

Clementon Community Education

Board Report - October 2016

Attendance:

- As of October 31, 1466 students attended Camp Clementon in the morning and afternoon sessions.

Community Education Upcoming Events:

December 2016 – Breakfast With Santa

Community Education Fall Classes:

- Volleyball for Adults will be held on Monday evenings
- STEM gifted and talented classes

**CAMP CLEMENTON
ATTENDANCE RECORD 2016
OCTOBER**

<u>DATE</u>	<u>AM</u>	<u>PM</u>	<u>TOTALS</u>
10/03/16	23	40	63
10/04/16	28	44	72
10/05/16	23	41	64
10/06/16	27	42	69
10/07/16	25	48	73
10/10/16			
10/11/16	25	41	66
10/12/16	28	43	71
10/13/16	25	41	66
10/14/16	27	50	77
10/17/16	31	46	77
10/18/16	30	43	73
10/19/16	27	46	73
10/20/16	26	53	79
10/21/16	31	51	82
10/24/16	33	51	84
10/25/16	26	45	71
10/26/16	31	53	84
10/27/16	31	52	83
10/28/16	32	46	78
10/31/16	25	36	61

TOTALS**554****912****1466**

PINE HILL PUBLIC SCHOOLS October 18, 2016 Board Minutes

BOARD MEETING

OF THE PINE HILL BOARD OF EDUCATION

October 18, 2016

6:30 PM

- Call to Order** I The Board Meeting of the Pine Hill Board of Education was called to order at 6:38PM by Mr. Joseph Keyek, Jr., Board President.
- Flag Salute** II All those in attendance were invited to pledge allegiance to the flag. Mr. Keyek to Salute the Flag.
- Open Public Meeting Act** III The Board Secretary read the required Open Public Meeting Act Statement: "The New Jersey Open Public Meeting Law was enacted to ensure the right of the public to have advance notice of and to attend the meeting of public bodies at which any business affecting their interest is discussed or acted upon. In accordance with the provisions of this act, the Pine Hill Board of Education, on October 18, 2016 caused notice of this meeting to be published by having the date, time and place thereof posted at the Board of Education Office, the Dr. Albert M. Bean School, the John H. Glenn School, the Pine Hill Middle School, Overbrook High School, and filed with the Pine Hill Borough Hall. Also notice of this has been sent to the Courier Post."
- Roll Call** IV The following members answered roll call:
- | | |
|------------------------------|---------|
| Mrs. Lori Corry | present |
| Mrs. Zipporah Daniels-Browne | absent |
| Mr. Randy Freiling | present |
| Mr. Les Gallagher | present |
| Mrs. Lois Parker | present |
| Ms. Kimberly Reed | present |
| Mr. Roger Schwartz | present |
| Mrs. Barbara Villari-Peters | absent |
| Mr. James Wakeley | present |
| Mr. Joseph Keyek, Jr. | present |
- Also present were:
- | | |
|---------------------|-------------------------------|
| Dr. Kenneth Koczur: | Superintendent of Schools |
| Deborah Piccirillo: | School Business Administrator |
| Amy Guerin | Board Solicitor |
- Motion to Caucus** Motioned by Mr. Schwartz seconded by Mr. Gallagher at 6:37pm to go into executive session. Voice vote. All in favor.
- Motion to Return from Caucus** VI Mr. Keyek read Resolution #10182016 authorizing legal and executive session as the issues to be discussed pertained to student matter. **(Attachment V)**
- Motioned by Mr. Schwartz, seconded by Mrs. Reed at 6:59pm to come out of executive session. Voice vote. All in favor.
- Presentations** 1. 2016 Assessment Data Presentation by Mrs. Daunoras.

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Education Foundation

Saturday Oct 22, 2016 Trick or Treat
Fall Festival

PTO

None at this time

Site Council –

John Glenn School – Mr. Gallagher

Dr. Albert Bean School – Mrs. Corry

Pine Hill Middle School – Mr. Schwartz

Overbrook High School – Mr. Freiling, Mrs. Villari-Peters

SUPERINTENDENT'S REPORT

A. PERSONNEL- The Superintendent recommends approval of the following items:

Motioned by Mrs. Reed, seconded by Mr. Schwartz Roll Call. All in Favor.

Substitute List

XIA1 The motion to approve the 2016-2017 substitute list.

Miranda Altringer
Nicholas Stio

Resignation

XIA2 The motion to approve the resignation of Mr. Daniel Lehman Custodian at Overbrook High School, effective October 30, 2016.

Ratification of
Long Term
Substitute

XIA3 The motion to ratify Ms. Kristen Katsigiannis as Long Term Substitute Guidance Counselor at Pine Hill Middle School, step 1 MA at a salary of \$54,450.00 prorated without benefits, effective October 11, 2016.

Ratification of
Twilight Art
Teacher

XIA4 The motion to ratify Ms. Janey Dean as Art Teacher for the Overbrook High School Twilight program at a rate of \$27.00 per hour, effective October 4, 2016.

Long Term
Substitute Art
Teacher

XIA5 The motion to approve Ms. Janey Dean as Long Term Substitute Art Teacher at Overbrook High School, Step 1 BA at a salary of \$50,336.00 prorated without benefits, effective October 19, 2016-November 22, 2016 or the return of classroom teacher.

Guidance Counselor

XIA6 The motion to approve Ms. Holly Lewis as Guidance Counselor for Overbrook High School, Step 6 MA+45, at a salary of \$60,135.00, effective upon release of current contract.

Ratification of
Developmental Support
Assistant

XIA7 The motion to ratify Ms. Somalia Maloy as Developmental Support Assistant at John Glenn Elementary School, Step 3, at a salary of \$13,643.00, effective September 7, 2016.

Ratification of

XIA8 The motion to approve to ratify Mr. Joseph Youngkin as Part Time Cleaner

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Chuck Marciano	Overbrook High School Baseball Head Coach	\$6,824.00
Michael Stutz	Overbrook High School Baseball Assistant Coach	\$4,712.00
Stephen Burick	Overbrook High School Golf Head Coach	\$4,128.00
Michael Stutz	Middle School Soccer Referee	\$56.00 per game
Jessica Dalessandro	Substitute Ticket Taker	\$48.00 per game
Lindsey Sampolski	Clock Operator	\$48.00 per game

B. POLICY -

The Superintendent recommends approval of the following items:

Motioned by Mrs. Reed, seconded by Mr. Schwartz Roll Call. All in Favor.

1. The motion to approve the following Policies:

1st reading	P5511	Standard of Dress Policy for Students
1st reading	R551	Standard of Dress for Students
	5511	Dress Code Uniform Reimbursement Form
2nd reading	R5600	Pupil Discipline Code of Conduct

C. FINANCE – The Superintendent recommends approval of the following items:

Pinelands Golf

XIC1 The motion to approve the use of Pinelands Golf Course for all Overbrook High School Golf practices and home matches for the 2017 golf season in the amount of \$1,650.00

Professional

XIC2 The motion to approve the following Professional Development:

Date	Staff	Event	Provider/Location	Cost
October 2016	Nicole Kerber	McRel Evaluation Administrator	EIRC/On-Site at Overbrook High	\$1500.00

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		Account	
Overbrook High School Cheerleading	Panera Bread Night	Raise funds for competition fees	11/21/16
Overbrook High School Renaissance	Snack Sale	Raise funds for student activities	Throughout the year
Overbrook High School Renaissance	Renaissance Tailgate breakfast party before football game 10/29/16	Raise funds for student activities	Throughout the year
Overbrook High School Renaissance	Muffin Sale	Raise funds for student activities	Monday mornings throughout the year

D. CURRICULUM – The Superintendent recommends approval of the following items:

Approval of
The findings of the
Anti-Bullying Specialists

XID1 The motion to approve at Dr. Albert Bean Elementary School, John H. Glenn Elementary School, Pine Hill Middle School and Overbrook High School.

Acceptance of
Fire and Lockdown
Drills

XID2 The motion to approve at Dr. Albert Bean Elementary School, John H. Glenn Elementary School, Pine Hill Middle School and Overbrook High School.

Program Licenses

XID3 The motion to approve the purchase of 50 Renaissance Accelerated Math Remediation Program licenses for Overbrook High School Math Lab courses at a Cost of \$1,635.60 to be paid through NCLB Title One Grand Funds.

Receipt of Grant

XID4 The motion to approve the receipt of the South Jersey Energy for the Arts Grant to Collette Staab, Dr. Albert Bean Elementary Art Program in the amount Of \$1,000.00.

Receipt of Grant

XID5 The motion to approve the receipt of the Special Olympics of New Jersey Play Unified Grant to Overbrook High School Athletics Department in the amount Of \$2,800.00.

Acceptance of Donation

XID6 The motion to approve the acceptance of donation of field hockey goalie equipment donated by Renee' Gilson.

Nursing Services Plans

XID7 The motion to approve the Nursing Service Plans for the 2016-2017 School Year. See Attachment XI D7.

Sustainable Jersey for

XID8 The motion to approve Pine Hill Middle School to participate in the

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			provides buses
11/15/2016	Overbrook High School - 11th & 12th Graders	BB& T Pavilion College Fair Camden	\$58.09 per hour
12/9/2016	21 st Century Scholars	Millennium Skate World	No cost to the board – 21 st Century Scholars Program provides buses
12/12/2016	John H. Glenn students	Franklin Institute	\$348.54
01/07/2017	Overbrook High School - All South Jersey Choir	All South Jersey Choir rehearsal	\$348.54 per bus
01/12/2017	Overbrook High School- All South Jersey Choir	All South Jersey Choir rehearsal	\$406.63 per bus
01/20/2017	Overbrook High School - All South Jersey Choir	All South Jersey Choir rehearsal	\$348.54 per bus
01/27/2017	Overbrook High School - All South Jersey Choir	All South Jersey Choir rehearsal	\$290.45 per bus
01/28/2017	Overbrook High School - All South Jersey Choir	All South Jersey Choir rehearsal	\$232.36 per bus
01/29/2017	Overbrook High School - All South Jersey Choir	All South Jersey Choir rehearsal	\$232.36 per bus
02/05/2017	Overbrook High School - All State Women	All State Women's Choir rehearsal	\$464.72
02/23/2017	Overbrook High School - All State Women	All State Women's Choir rehearsal	\$174.27
05/30/2017	Overbrook Honors & AP Physics students	Liberty Lake Day Camp	\$232.36
06/07/2017	John H. Glenn - 3rd Grade	Philadelphia Mint	\$697.08

E. MISCELLANEOUS

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a. Nutri-Serve – Check #1283	\$38.85
b. Nutri-Serve – Check #1284	\$298.00
c. Nutri-Serve – Check #1286	\$68.05
d. Nutri-Serve – Check #1287	\$75,272.78
<u>Total Out of Cafeteria Account:</u>	\$75,677.68

Motioned by Mr. Schwartz seconded by Mr. Gallagher Roll Call Vote. All in favor.

NJSBA

XIID8 The motion to approve Mrs. Heidi Daunoras, Director of Curriculum and Instruction to attend the NJSBA Convention being held on October 25th-27th, 2016.

Educational Services

XIID9 The motion to approve education services for student #117687, at a rate of \$32.00 per hour while attending program.

Student Tuition Contracts

XIID10 The motion to approve the following students, to Pine Hill Schools, McKinney Vento:

District	Student ID	Start Date	End Date	Program	Bd Appr Rates
Camden	118118	9/15/2016	6/30/2017	2nd Gr	\$12,180.00
Eastern	117573	9/3/2016	9/12/2016	10th	\$328.00
Eastern	117574	9/7/2016	6/30/2017	10th	\$14,774.00
Gloucester City	111263	9/7/2016	6/30/2017	9th	\$14,774.00
Gloucester City	111967	9/7/2016	6/30/2017	7th	\$14,000.00
Gloucester City	111264	9/7/2016	6/30/2017	9th	\$14,774.00
Gloucester City	118107	9/12/2016	6/30/2017	4th	\$12,320.00
Gloucester Twp	113317	9/7/2016	10/5/2016	3rd Grade-MD	\$2,742.00
Gloucester Twp	113317	9/7/2016	10/5/2016	1:1 Aide	\$3,115.00
Gloucester Twp	115204	9/7/2016	6/30/2017	10 th Grade-RR/ICS	\$14,774.00
Gloucester Twp	115212	9/7/2016	6/30/2017	5 th -MD	\$23,500.00
Lawnside	118034	9/7/2016	6/30/2017	4th	

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XV. OLD BUSINESS- None

XVI. NEW BUSINESS-

1. Ratification Anti-Bullying Specialist Certification – The motion to ratify Ms. Dana Degrande to attend Legal One – Anti-Bullying Specialist Certification October 13, 2016, at the cost of \$150.00.
2. Substitute Teacher Pay – The motion to approve the increase the Substitute teacher rate to \$90.00, effective November 1, 2016.
3. Educational Services - The motion to approve student # to attend alternative program.
4. Borough Facilities – The motion to approve the Pine Hill facilities department work with the Pine Hill Borough basketball grounds.
5. Atlantic City Convention – The motion to approve Dr. Kozour to attend the NJSBA Convention being held in Atlantic City on October 24-26, 2016.
6. Pine Hill Fire Company – The motion to approve Pine Hill Fire Department to utilize Pine Hill School District's scrubbers to wax their facility.

Motion by Mr. Gallagher, seconded by Mr. Schwartz

Next Board Meeting

Tuesday, November 15, 2016.

Motion to Adjourn

XV Motioned by Mr. Schwartz, seconded by Mrs. Reed to adjourn the meeting. Voice vote. All in favor. The Worksession/Regular Business Meeting of the Pine Hill Board of Education was adjourned at 8:09pm.

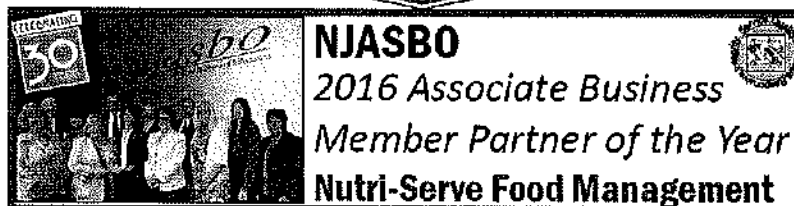
Deborah A. Piccirillo, School Business Administrator

Date



Clementon School District

October 2016 Monthly Update



Nutri-Serve Food Management was recognized at the NJASBO (NJ Association of School Business Administrators) annual June conference as...

Associate Business Member Partner of the Year!

For our third year we assisted the annual Tri-County Golf Tournament, hosted by the Burlington, Camden, and Gloucester County Associations of School Business Officials, which raises money for student scholarships.

"The success and growth of our tournament would not be possible without the hard work and dedication of Nutri-Serve Food Management Company. Many times, we have more volunteers from Nutri-Serve than actual Business Administrators working the tournament. This is just one example of Nutri-Serve's commitment to the schools they serve." - Key Post July 2016 Article



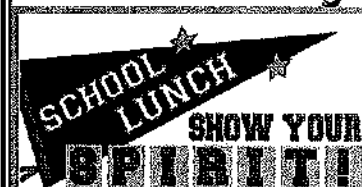
Karen B. Maier, President of Nutri-Serve Food Management, was recognized as the...

2016 Smart CEO for large companies in the South Jersey Area!

"The greatest benefit of working in Burlington is the people it has to offer. The employees are local to the office. We are enjoying the talents and ideas that they bring to the table." -Smart CEO interview with Karen Maier

"The company acquired its first client 29 years ago, and still serves that client today. Each year, Nutri-Serve takes on a few new school districts. As it moves into the future, Maier says the company will continue tailoring its program to better meet needs." - Smart CEO interview with Karen Maier

October Fun Days (Highlighted on Menu)



Nat'l School Lunch Week: October 10-14

This year's theme is "School Lunch: Show Your Spirit". According to the School Nutrition Association (SNA), National School Week Lunch Week "recognizes the importance of a healthy school lunch on a child's life both inside and outside of the classroom". School lunch programs must offer 5 meal

components (our balloons) and meet certain nutrition guidelines. Students must choose at least 3 out of 5 of these components (balloons) with one being a fruit or vegetable. Nutri-Serve encourages fruit and vegetable consumption by offering an array of fresh items and allows students to make a choice!

We encourage students to take advantage of the balanced & affordable school lunch!



This institution is an equal opportunity provider and employer.

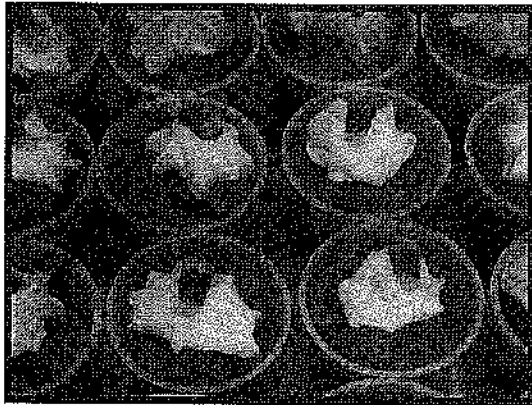


October 2016 Happenings!



The kitchen was decorated for autumn and Halloween. Decorations, pumpkins, gourds, scarecrows, and colorful tablecloths were displayed. Halloween decorations were included during the last week of the month.

Marie Morgan, Head Cook attended a "hands on" workshop with Nutri Serve's Corporate Chef and other local school cooks at Overbrook High School. Methods and techniques for consistent high quality preparation of the school meals were reviewed.



INTRODUCING...

Candy Corn Parfait

We layered pineapple, mandarin oranges and topped it with whipped cream and a piece of candy corn.

Check out what's cooking in Your School District!

Yogurt with Strawberries

We offered vanilla yogurt and Strawberries as a side dish during National school Lunch week.



Please Detach and Return to Food Service Director

We Want Your Opinion:

Name: _____

Date: _____

I would like more information on: _____

I would like to suggest: _____

I am concerned about: _____

Food Service Contact: Cathy Macaluso, Food Service Director 856-783-2300 X1023, cle@nsfm.com



State of New Jersey

DEPARTMENT OF EDUCATION

CAMDEN COUNTY OFFICE OF EDUCATION

JEFFERSON HALL, 3RD FLOOR

P. O. BOX 200, COLLEGE DRIVE

BLACKWOOD, NJ 08012

PHONE: (856) 401-2400

FAX: (856) 401-2410

CHRIS CHRISTIE

Governor

KIMBERLEY HARRINGTON

Acting Commissioner

KIM GUADAGNO

Lt. Governor

LOVELL PUGH-BASSETT

Interim Executive County Superintendent

November 18, 2016

Ms. Ellen Suckle, Board President
Clementon School District
4 Audubon Avenue
Clementon, NJ 08021

Dear Ms. Suckle:

I am in receipt of the certified board resolution whereby the Clementon Board of Education has certified that the merit goals established for Ms. Lynn DiPietropolo for the 2015-16 school year has been completed satisfactorily and the board wishes to award the financial compensation for these goals.

- Regular education teachers in grades 1 through 8 utilize state benchmarks to monitor the progress and mastery of the Common Core State Standards in Mathematics. Students who do not achieve at least a 76% on the benchmarks are required to attend Focused Intervention Time (FIT) classes with the teacher to reinforce the skills students may not have mastered. The eight (8) math teachers who are using the benchmarks and providing interventions during FIT are being monitored by the superintendent through their Student Growth Objectives which are directly linked to the students' progress on the benchmarks, the documentation sheets from FIT, and the student growth on the benchmarks after interventions take place. We use the benchmarks and SGOs because they are common core aligned, directly linked to what is being taught by the teachers, and they can show if a student still needs remediation or has mastered academic math skills. From September 2016 to June 2016, 6 out of 8 regular education teachers in grades 1 through 8, with a Student Growth Objective (SGO) using the Math benchmark, will achieve at least a 3 or 4 as a final SGO rating on their summative evaluation. The superintendent will review the item analysis sheets from the benchmarks, the FIT groups of students and their benchmark data to determine student progress, and the documentation data from FIT lessons. This will be completed at least five (5) times during the school year. In addition, a mid-year check of the teachers' SGOs will take place by February 2016, with the superintendent, to

determine their progress toward achieving a 3 or 4 on their SGO. Benchmark item analysis checks and mid-year SGO checks during the year will provide information needed to determine if a teacher needs professional development in specific areas. (3.33%\\$4,495.50)

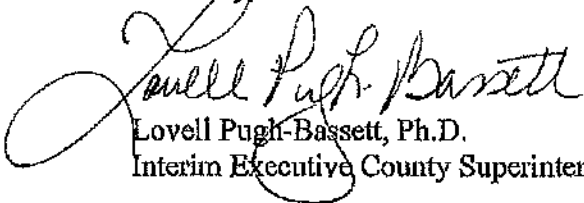
- Regular education teachers in grades 2 through 8 utilize state benchmarks to monitor the progress and mastery of the Common Core State Standards in Reading. Students who do not achieve at least a 76% on the benchmarks are required to attend Focused Intervention Time (FIT) classes with the teacher to reinforce the skills students may not have mastered. The eight (8) reading teachers who are using the benchmarks and providing interventions during FIT are being monitored by the superintendent through their Student Growth Objectives which are directly linked to the students' progress on the benchmarks, the documentation sheets from FIT, and the student growth on the benchmarks after interventions take place. We use the benchmarks and SGOs because they are common core aligned, directly linked to what is being taught by the teachers, and they can show if a student still needs remediation or has mastered academic math skills. From September 2016 to June 2016, 6 out of 8 regular education teachers in grades 2 through 8, with a Student Growth Objective (SGO) using the Reading benchmark, will achieve at least a 3 or 4 as a final SGO rating on their summative evaluation. The superintendent will review the item analysis sheets from the benchmarks, the FIT groups of students and their benchmark data to determine student progress, and the documentation data from FIT lessons. This will be completed at least five (5) times during the school year. In addition, a mid-year check of the teachers' SGOs will take place by February 2016, with the superintendent, to determine their progress toward achieving a 3 or 4 on their SGO. Benchmark item analysis checks and mid-year SGO checks during the year will provide information needed to determine if a teacher needs professional development in specific areas. (3.33%\\$4,495.50)
- Regular education teachers in grades K through 5 utilize the Independent Reading Level Assessment (IRLA) to monitor the progress and mastery of the Common Core State Standards for each student in independent reading. Students who are identified as reading below grade level are required to attend Focused Intervention Time (FIT) classes with the teacher to reinforce the skills students may not have mastered and/or they are taken more often in class for additional reading time during centers. The ten (10) reading teachers who are using IRLA, are being monitored by the superintendent through SchoolPace, the data system that holds all student independent reading information, and their Student Growth Objectives which are directly linked to the students' progress on the IRLA. The IRLA and SGOs are common core aligned, directly linked to what is being taught by the teachers, and they can show if a student still needs remediation or has mastered reading skills. By June 2016, 8 out of 10 regular education teachers in grades K through 5, with a Student Growth Objective (SGO) using the IRLA, will achieve at least a 3 or 4 as a final SGO rating on their summative evaluation. The superintendent will review the data gathered in SchoolPace at the end of each month, from September 2015 to June 2016, to determine the reading levels of each student, grade level, and district, along with the FIT groups of students to determine student progress. In addition, a mid-year check of the teachers' SGOs

will take place by February 2016, with the superintendent, to determine their progress toward achieving a 3 or 4 on their SGO. (3.33%\\$4,495.50)

- When students miss a day of school, it is a lost opportunity for them to learn. Further, according to IES, student attendance in the earlier grades is linked to attendance behaviors and patterns in the later years including, but not limited to high school dropout rates. In the 2009 IES report which still remains relevant today, better student attendance starts with interventions that are based on detailed attendance data. To that extent, the superintendent seeks to increase student average attendance rates between September 2015 to June 2016, for students in grades kindergarten through 8 (not including students who are on medical leave or on homebound instruction), to be at least 93% or higher in the Clementon School District by reviewing existing policies, supports and resources that maximize student attendance in schools. Additionally, the superintendent will provide interventions to include, but not limited to, parent notification letters at the 4, 7, and 9 days unexcused absent rate, parent conferences (phone or in-person), and/or court paperwork and appearances when a student has 10 or more unexcused absences. The attendance rate is measured daily in our student database system. The rates of the students are analyzed each week to generate parent notification letters if they fall within the 4, 7, or 9 days. Court paperwork will be completed with any student who has 10 or more unexcused absences. (2.5%\\$3,375.00)

I have reviewed the merit goals and find that these goals have been completed in a satisfactory manner for the 2015-16 school year. This letter will serve as my authorization for the district to financially compensate Ms. Lynn DiPietropolo for the completion of the goals. No further action is necessary by the Board of Education.

Sincerely,



Lovell Pugh-Bassett, Ph.D.
Interim Executive County Superintendent

LPB:rr

NOV 17 2016

November 2016

Dear Clementon Board of Education:

The Administrative Secretaries would like the Clementon Board of Education to consider revising our winter recess days.

The school building is closed to all teaching staff and students during the winter recess. The twelve month administrative secretaries are required to work two designated days during this time unless vacation and/or personal days are used.

We are requesting that our days off coincide with the Clementon School District calendar and administrative secretary's days are paid while school remains closed during the winter recess.

We appreciate your consideration in this matter.

Thank you,

Clementon Administrative Secretaries

School: Clementon Public School Term: 16-17 Marking Period 1

Enrollment Summary: Scheduling/Reporting Ethnicity as of 10/31/2016 (D3)

Clementon Public School

View:

Scheduling/Reporting Ethnicity

Students:

☐ All Active Enrollments

Date:


10/31/2016

☒ Current Selection

Grade Level	Total in Grade	Asian	African-American	Caucasian	Hispanic	American Indian	Other	Pacific Islander	Unclassified
-2	1 1/0	0 0/0	0 0/0	1 1/0	0 0/0	0 0/0	0 0/0	0 0/0	0 0/0
-1	27 14/13	0 0/0	4 4/0	7 5/2	6 2/4	0 0/0	0 0/0	0 0/0	10 3/7
0	60 31/29	0 0/0	4 2/2	19 9/10	10 7/3	0 0/0	0 0/0	0 0/0	27 13/14
1	50 28/22	0 0/0	12 3/9	23 15/8	8 5/3	0 0/0	0 0/0	0 0/0	7 5/2
2	40 26/14	2 2/0	5 2/3	14 7/7	11 9/2	0 0/0	0 0/0	0 0/0	8 6/2
3	42 23/19	1 0/1	8 4/4	23 13/10	6 5/1	0 0/0	0 0/0	0 0/0	4 1/3
4	55 31/24	2 0/2	12 6/6	25 17/8	14 6/8	1 1/0	0 0/0	0 0/0	1 1/0
5	41 21/20	2 2/0	9 3/6	14 5/9	9 6/3	0 0/0	0 0/0	0 0/0	7 5/2
6	46 24/22	3 0/3	8 3/5	22 11/11	11 8/3	0 0/0	0 0/0	0 0/0	2 2/0
7	42 21/21	0 0/0	13 7/6	17 9/8	9 3/6	0 0/0	0 0/0	0 0/0	3 2/1
8	41 28/13	1 1/0	13 10/3	17 10/7	7 5/2	0 0/0	0 0/0	0 0/0	3 2/1
Total	445 248/197	11 5/6	88 44/44	182 102/80	91 56/35	1 1/0	0 0/0	0 0/0	72 40/32

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

Legend

Icons  - Date Entry

To: Clementon BOE
 From: Mary Beth Hernandez, BSN, RN
 Board Report: 10/1/16 to 10/31/16

Medical Concerns:

I continue to monitor the health status of the children here at Clementon, making note from the files as to medical conditions, monitoring files and the Health Care Office according to NJ State Guidelines assuring compliance with all facets of care and operation.

Medication/medications as of 10/1/2016	38
Students seen during period from 10/1/16 to 10/31/16	380
Staff Injury	0
Student Injury	0

I am currently updating children's folders regarding:

- Insuring continued compliance with immunizations/physicals
- Continue to care for students with illnesses and injuries
- Screenings
- Sports Physicals

Staff:

- Monitoring Health

Respectfully submitted,

Ms. Hernandez, RN

Clinic Visit Count by Type

Clementon Public School

Breathing Difficulty	13
Cold Symptoms/Cough	17
Cut/Scrape	34
Dental	16
Earache	5
Eye Injury/Irritation	11
Fever	2
Head Injury	18
Headache	21
Insect Bite	7
Menstrual Cycle	4
Nose Bleed	5
Other	64
Pain	17
Rash	7
Routine Medication/Treatment	36
Sore Throat	18
Stomach Ache	41
Strains/Sprains	38
Vomiting	6

CLEMENTON SCHOOL DISTRICT ADMINISTRATIVE REPORT

School: Clementon Elementary

Month: October 2016

1. Student attendance percentage (days present divided by days possible) : 96.00

2. Number of letters sent due to pupil absence/tardies:

Tardy Letters: 0; 4-Day Letters: 0; 7-Day Letters: 0; 10 Day Letters: 0; Over 10: 0

3. Number of pupil suspensions: (Out of School: 1; In School: 1) Total: 2

Number of incidents total: 2

Number of students total: 2 (Number of Special Education students: 1)

Number and type of incident: Physical Contact of a Staff Member (1)
Threatening a Student (1)

4. Number of faculty meetings: 1

5. Fire/Security Drills held (2 per month): Dates: 1. 10/18/16 – 9:03 am (Fire)
2. 10/28/16 – 1:20 pm (Evacuation)

6. Lunch Program: Free Meals: 204 Reduced Meals: 48

7. Vandalism to School/Grounds: Number: 0 Estimated Cost: N/A

8. Number of I&RS meetings held: 0

9. Number of pupils that attended the current session after-school Title I program: 0

10. As of October 31, 2016:

Total number of students that transferred in: 1 (Number of Special Education students: 0)
Total number of students that transferred out: 9 (Number of Special Education students: 0)

11. Total number of students enrolled as of October 31, 2016: 443

**EMERGENCY CLOSING
NUMBER 634**

RADIO - KYW 1060
TV - NBC 10, FOX 29,
ABC 6, CBS 3
CABLE - Local Channel 19

CLEMENTON ELEMENTARY SCHOOL**DECEMBER 2016**

(Dates and times are subject to change)

IMPORTANT

To sign-out students you must
be at least 18, have photo ID,
and be listed on students
emergency card.







**Keep Emergency Cards
updated.**

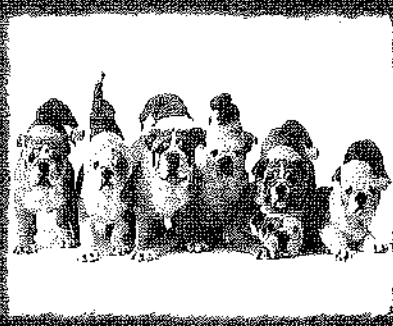
WEEKEND EVENTS

**Saturday,
December 10, 2016**
Breakfast with Santa
(sponsored by Clementon Community Ed.)
Holiday Shop Family Day
(sponsored by HSA)
9:00am-11:00am

**IMPORTANT INFORMATION**

Students not staying afterschool for
detention or to participate in an activity
are **not permitted** to stay in the building
to wait for friends or siblings. Crossing
guards are on duty until 4:00 pm. After
4:00 pm students are not permitted to
walk home from any afterschool event
and **must** be picked up.

<p>5</p> <p>HSA Holiday Shop (students ONLY)</p>  <p>Volleyball for Adults 7:00pm-8:30pm</p> <p>(Day 5)</p>	<p>6</p> <p>HSA Holiday Shop (students ONLY)</p> <p>CES Choir 3:15pm-6:00pm Concert Band 3:15pm-4:00pm Basketball Practice 3:30pm-4:30pm</p> <p>(Day 6)</p>	<p>7</p> <p>HSA Holiday Shop (students ONLY)</p>  <p>HSA Meeting 7:00pm-9:00pm</p> <p>(Day 1)</p>	<p>8</p> <p>HSA Holiday Shop (students ONLY)</p> <p>Basketball vs. Somerdale (A) 3:15pm-6:30pm Concert Choir 3:15pm-5:00pm I Can Club 3:15pm-4:30pm</p> <p>(Day 2)</p>	<p>9</p> <p>HSA Holiday Shop (students ONLY)</p> <p>Burgundy & Gray Choir 3:15pm-5:30pm Jazz Band 3:15pm-4:00pm</p> <p>(Day 3)</p>
<p>12</p> <p>Art Challenge 3:15pm-3:55pm Concert Band 3:15pm-4:00pm Burgundy & Gray Choir 3:15pm-5:30pm Basketball vs. Brooklawn (H) 4:00pm-6:30pm Volleyball for Adults 7:00pm-8:30pm</p> <p>(Day 4)</p>	<p>13</p> <p>CES Choir 3:15pm-6:00pm Basketball Practice 3:30pm-4:30pm</p> <p>(Day 5)</p>	<p>14</p> <p>Concert Choir 3:15pm-6:00pm Basketball vs. Gibbsboro (H) 4:00pm-6:30pm</p> <p>(Day 6)</p>	<p>15</p> <p>I Can Club 3:15pm-4:30pm Winter Concert 7:00pm-8:30pm</p>  <p>(Day 1)</p>	<p>16</p> <p>(Day 2)</p>
<p>19</p> <p>Art Challenge 3:15pm-3:55pm Basketball vs. Merchantville (A) 3:15pm-6:30pm Volleyball for Adults 7:00pm-8:30pm</p> <p>Board of Education Meeting 7:00pm</p> <p>(Day 3)</p>	<p>20</p> <p>Basketball Practice 3:30pm-4:30pm</p> <p>(Day 4)</p>	<p>21</p>  <p>FIRST DAY OF WINTER (Day 5)</p>	<p>22</p> <p>MARKING PERIOD 2 PROGRESS REPORTS AVAILABLE ONLINE SCHOOL SPIRIT DAY Wear an Ugly Christmas Sweater</p>  <p>(Day 6)</p>	<p>23</p> <p>12:40 DISMISSAL Holiday Music Show Grades K-2 9:30am-10:15am Grades 3-5 11:30am-12:15pm</p>  <p>(Day 1)</p>



SEASONS GREETINGS
from The CES Staff

SCHOOL CLOSED

Winter Recess

**December 24, 2016 –
January 3, 2017**

2016-2017 DISTRICT GOALS

GOAL: Implement STAR Reading and Math for grades 1-8 to gather student data to be used for district programs, determine if FIT is effective in increasing student growth percentiles on STAR, and determine if students are making growth.

ACTIONS	TIMEFRAME	MATERIALS	RESPONSIBLE STAFF	EVIDENCE
Students in grades 2-8 will be assessed on STAR Math to gather baseline data.	September 2016 to October 2016	STAR Math	Teachers	Baseline data of students in grades 2-8 obtained after the administration of STAR Math.
Students in grades 2-8 will be assessed on STAR Reading to gather baseline data.	September 2016 to October 2016	STAR Reading	Teachers	Baseline data of students in grades 2-8 obtained after the administration of STAR Reading.
Students in grade 1 will be assessed on STAR Math to gather baseline data.	February 2017	STAR Math	Teachers	Baseline data of students in grade 1 obtained after the administration of STAR Math.
Students in grade 1 will be assessed on STAR Reading to gather baseline data.	February 2017	STAR Reading	Teachers	Baseline data of students in grade 1 obtained after the administration of STAR Reading.
Use STAR Math data in grades 1-8 as one of the multiple measures to assist in the selection of FIT students.	October 2016 to May 2017	STAR Math	Teachers Title I Staff Administration	Student data from STAR Math.
Use STAR Reading data in grades 1-8 as one of the multiple measure to assist in the selection of FIT students.	October 2016 to May 2017	STAR Reading	Teachers Title I Staff Administration	Student data from STAR Reading.
Collect data to determine if the students who participate in FIT increase their STAR Math Student Growth Percentile (SGP).	October 2016 to May 2017	STAR Math FIT Student List	Administration Title I Staff	A list will be generated of the students who participated in each FIT Math session. The data will include their SGP scores based on their Fall 2016 and Spring 2017 data.
Collect data to determine if the students who participate in FIT increase their STAR Reading Student Growth Percentile (SGP).	October 2016 to May 2017	STAR Reading FIT Student List	Administration Title I Staff	A list will be generated of the students who participated in each FIT Reading session. The data will include their SGP scores based on their Fall 2016 and Spring 2017 data.
Collect data to determine if students in grades 1-8 increase their STAR Math Student Growth Percentile (SGP).	October 2016 to May 2017	STAR Math	Administration Title I Staff	A list will be generated of all students who took the Fall 2016 and Spring 2017 STAR Math that include their Student Growth Percentile (SGP).
Collect data to determine if students in grades 1-8 increase their STAR Reading Student Growth Percentile (SGP).	October 2016 to May 2017	STAR Reading	Administration Title I Staff	A list will be generated of all students who took the Fall 2016 and Spring 2017 STAR Reading that include their Student Growth Percentile (SGP).

Source For Teacher List for November 2016 Board Approval

Guillen, Maritza	King, Jerry	Trendler, Megan
Solomaha, Svetlana	Lee, Christina	Isler, Jeffrey
Ortiz, Wilberto	Bailey-Matthews, Gerri	Zelman, Jayme-Lyn
Carbajal, Jessica	Huang, Shirley	Medina, Michael
Garrett, Brian	Seplilli, Rachelle	Todd, Dawn
Minatee Daniels, Leslie	woods, Lawrence	Gilbert, Kiara
Hobbs, Tonia	Robinson, Demetrius	Andrew, Arianne
Thomas, Edith	Gagnier, Debra	Vassiliou, Alexis
Martens, Elnor	Tapia, Vanessa	Robinson, Jonmarshall
Arroyo, Anthony	Villalba, Jasmine	Scott, Erin
Fircak, Teresa	Carroll, Emily	Chiong, Lourdes
Mason-Marion, Donna	Schwerin, Ellen	Cummins, Kelly
Saunders, Lesley	Granato, Caitlyn	Giraldo, Daniela
Fereday, Brett	Bennett, Brandon	Sirisky, Haley
Garland-Ross, Melissa	Whitaker, Sheree	Turner, Bruce
Palmer, Christopher	Baudo, Dina	Moreland, LaToya
Ferraro, Cindy	Yellin, Ross	Hsu, Siming
Ramirez, Larry	Abbott, Jennifer	Moore, Alfreda
Stephany, Danielle	Hemphill, Meredith	Michelson, David
Grueiro, Judy	Heitzmann, Brooke	Fisher, Holly
Cox, Richard	Bicker, Francis	Crayne, Denise
Rinaldi, Michael	Hobbs, Erin	Scott, Dionne
Derieux, Danielle	Zeller, Megan	Dilks, Ethan
Patibandla, Anuradha	Kelly-Stephens, Jasmine	Williams, India
Trojan, Joan	Ley, Victoria	Schmidt, Courtney
Rybak, Howard	Couch, Jojo	Lea, Roberta
Bordi, Rebecca	Bazzel, Al	Murray, Brittany
Tillery, Ariele	Stefano, Courtney	Kammerer, Katelyn
Kelly, Tanisha	Whitsett, Karron	Craig, Dale
Boler, Marcus	Wellington, Zachary	McCormick, Enise
Liszewski, Paige	Collins, Michael	Hall, Stephanie
Fokin, Kendall	Ali, Bushra	Tardiff, Cloe
Willmot, Amy	Maier, Erin	Quinones, Matthew
Cole, Terry	Zoda, Kathleen	Coles, Heather
Quirk, Kevin	Mays, Kwasheda	Mitchell, Lakelsa
Lukan, Edward	Oteng, Jacqueline	Lopez, Josephine
Lawrence-Chowdhury, Nakesha	Mulvihill, Jaime	lively, mable
Cruz, Hailey	lynch, christopher	Bain, Richard
Auteri, Dawn	Gorny, Ryan	Evans, Chrae
Baum, Andrea	Bey, Saliyah	White, Roxanne
Deane, Donna	Chukwueze, Lillian	Cohen, Steven
Onukogu, Ikechukwu	Ibanga, Ekaete	Saleem, Maham
Keane, Michelle	McCollough, Matthew	Millintschuk, Jessica
Smith-Williams, Tatlin	Frazier, Jennifer	Dinovi, Charlene
Campbell, Fana	Bracero, Amaris	Hodge, Shannon
Richards, Thaddeus	Newland, Sydney	Zourzoukis, Vickie
Wu, YongXian	Rossi, Gina	Brudnicki, Matthew
Carroll, Denise	Vigna, Samantha	Tarte, Andrei
Singh, Navneet	Pallotta, Danielle	Fernandez, Tracey
Booth, Ryan	Tye, John	Green, Lakla
Murphy, Sarah	Hollis, Connor	Johns, Raymond
Perillo, Tonilyn	Douban, Basma	Bassily, Sara
Retzbach, Kendall	Pavero, Amanda	Coleman, Jacquelyn
Yorkus, Erika	Marino, Kelly	Brown, Heather
Van Dongen, Diane	Johnson, Karima	Nezam, Ahsan
Rivas, Jessica	AbiBakar, Asma	Drummond, Claire
Bobrowski, Karen	Kaplan, Shari	Denny, Patricia
Procacci, Kristine	Fitzgerald, Carolyn	Pierce, Morgan
Perry, Timothy	Jackson, Charles	Okoye, Chinedu
DeSilva-Graham, Verna	Ace, Lucille	byreddy, preeti
Piccoli, Lucille	Cohen, Justin	Chambers, Christina
Fisch, Amanda	Holmes, Thomas	Rodrigues, Ana
Esquivel De Lopez, Sandra	Vecere, Tomra	D'Apollito, Clarissa
Esposito, Erin	Kepich, Jillian	Morian, Gary
Kemp, Dana	Miller, Ronald	Smith, Lorraine
Herrera, Krysta	Pheabus, Kerin	Gabriel, Amanda
Burnett, Rose	Cole, Joy	Olumakin, Aisha

Carr, Dawn
 Berg, Robert
 Whalen, Michael
 Gorenberg, Jodi
 Ledbetter, Phyllis
 Herken, Candice
 Deissroth, Kimberly
 Thomas, Tawana
 Foster, Pauline
 Custodio, Lorraine
 Hofmann, Albert
 Highsmith, Thomas
 Parks, Qulshana
 Lopez, Crystal
 Delane, Alivia
 Giacino, Victoria
 Tyler, Rachel
 Connor, Kristy
 Franklin, Robert
 Ahmed, MD
 Garcia-Contreras, Jennifer
 Brooks, Taylor
 Shishmanian, Jasmine
 Painter, Stephanie
 KERN, PAUL
 Rando, Linda
 Johnson, Emily
 Schoonover, Kelsey
 Cummins, Brigid
 Bowers, Brianna
 Johnson, Jeanelle
 Goldman, Perry
 Rech, Stephanie
 ABOUHIEF, DALIA
 Tallon, Catherine
 Bonner, Jennie
 Bamonti, Rita
 Diaz, Geraldine
 Jastrzembki, Sara
 Wallowitch, Joshua
 Diaz Del Carmen, Sagarrio
 Bradbury, Veronica
 Olson, Eric
 Colon, Orlando
 Bohrer, Beverly
 Molloie, Olivia
 Mahana, Kevin
 Abbas, Shuja
 Naqvi, Marryam
 Yezzi, Andrew
 Butts, Justin
 Bazaz, Stephen
 Ferrante, Michael
 gabriel, gaelle
 Ravitz, Edna
 Weitzel, Olivia
 Salomon, Lorveline

Mackey, James
 Hobson, Chantea
 Wlen, Arleen
 Clark, Corinne
 sharma, kalpana
 Alexander, Kristin
 Connery, Mikala
 LaRosa, Lee
 Daley, Ryan
 cooper, lawrence
 Chughtal, Nelofar
 Gavigan, Erin
 Banks, Victoria
 Fanik, Barbara
 Tucker, Judith
 Jean, Nicole
 Della-Peruta, Joanna
 MacIsaac, James
 Abreu, Enrique
 Toomey, Melissa
 Andaloro, Anthony
 Carell, Craig
 Formiglia-Colbert, Michelle
 Satterfield-Rowe, Talir
 Pagnozzi, Ashley
 Jackson, Margaret
 Phifer, Stephen
 fuller, Moticia
 Walsh, Jillian
 Thompson, Alex
 Brown, William
 Thorsen, Dylan
 Proulx, Linda
 Elbersson, John
 D'Ancona, Jenna
 McGowan, Kelly
 Glassman, Elliot
 Ashikwei, Marijoe
 McIntyre, Becky
 Halpern, Emily
 Pratt, Doreen
 Noble-Vetter, Anne
 Ahmad, Amtul
 Burke, Diana
 Sanzone, Stacey
 Kalich, Murray
 myricks, valarie
 Pichette, Danielle
 Dillon, Christine
 Williams, Dreshonda
 Parker, William
 Reed, Delia
 Soriano, Kevin
 Fowler, Elise
 Farina, Alexa
 Padilla, Annette
 Mundrick, Francesca

Giuliani, AnneMarie
 Savitt, Lorraine
 Bulnes, Miriam
 Franco, Gabriel
 Pacheco, Julisavel
 Heisler, Brad
 Andre, Kaydean
 Shaw, Kristina
 Foranoco, Linda
 Burns, Robert
 Mathew, Rintu Sarah
 Litchmore, Zaquiya
 Tate, Sandra
 Mullen, Alisa
 Sayers, Kimberly
 Okpala, Chijioke
 Hirsch, Adam
 Fanelle, Francesca
 Burkhauser, Michael
 Donato, Taylor
 Uzonwune, Rose
 Pope, Anitra
 Wilson, Ashley
 Gorrell, Tamira
 Picozzi, Francesca
 Gluck, Ruth
 Lilly, Rita
 Harrison, Barbara
 Zecca, Tara
 Jackson, Christina
 Pierce, JaQuanda
 Smith, Cassandra
 Karwacki, Christina
 Cummings, Ashley
 Perez, Paul
 Jean, Josbeth
 Westlake, John
 Cassamajor, Bruce
 Gumliak, Emily
 Pass, Hayley
 Makoney, Cheryl
 Bejin, Carline
 Sileo, Samantha
 Bosch-Lara, Elizabeth
 Ahart, Margo
 Czerwinski, Aleigh
 Van Voorhis, Dee
 Steele, Alexa
 Martinez, Yasmin
 Wazid, Bibi
 Griffith, Irene
 Rivero, Elsa
 Wirt, Emily
 Young, Tara
 ojito, paula
 Biase, James
 wright, sonya
 Sosa, Vanessa
 Manhani, Jasmeeen

POLICY

CLEMENTON BOARD OF EDUCATION

Administration
1140/Page 1 of 3
AFFIRMATIVE ACTION PROGRAM

1140 AFFIRMATIVE ACTION PROGRAM

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

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

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

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

The Board shall annually designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, of whom the Affirmative Action Officer is a member, to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing For Equality And Equity in Education. The Board



shall assure that all stakeholders know who the Affirmative Action Officer is and how to access him or her.

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

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

The Board shall provide professional development training to all certificated and non-certificated school staff members on a continuing basis to identify and resolve problems associated with the pupil achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status. All new certificated and non-certificated staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. Parents and other community members shall be invited to participate in the professional development training.

The Commissioner or his/her designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status.

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



POLICY

CLEMENTON BOARD OF EDUCATION

Administration
1140/Page 3 of 3
AFFIRMATIVE ACTION PROGRAM

First Reading: 20 December 2010
Second Reading: 24 January 2011
Revised First Reading: November 28, 2016
Revised Second Reading and Adoption:



1523 COMPREHENSIVE EQUITY PLAN (M)

The Board of Education shall submit a Comprehensive Equity Plan based on an assessment of the district's needs for achieving equity in educational programs that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and equal access to education opportunity for all learners, including pupils and teachers.

The Board's obligation to be accountable for the requirements in N.J.A.C. 6A:7 is not precluded or alleviated by any rule or regulation of any organization, club, athletic association, or other league or group.

The Comprehensive Equity Plan shall include the following:

1. ~~A needs assessment that includes pupil assessment and behavioral data disaggregated by gender, race, ethnicity, Limited English Proficiency, Special Education, Migrant, date of enrollment, pupil suspension, expulsion, Child Study Team referrals, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates, and re-examination and re-evaluation of classification and placement of pupils in special education programs if there is overrepresentation within a certain group; staffing practices; quality of program data; and stakeholder satisfaction data;~~ **An assessment of the school district's needs for achieving equity in educational programs. The assessment shall include staffing practices, quality-of-program data, stakeholder-satisfaction data, and student assessment and behavioral data disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, date of enrollment, student suspension, expulsion, Child Study Team referrals, preschool through grade twelve promotion/retention data, preschool through grade twelve completion rates, and re-examination and re-evaluation of classification and placement of students in special education programs if there is overrepresentation within a certain group;**
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the Comprehensive Equity Plan;



3. ~~Adequate yearly p~~Progress targets for closing the achievement gap;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the Core Curriculum Content Standards; differentiated instruction and formative assessments aligned to Core Curriculum Content Standards; and high expectations for teaching and learning; and
5. Annual targets addressing district needs in equity in school and classroom practices that are aligned to professional development targets.

A Comprehensive Equity Plan shall be developed **written** every three years and the Board of Education shall initiate the Comprehensive Equity Plan within sixty days of its approval and shall implement the plan in accordance with the timelines approved by the New Jersey Department of Education.

In the event the Board of Education does not implement the Comprehensive Equity Plan within one hundred eighty days of its approval date, or fails to report its progress annually, ~~or as required by the New Jersey Department of Education,~~ ~~sanctions~~ deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate, or refuse to award continued Federal or State financial assistance, pursuant to N.J.S.A. 18A:55-2.

N.J.A.C. 6A:7-1.9

Adopted: 27 July 2009

Revised, First Reading: 20 December 2010

Revised, Second Reading and Adoption: 24 January 2011

Revised, First Reading: November 28, 2016

Revised, Second Reading and Adoption:



1530 EQUAL EMPLOYMENT OPPORTUNITY (M)

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

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

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

The Board shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability or socioeconomic status, pursuant to N.J.A.C. 6A:7-1.1.

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

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



POLICY

CLEMENTON BOARD OF EDUCATION

Administration
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EQUAL EMPLOYMENT OPPORTUNITY (M)

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

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

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

Cross reference: Policy Guide Nos. 1510, 1550 and
Regulation Guide Nos. 1530

Adopted: 27 July 2009
Revised, First Reading: 20 December 20, 2010
Revised, Second Reading and Adoption: 24 January 2011
Revised, First Reading: November 28, 2016
~~Revised, Second Reading and Adoption:~~



REGULATION

CLEMENTON BOARD OF EDUCATION

ADMINISTRATION

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EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE (M)

R 1530 EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE (M)

A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of State statutes and administrative codes, and Federal laws and Policy No. 1530, guaranteeing "equal access to all categories of employment without regard to the candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, socioeconomic status, or disability."
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual employees.

B. Definitions

1. "Board of Education" means the Board of Education of the Clementon School District.
2. "Complaint" means an alleged discriminatory act or practice.
3. "Complainant" means a staff member who alleges a discriminatory act or practice.
4. "Day" means a working or calendar day as identified.



REGULATION

CLEMENTON BOARD OF EDUCATION

ADMINISTRATION

R 1530/Page 2 of 4

EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE (M)

5. "Discriminatory act or practice" means denial of equal employment opportunity in violation of State statutes and administrative codes and Federal laws and Policy No. 1530.
 6. "School district" means the Clementon School District.
- C. Procedure
1. A complainant who believes that he/she has been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall discuss the matter with his/her immediate supervisor in an attempt to resolve the matter informally.
 2. If the matter is not resolved to the satisfaction of the complainant within thirty working days, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
 - a. The complainant's name and address,
 - b. The specific act or practice that the complainant complains of,
 - c. The school employee, if any, responsible for the allegedly discriminatory act,
 - d. The results of discussions conducted in accordance with paragraph C1, and
 - e. The reasons why those results are not satisfactory.
 3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.
 4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the



EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE (M)

original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have acted discriminatorily.

5. On his/her timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with a discriminatory act and any other person with knowledge of the act complained of.
6. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.
7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
 - a. The original complaint,
 - b. The response to the complaint,
 - c. The Superintendent's decision,
 - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and
 - e. The complainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant



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so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.

10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The complainant will be informed of his/her right to appeal the Board's decision to the:
 - a. Commissioner of Education
New Jersey State Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500
Telephone: (877) 900-6960, or the
 - b. New Jersey Division on Civil Rights
Trenton Regional Office
Office of the Attorney General
140 East Front Street – 6th Floor
Trenton, New Jersey 08625-0090
Telephone: (609) 292-4605

D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file kept by the Affirmative Action Officer.
2. A copy of the decision rendered at the highest level of appeal will be kept in the employee's personnel file.

Issued: 27 July 2009

Revised, First Reading: 20 December 2010

Revised, Second Reading and Adoption: 24 January 2011

Revised, First Reading: November 28, 2016

Revised, Second Reading and Adoption:



EDUCATIONAL PROGRAM EVALUATION (M)

2610 EDUCATIONAL PROGRAM EVALUATION (M)

M

The Board of Education directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the educational program against the educational goals established by this Board. To this end, the Superintendent shall employ such tests and methods as may be indicated by sound professional judgment. Wherever possible, the assessment program shall follow evaluation procedures set forth in the course guides.

The Superintendent shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board during the school year. Findings of the assessment program may be used to evaluate the progress of pupils and the effectiveness of staff members. The Board will annually make available to the public the collective progress of pupils toward the goals of the district.

The Board will annually, prior to the end of the school year and in conjunction with appropriate members of the administrative staff, conduct a review of the educational progress of the district, assess district and pupil needs, and establish long range and short range objectives for the educational program. The Board's annual report will be submitted to the Commissioner of Education as required.

The Superintendent shall annually recommend improvements in the educational program based on the Board's evaluation of the district's program. The Board reserves the right to employ experts from outside the school district to serve in the evaluation process.

N.J.S.A. 18A:7A-11

N.J.A.C. ~~6:8-3.2~~; 6A:8-4.1 et seq.

Adopted: 27 July 2009

Revised First Reading: November 28, 2016

Revised Second Reading and Adoption:



EQUAL EDUCATIONAL OPPORTUNITY (M)

5750 EQUAL EDUCATIONAL OPPORTUNITY (M)

M

The Board of Education directs that all pupils enrolled in this district shall be afforded equal educational opportunities in strict accordance with law. No pupil shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the pupil's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability. The Board shall assure that all pupils are free from harassment, sexual or otherwise.

The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the school and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among pupils, and enable pupils to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability:

1. School climate/learning environment;
2. Courses of study, including Physical Education;
3. Instructional materials and strategies;
4. Library materials;
5. Software and audio-visual materials;
6. Guidance and counseling;
7. Extra-curricular programs and activities;
8. Testing and other assessments.

The school district's curricula will include Multi-cultural Education content and practices, instruction on African-American History in the teaching of U.S. History and instruction on the Holocaust and **G**enocide.



Affirmative action shall be taken to ensure that pupils are protected from the effects of discrimination, in accordance with Policy No. 2260. Pupils who experience less than equal educational opportunities or experience discrimination shall use the procedure established by Regulation No. 5750 to report and appeal any harassment or discriminatory practice.

The conduct of teaching staff members shall exemplify the highest principles of equality and democracy. Conduct and attitudes that display discrimination are contrary to the policies of this Board and, further, are destructive to the self-esteem that this Board wishes to encourage in all pupils. A teaching staff member's act of derision or enmity, in any form, against a person or persons on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression, social or economic socioeconomic** status, or disability shall be considered to be conduct unbecoming to a professional staff member of this district and shall be subject to appropriate discipline.

The Superintendent shall develop and promulgate a procedure by which a pupil or parent may appeal Board policy, district practice, or the act or omission of any district employee that allegedly violates this policy.

42 U.S.C.A. 12101
N.J.S.A. 10:5-1
N.J.S.A. 18A:4A-1, et seq.; 18A:6-5 et seq.; 18A:36-20
N.J.A.C. 6A:7-1.1 et seq.; 6A:14-1.2

Adopted: 27 July 2009
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EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M)

5755 EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M)

M

Equity In Pupil Access

It is the policy of the Board of Education to ensure equal and bias-free access to all school facilities, courses, programs, activities, and services, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex, gender, gender identity or expression~~ ~~social or economic~~ **socioeconomic** status, or disability.

The school district administration will ensure: that all pupils will have equal and barrier-free access to all school and classroom facilities, that minority and female pupils are not under-represented in gifted and talented or accelerated/advanced courses and that minority and male pupils are not over-represented in detentions, suspensions, expulsions, dropouts, or special needs classifications. Support services will be available to all pupils and that all limited English-proficient pupils and pupils with disabilities will have equal and bias-free access to all school programs and activities. The school district will ensure equal and bias-free access for all pupils to computers, computer classes, vocational education classes, and technologically-advanced instructional assistance, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex, gender, gender identity or expression~~ ~~social or economic~~ **socioeconomic** status, or disability.

The Board of Education will refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments. The school district administration will assign pupils to ensure that the racial/national origin composition of the school's enrollment reflects the composition of the district-wide enrollment and so that school and classroom enrollments are not identifiable on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex, gender, gender identity or expression~~ ~~social or economic~~ **socioeconomic** status, or disability.

Pupils will not be separated or isolated by race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex, gender, gender identity or expression~~ ~~social or economic~~ **socioeconomic** status, or disability within the school, courses, classes, programs, or extracurricular activities. Bias-free multiple measures for determining the special needs of language-minority pupils and pupils with disabilities will be utilized. Pregnant pupils will be permitted to remain in the regular



EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES (M)

school program and activities and if not permitted to attend school by her doctor, the pupil will be provided equivalent instruction.

Equity in Guidance Programs and Support Services

The school district will ensure the guidance program **and support services** provides access to adequate and appropriate counseling services for **all students, including, but not limited to**, minority pupils, limited English-proficient pupils, non-college bound pupils, and pupils with disabilities. A full range of possible career, professional, and/or vocational choices will be presented to all pupils.

Equity in Physical Education Training

All school district physical education programs will be co-educational, ~~with the exception of wrestling practice and a minimum of 75% of the electives are chosen by at least 30% of enrolled male and female pupils, when the physical education programs are elective~~ **with any exceptions to be in accordance with the Federal State laws and regulations.**

Equity in Athletic Programs

The school district's athletic program will provide equitable opportunities for female and male pupils to participate in athletics and equitable support for cheerleading programs and comparable facilities for male and female teams. The athletic program will have relatively equal numbers of varsity and sub-varsity teams for male and female teams and equitable scheduling of night games, practice times, and numbers of games for male and female teams.

Appeal Procedure

Any pupil or their parent(s) ~~or legal guardian(s)~~ may appeal school practices involving equity through the procedure established in Regulation No. 5750.

N.J.A.C. 6:4-1 et seq.
Title IX of the Education Amendments of 1972
~~Athletic Guidelines 1986~~
N.J.A.C. 6A:7-11 et seq.

Adopted: 27 July 2009
Revised First Reading: November 28, 2016
Revised Second Reading and Adoption:



REGULATION

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R 5200 ATTENDANCE (M)

M

A. Definitions

1. For the purposes of school attendance, a "day in session" shall be a day on which the school is open and students are under the guidance and direction of a teacher or teachers engaged in the teaching process. Days on which school is closed for such reasons as holidays, teachers' institutes, and inclement weather shall not be considered as days in session.
 - a. A pupil in grades Kindergarten through eight must be present at least four hours total. Additionally, he/she must be in school four or more hours of actual class time. To be considered present for one-half day, a pupil must be present at least two hours during the school day.
 - b. A pupil in preschool must be present at least two hours to be recorded as a full day.
 - c. A pupil in grades preschool (a.m.) through eight must arrive by 8:25 a.m. Any pupil who arrives after 8:40 a.m. will be marked tardy. The teachers and administration will notify the parent(s) or legal guardian(s) when tardiness becomes an issue.
 - d. A pupil in p.m. preschool must arrive by 11:05 a.m. Any p.m. preschool pupil who arrives after 11:10 p.m. will be marked tardy. The teachers and administration will notify the parent(s) or legal guardian(s) when tardiness becomes an issue.
 - e. A pupil not present in school because of his/her participation in an approved school activity, such as a field trip, cooperative education assignment, or athletic/academic competition will be considered to be in attendance.
2. A "school day" shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day of Kindergarten.



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3. "A day of attendance" shall be one in which the student is present for a full day under the guidance and direction of a teacher while school is in session.
 - a. Whenever over-crowded conditions make it necessary to hold two separate sessions with a different group of students in each session, a student attending for all of either session shall be regarded as having attended for the full day. An excused absence for any reason shall not be counted as a day of attendance in the school register.
4. A "half-day class" shall be considered the equivalent of a full day's attendance only if in session for four hours or more, exclusive of recess periods or lunch periods.

B. Attendance Recording

1. A record of the attendance of all students on roll in a school register shall be kept each day that school is in session by a teacher or other authorized person. It shall be the duty of this person to keep the attendance records according to these rules and the specific instructions issued by the Commissioner of Education.
2. No student shall be recorded as present unless the school is in session and the student so recorded is under the guidance and direction of a teacher in the teaching process.
3. A student shall be recorded as absent in the school register when not in attendance at a session of the school while a member of the school, except students excused due to religious holidays who shall be recorded as excused.
4. A student shall be recorded as either present, absent, or excused for religious observance, every day the school is in session after the student enters until the date the student is transferred to another school, transferred to an individual home instruction record, or officially leaves the school system.
5. The Commissioner shall annually prescribe a list of religious holidays on which it shall be mandatory to excuse students for religious observance



upon the written request signed by the parent or person standing in loco parentis.

6. The mere presence of a student at roll call shall not be regarded as sufficient attendance for compliance with N.J.A.C. 6A:32-8.3. In a school which is in session during both the forenoon and the afternoon, a student shall be present at least one hour during both the forenoon and the afternoon in order to be recorded as present for the full day. In a school which is in session during either the forenoon or the afternoon, a student shall be present at least two hours in the session in order to be recorded as present for the full day.
7. A student not present in school because of his/her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance.

C. Unexcused Absences That Count Toward Truancy/Excused Absences

1. "An unexcused absence that counts toward truancy" is a student's absence from school for a full or a portion of a day for any reason that is not an "excused absence" as defined below.
2. "An excused absence" is a student's absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16, or any absence for the reasons listed below:
 - a. The student's illness supported by written notification to the school by the student's parent upon the student's return to school;
 - b. The student's required attendance in court;
 - c. Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§ 794 and 705(20), and individualized health care plans;
 - d. The student's suspension from school;
 - e. Family illness or death supported by written notification from the parent upon the student's return to school;



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- f. Visits to post-secondary educational institutions;
 - g. Interviews with a prospective employer or with an admissions officer of an institution of higher education;
 - h. Examination for a driver's license;
 - i. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day;
 - j. Take Our Children to Work Day;
 - k. An absence considered excused by a New Jersey Department of Education rule;
 - l. An absence for a reason not listed above, but deemed excused by the Principal upon a written request by the student's parent stating the reason for the absence and requesting permission for the absence to be an excused absence.
3. "Truancy" means ten or more cumulative unexcused absences that count toward truancy of a student between the ages of six and sixteen as determined by the Board's Attendance Policy and Regulation pursuant to N.J.A.C. 6A:16-7.6(a)4.iii. and the definition of school day pursuant to N.J.A.C. 6A:32-8.3. Any absence not listed in C.2 above shall be an unexcused absence counted toward truancy.
4. "Unexcused tardiness" may constitute an unexcused absence that counts toward truancy in accordance with Policy 5240.
- a. Late to School (arriving after the start of homeroom) age-appropriate consequences will be assigned for lateness. After the first five latenesses, students will be assessed given one unexcused absence. For every third lateness, thereafter, (ie: On the 8th, 11th, 14th, 17th, etc.), students will be given Latenesses will be equivalent to one unexcused absence.

D. Notice to School of a Student's Absence

- 1. The parent or adult student is requested to call the school office before the start of the student's school day.



2. The parent of the student or an adult student who will attend the morning session, but will not attend the afternoon session should call or provide notice to the school office before the start of the afternoon session.
3. The parent or adult student who anticipates a future absence or anticipates that an absence will be prolonged should notify the school office to arrange make-up work.

E. Readmission to School After an Absence

1. A student returning from an absence of any length of time must provide a written statement that is dated and signed by the parent or adult student listing the reasons for the absence. If this absence note is not received by school personnel within 4 days after the student returns to school, the absence will be considered unexcused. Absence notes not providing acceptable explanations will cause the absence to be considered unexcused. The school administration reserves the right to require official medical notes and legal documentation in cases where excessive student absences occur.
2. A note explaining a student's absence for a noncommunicable illness for a period of 5 or more consecutive school days must be accompanied by a physician's statement of the student's illness with medical clearance to return to school.
3. A student who has been absent by reason of having or being suspected of having a communicable disease must present to the school nurse written evidence of being free of communicable disease, in accordance with Board Policy.

F. Instruction

1. Students absent for any reason are expected to make up the work missed. The parent or student is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary.
2. Students will be allowed a reasonable amount of time as determined by the teacher to make up missed work. Missed work not made up within the determined time will receive partial and/or zero credit.



3. A student who missed a test or an exam shall be offered an opportunity to take the test, exam, or an appropriate alternate test. Tests announced prior to the absence are due by the second day of the student's return to school or at the teacher's discretion.

G. Denial of Course Credit

1. The teacher will determine the credit to be awarded a student for make-up work. Where class participation is a factor in the learning process, the teacher may consider a student's absences in determining a final grade, except absences for the observance of a religious holiday or absence for a student's suspension from school will not adversely affect the student's grade. The teacher may record an incomplete grade for a student who has not had a full opportunity to make up missed work.
2. An elementary student may be retained at grade level, in accordance with Policy 5410, when he/she has been absent 25 or more school days, whatever the reason for the absence, except that absences for the observance of a religious holiday and absences due to student's suspension will not count toward the total.
3. Administration will take into consideration students who have demonstrated thorough completion of home assignments and/or home instruction that they have mastered the proficiencies established for the assigned courses of study.

H. School District Response To Unexcused Absences During the School Year That Count Toward Truancy

1. For up to four cumulative unexcused absences that count toward truancy, the Principal or designee shall:
 - a. Make a reasonable attempt to notify the student's parent of each unexcused absence prior to the start of the following school day;
 - b. Make a reasonable attempt to determine the cause of the unexcused absence, including thorough contact with the student's parent;
 - c. Identify, in consultation with the student's parents, needed action designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance;



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- d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-10, if a potentially missing or abused child situation is detected; and
 - e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
2. For between five and nine cumulative unexcused absences that count toward truancy, the Principal or designee shall:
- a. Make a reasonable attempt to notify the student's parent of each unexcused absence prior to the start of the following school day;
 - b. Make a reasonable attempt to determine the cause of the unexcused absence, including thorough contact with the student's parent;
 - c. Evaluate the appropriateness of action taken pursuant to N.J.A.C. 6A:16-7.6(a)4.i.(3) and H.1.c. above;
 - d. Develop an action plan to establish outcomes based upon the student's patterns of unexcused absences and to specify the interventions for supporting the student's return to school and regular attendance, which may include any or all of the following:
 - (1) Refer or consult with the building's Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
 - (2) Conduct testing, assessments, or evaluations of the student's academic, behavioral, and health needs;
 - (3) Consider an alternate educational placement;
 - (4) Make a referral to or coordinate with a community-based social and health provider agency or other community resource;
 - (5) Refer to a court or court program pursuant to N.J.A.C. 6A:16-7.6(a)4.iv. and H.4. below;
 - (6) Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-10, if a potential missing or abused child situation is detected; and



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- (7) Engage the student's family.
 - e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
- 3. For ten or more cumulative unexcused absences that count toward truancy, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25~~27~~, and the Principal or designee shall:
 - a. Make a determination regarding the need for a court referral for the truancy, per N.J.A.C. 6A:16-7.6(a)4.iv. and H.4. below;
 - b. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
 - c. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
 - d. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required.
- 4. A court referral may be made as follows:
 - a. When unexcused absences that count toward truancy are determined by school officials to be violations of the compulsory education law, pursuant to N.J.S.A. 18A:38-25, and the Board of Education's policies, in accordance with N.J.A.C. 6A:16-7.6(a), the parent may be referred to Municipal Court.
 - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Municipal Court; or
 - b. When there is evidence of a juvenile-family crisis, pursuant to N.J.S.A. 2A:4A-22.g, the student may be referred to Superior Court, Chancery Division, Family Part.
 - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Juvenile-Family Crisis Intervention Unit.



5. For a student with a disability, the attendance plan and its punitive and remedial procedures shall be applied, where applicable, in accordance with the student's IEP, pursuant to 20 U.S.C. §§ 1400 et seq., the Individuals with Disabilities Education Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plans under 29 U.S.C. §§794 and 705(20); and individualized health care plans and individualized emergency healthcare plan pursuant to N.J.A.C. 6A:16-2.3(b)5.xii.
6. All receiving schools pursuant to N.J.A.C. 6A:14-7.1(a), shall act in accordance with N.J.A.C. 6A:16-7.6(a)4.i. and H.1. above for each student with up to four cumulative unexcused absences that count toward truancy.
 - a. For each student attending a receiving school with five or more cumulative unexcused absences that count toward truancy, the absences shall be reported to the sending school district.
 - (1) The sending school district shall proceed in accordance with the Board of Education's policies and procedures pursuant to N.J.A.C. 6A:16-7.6(a) and H.5. above and the provisions of N.J.A.C. 6A:16-7.6(a)4.ii. through iv. and H.2. through H.5. above, as appropriate.

I. Discipline

1. Students may be denied participation in co-curricular activities if the Board establishes attendance standards for participation.
2. Students may be denied participation in athletic competition if the Board establishes attendance standards for participation.
3. No student who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.

J. Recording Attendance

1. A record shall be maintained of each excused absence and each unexcused absence that counts toward truancy as defined in Policy and Regulation 5200.

K. Appeal



1. Students may be subject to appropriate discipline for their school attendance record.
2. A student who has been retained at grade level for excessive absences may appeal that action, in writing, to the Principal or designee by following the procedures listed below.
 - a. The student shall file a written appeal to the Principal or designee within five school days of receiving notice of the action. The appeal should state the reasons for each absence, any documentation that may support reducing the number of absences for the purposes of course credit, and reasons why the student should either continue to be enrolled in the course or receive course credit for a class the student completed.
 - b. The Principal or designee will respond in writing no later than seven school days after receiving the student's appeal.
 - c. If the student is not satisfied, he/she may submit a written request to the Principal for consideration by an Attendance Review Committee.
 - d. On a student's request for consideration by an Attendance Review Committee, the Principal shall convene an Attendance Review Committee. The Attendance Review Committee shall meet informally to hear the student's appeal. The student's parent and teacher(s) may attend the meeting.
 - e. The Attendance Review Committee shall decide the appeal and inform the student in writing within seven school days of the meeting.
 - f. The student may appeal an adverse decision of the Attendance Review Committee to the Superintendent/Principal, the Clementon Board of Education, and the Commissioner of Education in accordance with Board Policy, Pupil Grievance and N.J.S.A. 18A. An appeal to the Attendance Review Committee shall be considered to have exhausted the first two steps of the grievance procedure outlined in Policy 5710.

L. Attendance



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1. Attendance records for the school district and each school will be maintained and attendance rates will be calculated as required by the New Jersey Department of Education. The school district will comply with all attendance requirements and any improvement plans as required by the Department of Education.

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Revised, First Reading: November 28, 2016

Revised, Second Reading and Adoption:



POLICY

Clementon Board of Education

Section: Bylaws

0145. BOARD MEMBER RESIGNATION AND REMOVAL

Date Created: July, 2009

Date Edited: July, 2009

0145- BOARD MEMBER RESIGNATION AND REMOVAL

The membership of a Board of Education member shall terminate immediately upon:

1. The cessation of the member's bona fide residency in the school district the member represents; or
2. The member's election or appointment to the office of mayor or member of the governing body of Clementon; or
3. The member's disqualification from voting pursuant to N.J.S.A. 19:4-1; or
4. The member's conviction for false swearing for having falsely affirmed or declared that he/she is qualified to vote;
5. The removal of the member by the Commissioner of Education; or
6. Recall of a Board member pursuant to N.J.S.A. 19:27A-1 et seq.

A member who fails to attend three consecutive **meetings, whether regular or worksession,** meetings of the Board without good cause may be removed from office on the affirmative votes of a majority of the remaining Board members. ~~provided that:~~

If a board member is not in attendance the board following the roll call will vote as to whether that member's absence is with good cause.

- ~~1. The member's removal was proposed at the immediately previous Board meeting;~~
and

The vote to remove a board member with 3 unexcused absences shall take place at the next meeting following the 3rd consecutive unexcused absence.

~~2.~~

Notice of the proposed removal **will be** was given to the affected member at least seventy-two hours in advance of the meeting at which the vote will be taken.

N.J.S.A. 18A:12-2; 18A:12-3; 18A:12-29

N.J.S.A. 19:27A-1 et seq.