, N.J.S.A. 47:3-15 et seq., while the pupil is enrolled in the school district.

The school district shall retain the pupil health record and the health history and immunization record according to the School District Records Retention Schedule, as determined by the New Jersey State Records Committee.

Pupil records of currently enrolled pupils, other than that described in 1. below, may be disposed of after the information is no longer necessary to provide educational services to a pupil. Such disposition shall be accomplished only after written parental or adult pupil notification and written parental or adult pupil permission has been granted or after reasonable attempts of such notification and reasonable attempts to secure parental or adult pupil permission have been unsuccessful.

Upon graduation or permanent departure of a pupil from the school district, the parent or adult pupil shall be notified in writing that a copy of the entire pupil’s record will be provided to them upon request. Information in pupil records, other than that described in 1. below, may be disposed of, but only in accordance with the Destruction of Public Records Law, N.J.S.A. 47:3-15 et seq. Such disposition shall be accomplished only after written parental or adult pupil notification and written parental or pupil permission has been granted, or after reasonable attempts at such notification and reasonable attempts to secure parental or adult pupil permission have been unsuccessful and prior written
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authorization has been obtained from the New Jersey Department of State, Records
Committee.

1. In accordance with N.J.A.C. 6A:32-7.8(e), the New Jersey public school
district of last enrollment, graduation, or permanent departure of the pupil
from the school district shall keep for 100 years a mandated record of a
pupil's name, date of birth, name of parents, gender, citizenship, address,
telephone number, health history and immunization, standardized
assessment and test answer sheet (protocol), grades, attendance, classes
attended, grade level completed, year completed, and years of attendance.

No additions shall be made to the record after graduation or permanent departure without
the prior written consent of the parent or adult pupil.


Adopted: 14 October 1975
Revised: 12 March 1991, 20 June 2002,
10 June 2003, 14 June 2005,
27 September 2007
POLICY

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8461 REPORTING VIOLENCE, VANDALISM, ALCOHOL AND OTHER DRUG ABUSE (M)

The Board of Education shall observe “School Violence Awareness Week” during the week beginning with the third Monday in October of each year by organizing activities to prevent school violence. Activities shall include, but are not limited to, age-appropriate opportunities for pupil discussion on conflict resolution, issues of pupil diversity, and tolerance. The Board shall invite law enforcement personnel to join members of the teaching staff in the discussions and provide programs for school employees that are designed to help them recognize warning signs of school violence and to instruct them on recommended conduct during an incident of school violence.

Any school employee who observes or has direct knowledge from a participant or victim of an act of violence or the possession and/or distribution of alcohol or other drugs on school grounds, and any school employee who reports a pupil for being under the influence of alcohol or other drugs, according to the requirements of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3, shall file a report describing the incident to the school Principal, in accordance with N.J.S.A. 18A:17-46. The report shall be on a form adopted by the Board to include all of the incident detail and offender and victim information that are reported on the Electronic Violence and Vandalism Reporting System (EVVRS).

The Building Principal, for each incident report of violence, vandalism, alcohol, or other drug abuse, shall review the incident report for accuracy; forward a copy of the incident report to the Superintendent; and notify the Superintendent of the action taken regarding the incident. The Board shall not discharge or subject to any manner of discrimination any school employee who files a report pursuant to N.J.A.C. 6A:16-5.3.

The majority representative of the school employees’ bargaining units shall have monthly access to the number and disposition of all reported acts of school violence and vandalism, pursuant to N.J.S.A. 18A:17-46. Personally identifying information may be provided to the majority representative of the school employees’ bargaining units only in instances when school administrators have reason to believe that the safety of a school staff member is at risk.

The Superintendent annually shall submit a report to the Commissioner of Education of each incident of violence, vandalism and alcohol and other drug abuse in the school district utilizing the EVVRS in accordance with the requirements of N.J.A.C. 6A:16-5.3(e)1 through (e)3.

At an annual hearing held pursuant to N.J.S.A. 18A:17-46, the Superintendent shall report to the Board all acts of violence and vandalism and incidents of alcohol and other
drug abuse that occurred during the previous school year, according to the provisions of N.J.S.A. 18A:17-46.

Whenever it is alleged a school employee has knowingly falsified the annual report on violence and vandalism required under N.J.S.A. 18A:17-46, the Board shall make a determination regarding whether the employee committed the act. The Board shall provide written notice of the allegations to the employee and the employee shall be entitled to a hearing before the Board in accordance with the provisions of N.J.A.C. 6A:16-5.3(g)2. Upon a determination by the Board that an employee has knowingly falsified the annual violence and vandalism report, the Board may take appropriate action as outlined in N.J.A.C. 6A:16-5.3(g)3. Any action taken by the Board shall be based on its consideration of the nature of the conduct, the circumstances under which it occurred, and the employee’s prior employment record. Any employee having been found responsible for the falsification of the annual report by the Board shall have the right to file a grievance under their respective bargaining agreements, appeal the Board’s determination to the Commissioner of Education and subsequently to the State Board of Education, or appeal the decision to the Superior Court of New Jersey. The availability of appeal options shall be based upon the action taken by the Board.

A Board of Education shall submit and implement corrective action plans for high incidences of violence, vandalism, or alcohol or other drug abuse upon notification by the Commissioner of Education.

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

Adopted: 12 March 1991
The Board of Education recognizes early detection of missing, abused, or neglected children is important in protecting the health, safety, and welfare of all children. In recognition of the importance of early detection of missing, abused, or neglected children, the Board of Education adopts this Policy pursuant to the requirements of N.J.S.A. 18A:36-25. The Board provides this Policy for its employees, volunteers, or interns to provide for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities pursuant to N.J.S.A. 18A:36-25 and N.J.S.A. 9:6-8.10.

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

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

The Building Principal or designee upon being notified by a person having reason to believe that a child may be missing or may have been abused or neglected, must notify appropriate law enforcement authorities of incidents of potentially missing, abused, or neglected child situations. Notification to appropriate law enforcement authorities shall be made for all reports by employees, volunteers, or interns working in the school district. Confirmation by another person is not required for a school district employee, volunteer, or intern to report the suspected missing, abused, or neglected child situation.

School district officials will cooperate with designated child welfare and law enforcement authorities in all investigations of potentially missing, abused, or neglected children in accordance with the provisions of N.J.A.C. 6A:16-11.1(a)5.
The district designates the Supervisor of Special Education Services and Child Study Teams, as the school district’s liaison to designated child welfare authorities to act as the primary contact person between the school district and child welfare authorities with regard to general information sharing and the development of mutual training and other cooperative efforts. The district designates the Superintendent or designee as the school district’s liaison to law enforcement authorities to act as the primary contact person between the school district and law enforcement authorities, pursuant to N.J.A.C. 6A:16-6.2(b)1, consistent with the memorandum of understanding, pursuant to N.J.A.C. 6A:16-6.2(b)13.

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

The Personnel Administrator, Principals and Department Heads shall provide training to school district employees, volunteers, and/or interns on the district’s policy and procedures for reporting allegations of missing, abused, or neglected child situations. All new school district employees, volunteers, and/or interns shall receive the required information and training as part of their orientation.

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

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

Adopted: 11 June 1985

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Missing Children

8464 Missing Children

The Board of Education directs the establishment and implementation of a program for the identification and reporting of children missing from the educational system.

Used in this policy, "parent" means the parent(s) or legal guardian(s) having legal custody and control of a minor child.

The Superintendent shall develop and implement procedures to identify children who have been withdrawn from this district without enrollment in another school or school district or pupils who have been willfully or neglectfully removed from school by protracted absences without good cause. Children so identified shall be reported promptly to the Evesham Township Police Department. The Board authorizes the release of the child's name, age, gender, last known home address, and physical description and the parent(s) or legal guardian(s) name and workplace, if known, to the Evesham Township Police Department. Reasonable attempts shall be made to determine the cause of a child's unauthorized absence and to remediate the cause to the extent possible within the school setting. The Superintendent shall report periodically to the Board the results of the program for the identification of children missing from the educational program.

The Evesham Township Police Department, pursuant to N.J.S.A. 52:17B-9.8h, must notify the Superintendent of a missing child, who is currently or was most recently enrolled in the school district, of the disappearance and provide the Superintendent with information concerning the identity of the missing child. The Evesham Township Police Department shall also notify the Superintendent if the child is located.

If the Superintendent is notified of a missing child by the Evesham Township Police Department, the Superintendent shall mark the child's school record. The mark will be a clearly identifiable and removable marking so in the event a copy or information regarding the record is requested, the school district will be aware the record is that of a missing child. Once the Evesham Township Police Department notifies the Superintendent that the child has been located, the Superintendent, or designee, will remove the mark from the child's school record. If a copy of a school record is requested that has been "marked" in accordance with this Policy, the Superintendent, or designee, will remove the marking from only
the copy of the school record to be provided to the requestor in accordance with Board Policy No. 8330, and without alerting the requestor to the fact that the record has been "marked". After supplying a copy of or information regarding the "marked" record, the Superintendent will immediately report the inquiry or any knowledge as to the whereabouts of the missing child to the Evesham Township Police Department.

N.J.S.A. 52A:17B-9.8b.

Adopted: 12 March 1991
Revised: 20 June 2002
The Board of Education recognizes its responsibility to be prepared to confront circumstances in which the physical and/or mental well being of pupils, staff and other individuals on school grounds is threatened or overtly impacted upon by an individual or group of individuals. Situations at issue include, but are not limited to, acts of terrorism, vehicle accidents, hostage situations and other threats or acts of a violent nature. The Board further recognizes there is a need to deal with the aftermath of such events and circumstances and to contend with the psychological trauma, pain and confusion which may ensue as the result of these events.

District Crisis Management Team

The Board establishes through the person of the Superintendent or his/her designee, a District Crisis Management Team (District Team) whose responsibility it shall be to act:

1. As an authorized body to develop, implement and revise district crisis management protocols;

2. As a source of information and logistical resources;

3. As a vehicle through which direct services may be delivered;

4. In an advisory capacity to the superintendent, or his/her designee, and/or other agents or agencies responding to a crisis situation.

The District Team shall consist of the following membership:

1. The Superintendent of Schools;

2. An administrator from each of the schools within the district;

3. Facilities Manager;
4. Safety/Security/Environmental/Project Manager;

5. School Nurse;

6. Transportation Coordinator;

7. Public Information Officer;

8. Evesham Child Care (ECC) Coordinator;

9. Technology Coordinator;

10. Others as deemed appropriate to the function of the team; e.g., food services, fire or police department, local medical representative, other school or community representatives.

The District Team shall be convened on a regular basis (at least annually):

1. To evaluate and identify the needs of the district regarding the Crisis Management Plan;

2. To develop and implement new policies and protocols;

3. To review/revise established policy and procedures;

4. To orient new team members as to their responsibilities;

5. To maintain and reinforce lines of communication between the various disciplines and specialists who make up the District Crisis Team and Facility Crisis Teams.

The Superintendent may convene sub-committees with specific assignments as deemed necessary.

Facility Crisis Management Team
The Board establishes through the person of the Superintendent or his/her designee, creation of a local Crisis Management Team at each facility (Facility Team) whose responsibility it shall be to act:

1. As an authorized body to develop, implement and revise crisis procedures for their particular facility in accordance with district protocols;

2. As a source of information for building personnel;

3. As a vehicle through which direct services may be delivered;

4. In an advisory capacity to the building administration, Superintendent, or his/her designee, and/or other agents or agencies responding to a crisis situation.

The Facility Team shall consist of the following membership:

1. School Principal;

2. Assistant/Vice Principals;

3. Guidance Counselor(s);

4. Head Custodian;

5. Nurse;

6. Teacher Representative(s);

7. Others as deemed appropriate to the function of the Facility Team; e.g., special services, food services, police or fire department, other school or community representatives.

The Facility Team shall be convened on a regular basis:
1. To evaluate and identify the needs of the facility regarding the Crisis Management Plan;

2. To develop and implement new facility policies and procedures based on established district protocols;

3. To review and revise established facility policies and procedures based on district protocols;

4. To orient new members and facility staff as to their responsibilities;

5. To maintain and reinforce the lines of communication between the various disciplines and specialists that make up the Facility Team;

6. To maintain and reinforce the lines of communication between the Facility and District Teams.

The principal, as a member of both the District and Facility Teams, will serve as the direct communication link between the two teams.

Crisis Management Plans

All documents relating to crisis management plans will be prepared at the direction of the New Jersey Domestic Security Preparedness Task Force pursuant to the authority vested under the New Jersey Domestic Security Preparedness Act (N.J.S.A. App.A:9-64, et seq.). The information contained in these documents is confidential and shall not be deemed a public record under the provision of the N.J.S.A. 47:1A-1 et seq or the common law concerning access to public records. Dissemination of these documents is prohibited to anyone except those individuals authorized by the Superintendent.

District-Wide Plan

A comprehensive district level crisis management plan is developed to document crisis management techniques, strategies and
ideologies in a comprehensive and standardized format and assist facility personnel in preparing specific emergency/disaster guidelines for buildings within the district.

The likelihood of effectively managing an emergency/crisis is increased with established district-level and individual facility-level plans. The district level plan is intended to provide district and facility administrators with tools when facing a crisis or emergency situation.

In accordance with N.J.A.C. 6A:16-5.2, the Crisis Management Plan will accomplish the following:

* Establishes the crisis management organization required to mitigate any significant emergency/disaster affecting the school district.

* Identifies and implements the policies, responsibilities and procedures required to protect the health, welfare and safety of the students, employees or property of the school district.

* Develops common standards in organization, procedures, communications and terminology for all district facilities.

* Establishes the operating concepts and procedures associated with facility prevention and intervention of, response to and recovery from emergency events.

* Effective prevention and intervention strategies help avoid violence in schools; well-designed preparedness plans can improve response efforts during an emergency; and supportive recovery measures will help schools quickly return to being safe and stable learning environments.

* Coordination with local agency emergency operations plans and community resources.

* Serve as the foundation for the further development of procedures that will ensure that the district has the ability to respond to crisis/emergency situations.
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CRISIS RESPONSE

*Serve as a preplanned and organized approach to a crisis/emergency situation that will be effective in minimizing threats, and psychological and social difficulties following a crisis in a facility.

*Act as an "evolving" document. It will be reviewed and revised continually to ensure that it remains current with federal, state and local laws and regulations.

Facility-Based Plan

A facility level crisis management plan is a procedural document detailing specific on-site actions to be taken in an emergency/crisis situation. This document has been developed in conjunction with established district policies and crisis protocols. These site specific response procedures have been developed to address the unique aspects of each facility.

It is critical that site administrators test the plan elements regularly and that all staff members be familiar with the plan and how to utilize it.

This plan will be reviewed and revised regularly to ensure it corresponds with district policy and protocols.

Adopted: 13 November 2001