



**WEST WINDSOR-PLAINSBORO REGIONAL SCHOOL DISTRICT**  
321 Village Road East, P.O. Box 505, West Windsor, NJ 08550-0505

**Mission Statement**

*Building upon our tradition of excellence, the mission of the West Windsor-Plainsboro Regional School District is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character and love of learning.*

**OCTOBER 3, 2023: PUBLIC HEARING ON VIOLENCE, VANDALISM, AND HARASSMENT, INTIMIDATION, AND BULLYING & BOARD OF EDUCATION MEETING**

**Central Office**  
321 Village Road East, West Windsor, NJ 08550

**ACTION MAY BE TAKEN**

**6:30 PM Closed Executive Session – Room C110/111**  
**7:30 PM Public Hearing & Public Meeting – Multi-Purpose Room**

**Board of Education**

Rachel Juliana, President  
Graelynn McKeown, Vice-President  
Pooja Bansal  
Elizabeth George-Cheniara  
Louisa Ho  
Dana Krug  
Loi Moliga  
Shwetha Shetty  
Robin Zovich

**Student Representatives**

Mihir Shankar and Johnson Lin, High School North  
Eliana Du and Maya Patel, High School South

**Liaison Appointments**

New Jersey School Boards Association: Dana Krug  
Plainsboro Township Committee: Rachel Juliana  
Superintendent's Advisory Council: Dana Krug  
West Windsor-Plainsboro Education Foundation: Graelynn McKeown  
West Windsor Board of Recreation Commissioners: Dana Krug  
West Windsor Township Council: Louisa Ho  
West Windsor-Plainsboro Regional School District PTA-PTSA: Loi Moliga & Elizabeth George-Cheniara

**Administration**

David Aderhold, EdD, Superintendent of Schools  
Lee McDonald, EdD, Deputy Superintendent of Schools  
Christopher Russo, EdD, Assistant Superintendent, Finance/Board Secretary  
Barbara Gould, EdD, Chief Academic Officer  
Charity Comella, Assistant Superintendent for Personnel /Affirmative Action Officer  
Patrick Duncan, Special Assistant for Labor Relations  
Kia Bergman, Director of Communications  
Susan Totaro, Chief Equity Officer

**I. OPENING/CALL TO ORDER**

In accordance with the State’s Sunshine Law, adequate notice of this meeting was provided by sending a notice of the time, date, location, and, to the extent known, the agenda of this meeting on January 10, 2023, and September 29, 2023 to the *Home News Tribune* and *The Times*, posted on the district website, placed in the Board Office and in each of the district schools, and sent to Plainsboro and West Windsor Public Libraries and Plainsboro and West Windsor township clerks.

**RECESS INTO CLOSED EXECUTIVE SESSION**

WHEREAS, the Open Public Meetings Act authorizes Boards of Education to meet in executive session under certain circumstances;

WHEREAS, the Open Public Meetings Act requires the Board to adopt a resolution at a public meeting to go into private session;

NOW THEREFORE BE IT RESOLVED by the West Windsor-Plainsboro Regional School District Board of Education that it is necessary to meet in executive session to discuss certain items involving:

1. Matters of personal confidentiality rights, including but not limited to, staff and/or student discipline matters, and specifically:	<b>Personnel and Student Matters</b>
2. Matters in which the release of information would impair the right to receive government funds, and specifically:	
3. Matters which, if publicly disclosed, would constitute and unwarranted invasion of individual privacy, and specifically:	
4. Matters concerning negotiations, and specifically:	<b>Potential Sidebar Agreement with the WWPEA</b>
5. Matters involving the purchase of real property and/or the investment of public funds, and specifically:	<b>Discussion of District Property</b>
6. Matters involving the real tactics and techniques utilized in protecting the safety and property of the public, and specifically:	
7. Matters involving anticipated or pending litigation, including matters of attorney client privilege, and specifically:	
8. Matters involving personnel issues, including but not limited to, the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or discipline of any public officer or employee, and specifically:	
9. Matters involving quasi-judicial deliberations, and specifically:	

BE IT FURTHER RESOLVED that any discussion held by the Board, which need not remain confidential, will be made public as soon as feasible. The minutes of the executive session will not be disclosed until the need for confidentiality no longer exists.

BE IT FURTHER RESOLVED that the Board will return to open session to conduct business at the conclusion of the executive session, if necessary.

**II. SPECIAL PUBLIC HEARING ON THE 2022-2023 ANNUAL DISTRICT REPORT OF VIOLENCE, VANDALISM, AND HARASSMENT, INTIMIDATION, AND BULLYING (STUDENT SAFETY REPORT)**

**III. SPECIAL OPPORTUNITY FOR PUBLIC COMMENT ON THE 2021-2022 ANNUAL DISTRICT REPORT OF VIOLENCE, VANDALISM, AND HARASSMENT, INTIMIDATION, AND BULLYING (STUDENT SAFETY REPORT)**

The Board invites thoughts and reactions on the annual district report of violence, vandalism, and harassment, intimidation, and bullying from members of our community who are present. Each participant is asked to give his or her name and address prior to making a statement, which will be limited to 3 minutes in accordance with Board policy 0167. All statements shall be directed to the presiding officer. This public comment period shall be limited to 15 minutes.

**IV. APPROVAL OF THE REPORT**

*To be voted on 10/03/23:* Recommend approval of the following resolution:

1. To accept the “2022-2023 Annual District Report of Violence, Vandalism and Harassment, Intimidation, and Bullying”, known also as the Student Safety Report, as required by the New Jersey State Department of Education (*N.J.S.A. 18A:17-46* and *N.J.A.C. 6A:16-5.3(f)*).

**V. ADJOURNMENT OF SPECIAL PUBLIC HEARING ON THE 2022-2023 ANNUAL DISTRICT REPORT OF VIOLENCE, VANDALISM, AND HARASSMENT, INTIMIDATION, AND BULLYING (STUDENT SAFETY REPORT)**

**VI. PRESENTATIONS/REPORTS**

- A. Board President's Comments
- B. Superintendent's Comments
- C. Student Representatives' Reports

**VII. FIRST OPPORTUNITY FOR PUBLIC COMMENTS**

The Board invites thoughts and reactions on agenda items and items of concern from members of our community who are present. Each participant is asked to give his or her name and address prior to making a statement, which will be limited to 3 minutes in accordance with Board policy 0167. All statements shall be directed to the presiding officer. This public comment period shall be limited to 60 minutes.

**VIII. BOARD OF EDUCATION COMMITTEE REPORTS - (NONE)**

**IX. MEETING**

**A. ADMINISTRATION**

*To be voted on 10/03/23:* Recommend approval of the following resolutions:

**Harassment, Intimidation, and Bullying**

1. Affirm the superintendent of school’s recommendation for disciplinary consequences and/or remedial actions as required by the State of New Jersey under the Anti-Bullying Bill of Rights for a report dated Sept. 19, 2023, for the following case numbers: 250871\_CMS\_09132023 and 250562\_HSS\_08182023.
2. Review the superintendent of school’s recommendation for disciplinary consequences and/or remedial actions as required by the State of New Jersey under the Anti-Bullying Bill of Rights for a report dated Oct. 03, 2023, for the following case numbers: 251234\_GMS\_09192023; 250731\_MHE\_09082023 and 250844\_GMS\_09132023.

**School Security Drills**

3. Acknowledge the following fire and security drills were performed in September 2023 in compliance with *N.J.S.A. 18A:41-1*:

<u>Fire Date</u>	<u>Security Date</u>	<u>School</u>
9/14/23	9/14/23	Dutch Neck Elementary School
9/12/23	9/21/23	Maurice Hawk Elementary School
9/15/23	9/21/23	Town Center Elementary School
9/13/23	9/22/23	J.V.B. Wicoff Elementary School
9/13/23	9/14/23	Millstone River School
9/21/23	9/15/23	Village School
9/8/23	9/14/23	Community Middle School
9/15/23	9/22/23	Thomas Grover Middle School
9/12/23	9/14/23	WW-P High School North
9/8/23	9/8/23	WW-P High School South

**B. CURRICULUM AND INSTRUCTION - NONE**

**C. FINANCE**

*To be voted on 10/03/23:* Recommend approval of the following resolutions:

**Business Services**

1. Payment of bills as follows:
  - a) Bills List General for October 3, 2023 (run on 09-27-23) in the amount of \$15,283,572.45
  - b) Bills List Capital for October 3, 2023 (run on 09-26-23) in the amount of \$26,680.00

**Cooperative Purchase Over the Bid Limit**

2. Authorize a purchase utilizing New Jersey approved Cooperative Pricing System #26 EDCP, Educational Data Services Bid #10881 to Robert Griggs Plumbing and Heating, LLC, Hillsborough, NJ as awarded through December 1, 2023, for Pool Heater Installation at High School South for a cost not to exceed \$29,850.00.

**Transportation**

Quotes – To and From School

3. Award the 2023-2024 Student Transportation Contract-Multi Contract Number HS22/DN06 to Rick Bus Company as follows:

<u>Route</u>	<u>Destination</u>	<u>Cost per Diem</u>	<u>#Days</u>	<u>Aide per Diem</u>	<u>Inc/Dec</u>
HS22/DN06	High School North/ Dutch Neck Elementary School	\$650.00	34	N/A	\$4.00

4. Award the 2023-2024 Student Transportation Contract-Multi Contract Number HNSTELTON to A-1 Limousine, Inc. as follows:

<u>Route</u>	<u>Destination</u>	<u>Cost per Diem</u>	<u>#Days</u>	<u>Aide per Diem</u>	<u>Inc/Dec</u>
HNSTELTON	High School North	\$166.25	6	n/a	\$ 0.00

5. Award the 2023-2024 Student Transportation Contract-Multi Contract Number WCWWP to St. Mary Transportation, LLC as follows:

<u>Route</u>	<u>Destination</u>	<u>Cost per Diem</u>	<u>#Days</u>	<u>Aide per Diem</u>	<u>Inc/Dec</u>
WCWWP	Woods Services	\$373.00	54	\$40.00	n/a

Jointures

6. Approve 2023-2024 Joint Transportation Agreement; West Windsor-Plainsboro Regional School District Board of Education serving as host district to Robbinsville Schools as follows:

<u>Route</u>	<u>Destination</u>	<u>#Host Students</u>	<u>#Joiner Students</u>	<u>Revenue</u>
PSA22A	Princeton Academy of the Sacred Heart	71	1	\$ 1164.60

7. Approve the following agreements/jointures payable by the West Windsor-Plainsboro Regional School District to East Windsor School District for the 2023-2024 school year as follows:

<u>Route</u>	<u>Location</u>	<u># Students</u>	<u>Total Expenditure</u>
101	Mercer High School	1	\$ 6015.51

Cancellation – (Renewal)

8. Cancel 2023 – 2024 Student Transportation Contract – Multi Contract Renewal Number AB-PUB20-2, route WE53A awarded to ABC Trans Corp. on May 23, 2023. Total route cost is \$2,171.16

Bid Awards – Public Routes

9. Award the September 14, 2023, Bid Number PUB24-6, 2023 – 2024 Student Transportation Contract as follows:

a) Multi Contract Number SM-PUB24-6 to St. Mary Transportation LLC:

<u>Route</u>	<u>Destination</u>	<u>Cost per Diem</u>	<u>#Days</u>	<u>Aide per Diem</u>	<u>Inc/Dec</u>
HS29P	High School North	\$ 131.00	145	N/A	\$ 40.50
HSNPGA	High School North/Post Grad Campus	\$ 173.00	145	N/A	\$ 40.50

b) Multi Contract Number RM-PUB24-6 to R & M Transportation:

<u>Route</u>	<u>Destination</u>	<u>Cost per Diem</u>	<u>#Days</u>	<u>Aide per Diem</u>	<u>Inc/Dec</u>
CMTCA	Community Middle School & Town Center Elementary	\$ 250.00	145	N/A	\$ .50
HS55A	High School South	\$ 168.00	145	\$ 40.00	\$ .50
VE51A	Village Elementary	\$ 199.00	145	\$ 40.00	\$ .50

c) Multi Contract Number IR-PUB24-6 to Irvin Raphael, Inc.:

<u>Route</u>	<u>Destination</u>	<u>Cost per Diem</u>	<u>#Days</u>	<u>Aide per Diem</u>	<u>Inc/Dec</u>
TG52A	Thomas Grover Middle School	\$ 230.00	145	N/A	\$ 1.95
MH53A	Maurice Hawk Elementary	\$ 230.00	145	\$ 55.00	\$ 1.95

d) Multi Contract Number RB-PUB24-6 to Rick Bus Company:

<u>Route</u>	<u>Destination</u>	<u>Cost per Diem</u>	<u>#Days</u>	<u>Aide per Diem</u>	<u>Inc/Dec</u>
HS28A	High School South	\$ 234.00	145	N/A	\$ 4.00
DN18A	Dutch Neck School	\$ 234.00	145	N/A	\$ 4.00

10. Award the 2023-2024 Student Transportation Contract-Multi Contract Number PRE1A to Irvin Raphael, Inc. as follows:

<u>Route</u>	<u>Destination</u>	<u>Cost per Diem</u>	<u>#Days</u>	<u>Aide per Diem</u>	<u>Inc/Dec</u>
PRE1A	Town Center Elementary	\$ 365.00	21	\$ 105.00	\$ 1.95

**Travel and Related Expenses Reimbursement**

11. As required, pursuant to *N.J.S.A. 18A:11-12*, Board Policy 6471 requires the Board of Education to approve in advance certain travel expenditures of Board members and school district employees. Travel expenditures incurred by the Board of Education or reimbursed to Board members or employees must comply with the requirements and limitations contained in *N.J.S.A. 18A:11-12*, the aforementioned Board bylaw and policies, and are subject to the annual limitation on the district's travel expenditures established by the Board of Education. All requests for approval of travel by school district employees that require

the approval of the Board of Education have been reviewed and approved by the Superintendent of Schools. To approve the following:

- a) One district coach to attend NJSIAA/NJSCA Golf Coaches Clinic at Galloping Hill Golf Course, Kenilworth, NJ on October 20, 2023, at a cost not to exceed \$130, including travel.
- b) One district music teacher to attend Introduction to Nordoff-Robbins Music Therapy course at New York University from July 10 through July 14, 2023, at a total cost not to exceed \$975, including travel. [partially paid through contractual funds].
- c) Fifteen district elementary teachers to attend Comprehensive Orton-Gillingham Plus training, Princeton, New Jersey, from October 5, 2023, through November 3, 2023 at a cost of \$1,350, plus mileage.
- d) Eight district staff members to attend Advancement Via Individual Determination (AVID) National Conference in San Diego, California, from November 28 through November 30, 2023, at a total cost not to exceed \$16,000, including travel. [partially paid through contractual funds].

#### **D. PERSONNEL**

*To be voted on 10/03/23:* Recommend approval of the following resolutions:

##### **Personnel**

1. Personnel Items:
  - A. Administrators
  - B. Certificated Staff
  - C. Non-Certificated Staff
  - D. Substitutes/Other
  - E. Extracurricular/Extra Pay
  - F. Community Education Staff
  - G. Emergent Hiring

##### **Student Teachers**

2. Approve the following student teachers for Spring 2024:
  - a) Zachary Baskin (Rider University)
  - b) Madelaine Benowitz (Rider University)
  - c) Ashley Levitt (Rider University)
  - d) Helen Linz (Rider University)
  - e) Gordon Sine (Rider University)
  - f) Stefanie Singh (Rider University)

#### **X. APPROVAL OF BOARD OF EDUCATION MINUTES**

*To be voted on 10/03/23:*

- A. September 19, 2023 Meeting

#### **XI. BOARD LIAISON REPORTS**

**XII. NEW BUSINESS**

**XIII. SECOND OPPORTUNITY FOR PUBLIC COMMENTS**

The Board invites comments from members of our community who are present. Each participant is asked to give his or her name and address prior to making a statement, which will be limited to 3 minutes in accordance with Board policy 0167. All statements shall be directed to the presiding officer. This public comment period shall be limited to 15 minutes.

**XIV. ADJOURNMENT**





# WEST WINDSOR - PLAINSBORO REGIONAL SCHOOL DISTRICT

## AUTOMATED PERSONNEL AGENDA REPORT

**Agenda Date: 10/3/2023**

**Deadline for next Agenda: 10/4/2023**

### Abbreviation Chart

AAPPL	Assessment of Performance toward Proficiency in Languages
AP	Advanced Placement
AVID	Advancement Via Individual Determination
CC	Child Care
CE	Community Education
CJ PRIDE	Central Jersey Program for the Recruitment of Diverse Educators
CR	Classroom
CST	Child Study Team
DEAC	District Evaluation Advisory Committee
DLI	Dual Language Immersion
EDCOT	Education with Digital Courseware and Online Technologies
EDP	Extended Day Program
EFMLEA	Emergency Family and Medical Leave Expansion Act
EPSLA	Emergency Paid Sick Leave Act
ESL	English Second Language
ESSER	Elementary and Secondary School Emergency Relief
ESY	Extended School Year
FMLA	Family Medical Leave Act
KE	Kindergarten Extension
LOA	Leave of Absence
MODEL	Measure of Developing English Language
NGSS	Next Generation Science Standards
NJFLA	New Jersey Family Leave Act
ODE	Outdoor Education
OG	Orton Gillingham
OOD	Out of District
SAC	Student Assistance Counselor
SES	Supplemental Educational Services
SPED	Special Education
TCRWP	Teachers College Reading and Writing Project

If you have any questions or concerns, please contact Charity Comella at [charity.comella@wwprsd.org](mailto:charity.comella@wwprsd.org)  
or at the WWP School Board Office: 609-716-5000 ext. 5015.

# Personnel Agenda

It is recommended that approval be given to the following personnel actions as recommended by the Superintendent of Schools.

Name (Last, First)	Nature of Action	Position	Step	Salary	Loc.	Date Effective	Date Term.	Discussion
<b>A. Administration</b>								
None								
<b>B. Certificated Staff</b>								
<b>Appoint</b>								
Vandegrift, Lauren	Appoint	Teacher Elementary	0MA	\$63,000.00 (prorated)	VIL	TBD	6/30/24	Appoint as an Elementary Teacher, pending employment verification, replacing Gail Chapman, who resigned.
Olsson, Nancy	Appoint-Repl.	Teacher Elementary-LR	6MA	\$69,350.00 (prorated)	MR	TBD	6/30/24	Appoint as a leave replacement Elementary Teacher, pending employment verification, replacing Kristy Monferrari who is out on leave.
<b>Leave of Absence</b>								
Simpson, Michael	Leave-FMLA/NJFLA/CC	Teacher Health & Physical Education		N/A	TC	4/1/24	6/21/24	FMLA/NJFLA/CC: 4/1/24-6/21/24 unpaid, with benefits. (RTW: 9/1/24)
<b>Change</b>								
Armstrong, Rachel	Change	School Counselor		N/A	GMS	1/8/24	5/29/24	Extend CC leave from FMLA/NJFLA/CC: 1/8/24-4/5/24 unpaid, with benefits to FMLA/NJFLA/CC: 1/8/24-4/5/24, unpaid, with benefits, CC: 4/8/24-5/29/24, unpaid, no benefits. (RTW: 5/30/24)
Monferrari, Kristy	Change	Teacher Elementary		N/A	MR	11/27/23	6/30/24	Change FMLA/NJFLA/CC from 12/7/23-3/6/24 to 11/27/23-2/23/24 unpaid, with benefits. Change CC from 3/7/24-6/30/24 to 2/24/24-6/30/24 unpaid, no benefits. (RTW: 9/1/24)
Damour, Judith	Change %	Teacher French-110%	15MA	\$107,657.00 (prorated)	HSN	10/2/23	6/30/24	Change salary from 100% to 110%.
<b>C. Non Certificated Staff</b>								
<b>Appoint</b>								
Kieman, Ashley	Appoint	Administrative Assistant for Finance		\$60,000.00 (prorated)	CO	10/4/23	6/30/24	Appoint as an Administrative Assistant for Finance, replacing Colleen O'Conne who transferred.
<b>Change</b>								
Kelly, Jamie	Change	Secretary To	2	\$50,951.00 (prorated)	CO	10/16/23	6/30/24	Change from Secretary 12 Months to Secretary To; Tenure date 11/2/25.
Peltier, Kim	Change	Secretary To	8-9	\$59,820.00 (prorated)	CO	10/16/23	6/30/24	Change from Secretary 12 Months to Secretary To; Tenured
Shah, Meghna	Change	Instructional Assistant	1	\$20.61/hr.	HSN	11/13/23	6/30/24	Change start date from TBD to 11/13/23.



# Personnel Agenda

It is recommended that approval be given to the following personnel actions as recommended by the Superintendent of Schools.

Adams, Loretta	Change	Bus Driver	N/C	TRAN	10/1/23	5/31/24	Change from 7.5 hours to 8 hours per day, not to exceed 40 hours per week.
Cassidy, Trinity	Change	Bus Driver	N/C	TRAN	10/1/23	5/31/24	Change from 7.75 hours to 7.95 hours per day, not to exceed 40 hours per week.
Cheesman, Susanne	Change	Bus Driver	N/C	TRAN	10/1/23	5/31/24	Change from 7.5 hours to 7.95 hours per day, not to exceed 40 hours per week.
Correa, Cheryl	Change	Bus Driver	N/C	TRAN	10/1/23	5/31/24	Change from 7 hours to 7.95 hours per day, not to exceed 40 hours per week.
Dimanche, Jean	Change	Bus Driver	N/C	TRAN	10/1/23	5/31/24	Change from 6.5 hours to 7.1 hours per day, not to exceed 40 hours per week.
Hill, Michael	Change	Bus Driver	N/C	TRAN	10/1/23	5/31/24	Change from 7 hours to 7.95 hours per day, not to exceed 40 hours per week.
Livingston, Osborn	Change	Bus Driver	N/C	TRAN	10/1/23	5/31/24	Change from 7 hours to 7.45 hours per day, not to exceed 40 hours per week.
Louis, Jean	Change	Bus Driver	N/C	TRAN	10/1/23	5/31/24	Change from 6.5 hours to 7.95 hours per day, not to exceed 40 hours per week.
Nixon, Brian	Change	Bus Driver	N/C	TRAN	10/1/23	5/31/24	Change from 7.5 hours to 8 hours per day, not to exceed 40 hours per week.
Nixon, Rashad	Change	Bus Driver	N/C	TRAN	10/1/23	5/31/24	Change from 7 hours to 7.95 hours per day, not to exceed 40 hours per week.
Sanic, Norma	Change	Bus Driver	N/C	TRAN	10/1/23	5/31/24	Change from 7.5 hours to 7.8 hours per day, not to exceed 40 hours per week.
Zimmermann, Laura	Change	Bus Driver	N/C	TRAN	10/1/23	5/31/24	Change from 6.5 hours to 7.9 hours per day, not to exceed 40 hours per week.
Carlisi, Tracy	Change	Bus Aide	N/C	TRAN	10/1/23	5/31/24	Change from 6.5 hours to 7 hours per day, not to exceed 40 hours per week.
Rundbaken, MaryAnn	Change	Bus Aide	N/C	TRAN	10/1/23	5/31/24	Change from 7 hours to 7.3 hours per day, not to exceed 40 hours per week.
<b>Resignation</b>							
Calotta, Cynthia	Resign	Instructional Assistant	N/A	MH	10/5/23	10/5/23	Resign, after 18.5 years in the District, for the purpose of retirement.
<b>Payment</b>							



# Personnel Agenda

It is recommended that approval be given to the following personnel actions as recommended by the Superintendent of Schools.

Drago, Rose	Payment	Secretary 12 Months	\$663.73	TRAN	10/4/23	10/4/23	Payment for unused vacation days, as per contract.
<b>D. Substitute / Other</b>							
<b>Appoint</b>							
Brazeau, Julia	Appoint	Substitute Teacher	\$105.00/day	DIST	10/4/23	6/30/24	Appoint as a Substitute Teacher (County Cert), pending employment verification, as needed for temporary assignments.
Ravindranathan, Pushpalatha	Appoint	Substitute Teacher	\$105.00/day	DIST	10/4/23	6/30/24	Appoint as a Substitute Teacher (County Cert), pending employment verification, as needed for temporary assignments.
Sharma, Puran	Appoint	Substitute Teacher	\$105.00/day	DIST	10/4/23	6/30/24	Appoint as a Substitute Teacher (County Cert), pending employment verification, as needed for temporary assignments.
Vallala, Sumaja	Appoint	Substitute Teacher	\$105.00/day	DIST	10/4/23	6/30/24	Appoint as a Substitute Teacher (County Cert), pending employment verification, as needed for temporary assignments.
Thakkar, Chandni	Appoint	Substitute Cafeteria Aide	\$14.13/hr.	DIST	10/4/23	12/31/23	Appoint as a Substitute Cafeteria Aide, as needed for temporary assignments.
Thakkar, Chandni	Appoint	Substitute Cafeteria Aide	\$15.00/hr.	DIST	1/1/24	6/30/24	Appoint as a Substitute Cafeteria Aide, as needed for temporary assignments.
<b>E. Extracurricular / Extra Pay</b>							
<b>AVID</b>							
Hipple, Tara	Extra Duty	Professional Development	\$100/day	DIST	7/1/23	8/31/23	AVID Professional Development, not to exceed 2 days.
Riley, Eber	Extra Duty	Professional Development	\$100/day	DIST	7/1/23	8/31/23	AVID Professional Development, not to exceed 2 days.
<b>Bus Duty</b>							
McClendon, Teresa	Extra Duty	Bus Duty	\$15.84/hr.	DN	9/1/23	6/30/24	Bus Duty, not to exceed 4 hrs/wk.
Nodong, Pema	Extra Duty	Bus Duty	\$15.84/hr.	DN	9/1/23	6/30/24	Bus Duty, not to exceed 4 hrs/wk.
Palladino, Michelle	Extra Duty	Bus Duty	\$15.84/hr.	DN	9/1/23	6/30/24	Bus Duty, not to exceed 4 hrs/wk.
Edmonds, Melanie	Extra Duty	Bus Duty	\$15.84/hr.	MH	9/1/23	6/30/24	Bus Duty, not to exceed 5.5 hrs/wk.



# Personnel Agenda

It is recommended that approval be given to the following personnel actions as recommended by the Superintendent of Schools.

Mato, Cristina	Extra Duty	Bus Duty	\$15.84/hr.	VIL	9/1/23	6/30/24	Bus Duty, not to exceed 5 hrs/wk.
Schoen, Kacie	Extra Duty	Bus Duty	\$15.84/hr.	VIL	9/1/23	6/30/24	Bus Duty, not to exceed 5 hrs/wk.
<b>Home Programming</b>							
Delre, Margaret	Extra Duty	Home Programming	\$70.00/hr.	DIST	9/12/23	6/30/24	Home programming to address IEP goals, not to exceed 6 hours per student and 90 hours total.
<b>Moving</b>							
Greiner, Melissa	Extra Duty	Moving	\$50.00/hr.	GMS	9/1/23	9/8/23	Moving, not to exceed 12 hours.
<b>Title I</b>							
Afonso, Adam	Extra Duty	Title I: Academic Support Tutoring & Mentoring	\$50.00/hr.	HSS	10/4/23	6/20/24	Title I Academic Support Tutoring & Mentoring, as needed.
Al-Najjar, Anwar	Extra Duty	Title I: Academic Support Tutoring & Mentoring	\$50.00/hr.	HSS	10/4/23	6/20/24	Title I Academic Support Tutoring & Mentoring, as needed.
Fevola, Carol	Extra Duty	Title I: Academic Support Tutoring & Mentoring	\$50.00/hr.	HSS	10/4/23	6/20/24	Title I Academic Support Tutoring & Mentoring, as needed.
Figueroa, Ivett	Extra Duty	Title I: Academic Support Tutoring & Mentoring	\$50.00/hr.	HSS	10/4/23	6/20/24	Title I Academic Support Tutoring & Mentoring, as needed.
Hartmann, Patrick	Extra Duty	Title I: Academic Support Tutoring & Mentoring	\$50.00/hr.	HSS	10/4/23	6/20/24	Title I Academic Support Tutoring & Mentoring, as needed.
Hill, Henry	Extra Duty	Title I: Academic Support Tutoring & Mentoring	\$50.00/hr.	HSS	10/4/23	6/20/24	Title I Academic Support Tutoring & Mentoring, as needed.
Levinson, Brian	Extra Duty	Title I: Academic Support Tutoring & Mentoring	\$50.00/hr.	HSS	10/4/23	6/20/24	Title I Academic Support Tutoring & Mentoring, as needed.
Licato, April	Extra Duty	Title I: Academic Support Tutoring & Mentoring	\$50.00/hr.	HSS	10/4/23	6/20/24	Title I Academic Support Tutoring & Mentoring, as needed.
Miller, Sydney	Extra Duty	Title I: Academic Support Tutoring & Mentoring	\$50.00/hr.	HSS	10/4/23	6/20/24	Title I Academic Support Tutoring & Mentoring, as needed.
Naud, Melissa	Extra Duty	Title I: Academic Support Tutoring & Mentoring	\$50.00/hr.	HSS	10/4/23	6/20/24	Title I Academic Support Tutoring & Mentoring, as needed.
Raveendran, Jaina	Extra Duty	Title I: Academic Support Tutoring & Mentoring	\$50.00/hr.	HSS	10/4/23	6/20/24	Title I Academic Support Tutoring & Mentoring, as needed.



## Personnel Agenda

It is recommended that approval be given to the following personnel actions as recommended by the Superintendent of Schools.

Sharma, Sunila	Extra Duty	Title I: Academic Support Tutoring & Mentoring	\$50.00/hr.	HSS	10/4/23	6/20/24	Title I Academic Support Tutoring & Mentoring, as needed.
Villacres, Veronica	Extra Duty	Title I: Academic Support Tutoring & Mentoring	\$50.00/hr.	HSS	10/4/23	6/20/24	Title I Academic Support Tutoring & Mentoring, as needed.
<b>E. Stipend Athletic</b>							
<b>Basketball</b>							
Holden, Kevin	Stipend- Athletic	Volunteer Basketball	\$0.00	HSS	TBD	6/30/24	Volunteer Basketball.
Kelly, Dan	Stipend- Athletic	Volunteer Basketball	\$0.00	HSN	TBD	6/30/24	Volunteer Girls' Basketball.
Monkwan, Chris Lee	Stipend- Athletic	Volunteer Basketball	\$0.00	HSN	TBD	6/30/24	Volunteer Girls' Basketball.
<b>E. Stipend Non-Athletic</b>							
<b>High School South</b>							
Mehno, Christopher	Stipend Non-Athletic	Volunteer Mock Trial	\$0.00	HSS	TBD	6/30/24	Volunteer Mock Trial.
<b>Grover Middle School</b>							
Ferrara, Shannon	Stipend Non-Athletic	Stage Band	\$2,496.00	GMS	9/1/23	6/30/24	Stage Band (Bucket Band), 9 yrs. exp., paid 1/2 in Dec. and 1/2 in June.
<b>Mentor</b>							
DiVeglio, Krystina	Stipend Non-Athletic	Mentor	\$2,010.00 (prorated)	MR	9/1/23	12/31/23	Mentor for Meghan Conover, paid in FULL in Dec.
Ely, Justin	Stipend Non-Athletic	Mentor	\$2,010.00	GMS	9/1/23	6/30/24	Mentor for Samantha DeSantis, paid 1/2 in Dec. & 1/2 in June.
Haley, Kaitlyn	Stipend Non-Athletic	Mentor	\$2,010.00	GMS	9/1/23	6/30/24	Mentor for George Kapetanakis, paid 1/2 in Dec. & 1/2 in June.
Russo, Krystal	Stipend Non-Athletic	Mentor	\$2,010.00	MH	9/1/23	6/30/24	Mentor for Alexa Lombardi, paid in 1/2 in Dec. and 1/2 in June.
<b>ELL Coordinator</b>							
Jackson-Escogido, Jennifer	Stipend Non-Athletic	Coordinator - ESL District	\$1,688.00	DIST	9/1/23	6/30/24	Coordinator - ELL District, paid 1/2 in Dec. and 1/2 in June. Paid through Title III grant funds.
<b>F. Community Education</b>							
<b>Appoint</b>							



# Personnel Agenda

It is recommended that approval be given to the following personnel actions as recommended by the Superintendent of Schools.

Frazier, Angela	Appoint	EDP 1-to-1 Instructional Assistant	As per contract.	DN	10/16/23	6/30/24	Appoint as an EDP 1 to 1 Instructional Assistant.
<b>Change</b>							
Paliwal, Geeta	Change	EDP Group Leader	N/C	DN	10/2/23	6/30/24	Change start date from TBD to 10/2/23. Change location from MH to DN.
<b>G. Emergent Hires</b>							
None							



It is recommended that approval be given to the following personnel actions as recommended by the Superintendent of Schools.

Name (Last, First)	Nature of Action	Position	Step	Salary	Loc.	Date Effective	Date Term.	Discussion
<b>B. Certificated Staff</b>								
<b>Change</b>								
Larios, Nicole	Change	Teacher ESL		N/C	DN	10/23/23	6/30/24	Change from Teacher Elementary to Teacher ESL. Tenured.
Larios, Nicole	Change	Teacher Elementary		N/A	DN	9/1/23	10/20/23	Change CC leave from 9/1/23-6/30/24 to 9/1/23-10/20/23. (RTW: 10/23/23)
Mangieri, Haley	Change	Teacher Science		N/A	HSN	10/30/23	3/8/24	Change from FMLA/NJFLA/CC: 10/11/23-01/09/24 unpaid, with benefits. CC: 01/10/24-03/01/24 unpaid, no benefits to FMLA/NJFLA/CC: 10/27/23-01/26/24 unpaid, with benefits. CC: 1/29/24-3/8/24, unpaid, no benefits. (RTW: 03/11/24)
Pooley, Abbey	Change Location	Speech Language Specialist		N/C	CMS/MR	9/19/23	6/30/24	Change location from CMS to 80% CMS, 20% MR.
<b>Resignation</b>								
Loveland, Eric	Resign	Teacher French		N/A	HSN	1/31/24	1/31/24	Resign, after 22.5 years in the District, for the purpose of retirement.
<b>C. Non Certificated Staff</b>								
<b>Appoint</b>								
Gunasekarapandian, Jeyalakshmi	Appoint	Instructional Assistant	1	\$19.17/hr.	HSN	TBD	6/30/24	Appoint as Instructional Assistant, pending employment verification, for 7.25 hrs/day, growth position.
<b>Change</b>								
Nodong, Pema	Change	Diversity, Equity, and Inclusivity Coordinator		\$115,000.00 (prorated)	DIST	10/23/23	6/30/24	Change start date from TBD to 10/23/23.
<b>E. Extracurricular / Extra Pay</b>								
<b>Home Programming</b>								
Scanlon, Erin	Extra Duty	Home Programming		\$70.00/hr.	DIST	9/12/23	6/30/24	Home programming to address IEP goals, not to exceed 6 hours per student and 24 hours total.
<b>Moving</b>								
Randazzo, Gabriel	Extra Duty	Moving		\$50.00/hr.	HSS	9/5/23	9/21/23	Moving, not to exceed 12 hours.
<b>Supervision</b>								
Lelinski, MaryPat	Extra Duty	Morning Supervision		\$19.48/hr.	HSN	9/1/23	6/30/24	Morning Supervision, as assigned.





It is recommended that approval be given to the following personnel actions as recommended by the Superintendent of Schools.

Name (Last, First)	Nature of Action	Position	Step	Salary	Loc.	Date Effective	Date Term.	Discussion
<b>Change</b>								
Akhlaq, Samirah	Change	Moving		\$50.00/hr.	HSS	9/5/23	9/21/23	Change from 8/1/23-8/30/23 to 9/5/23-9/27/23 for moving, not to exceed 12 hours.
Leventhal, Nathan	Change	Moving		\$50.00/hr.	HSS	9/5/23	9/21/23	Change from 8/1/23-8/30/23 to 9/5/23-9/27/23 for moving, not to exceed 12 hours.
Picco, Amy	Change	Moving		\$50.00/hr.	HSS	9/5/23	9/21/23	Change from 8/1/23-8/30/23 to 9/5/23-9/27/23 for moving, not to exceed 12 hours.
<b>E. Stipend Athletic</b>								
<b>Basketball</b>								
Dunn, Tristan	Stipend-Athletic	Volunteer Basketball		\$0.00	HSN	10/4/23	6/30/24	Volunteer Basketball.
<b>Volleyball</b>								
John, Jeffrin	Stipend-Athletic	Volunteer Volleyball		\$0.00	HSS	TBD	6/30/24	Volunteer Volleyball.
<b>Wrestling</b>								
Valentine, Daniel	Stipend-Athletic	Volunteer Wrestling		\$0.00	GMS	10/4/23	6/30/24	Volunteer Wrestling
<b>E. Stipend Non-Athletic</b>								
<b>High School North</b>								
Illingworth, Jessica	Stipend Non-Athletic	Junior Statesmen of America Advisor		\$4,160.00	HSN	9/1/23	6/30/24	Junior Statesmen of America Advisor, 0 yrs. exp., paid 1/2 in Dec. and 1/2 in June.
<b>High School South</b>								
Afonso, Adam	Stipend-Non Athletic	Model United Nations, Assistant		\$1,560.00	HSS	9/1/23	6/30/24	Model United Nations Assistant, 0 yrs. exp., paid 1/2 in Dec. and 1/2 in June.
Westawski, David	Stipend-Non Athletic	"A Cappella"		\$2,808.00	HSS	9/1/23	6/30/24	"A Cappella" Advisor, 9 yrs. exp., paid 1/2 in Dec. and 1/2 in June.
Cantor, Jeffrey	Stipend-Non Athletic	Stage Crafts All Productions (Fall, Winter & Spring		\$6,279.00	HSS	9/1/23	6/30/24	Stage Crafts All Productions, 8 yrs. exp., paid 1/2 in Dec. and 1/2 in June.
<b>Mentor</b>								
Romero, Carl	Stipend Non-Athletic	Mentor		\$2,010.00	HSN	9/1/23	6/30/24	Mentor for Jessica Illingworth, paid 1/2 in Dec. and 1/2 in June.
<b>Rescind</b>								



It is recommended that approval be given to the following personnel actions as recommended by the Superintendent of Schools.

Name (Last, First)	Nature of Action	Position	Step	Salary	Loc.	Date Effective	Date Term.	Discussion
Lain-Pei, Suey	Rescind	Chinese Club-Shared		\$650.00	HSN	9/1/23	6/30/24	Rescind Chinese Club Advisor, shared 50%, 0 yrs. exp., paid 1/2 in Dec. and 1/2 in June.
<b>F. Community Education</b>								
<b>Change</b>								
Safdar, Nasira	Change	EDP Group Leader		N/C	DN/MH	10/4/23	6/30/24	Change start date from TBD to 10/4/23. Change location from TBD to DN/MH.



**PERSONNEL ADDENDUM #2**

**RECOMMENDATION**

**D. PERSONNEL**

*To be voted on 10/03/23:* Recommend approval of the following resolution:

**Contract Termination**

1. Be it resolved, pursuant to the terms of the assignment letter between the Board and the employee with Position Control Number 14333 and upon the recommendation of the Superintendent, the Board hereby terminates the employment of the employee with Position Control Number 14333 effective October 5, 2023.

**PERSONNEL ADDENDUM #3**

**RECOMMENDATION**

**D. PERSONNEL**

*To be voted on 10/03/23:* Recommend approval of the following resolution:

**WWPEA – Sidebar Agreement**

1. Approve a sidebar agreement with the West Windsor-Plainsboro Education Association (WWPEA) whereby a stipend is created for a Testing Coordinator position at Wicoff Elementary School.
2. Modify Appendix F of the parties' collective negotiations agreement to add this stipend.

## FINANCE ADDENDUM

### RECOMMENDATION

C. FINANCE

*To be voted on 10/03/23:* Recommend approval of the following resolutions:

Other Capital Project Submission

1. Approve the following resolution:

BE IT RESOLVED, that the West Windsor-Plainsboro Regional School District Board of Education approve the following project:

Land Acquisition for a Future School Building at Block 20.07, Lot 12 and Lot 12 QFarm, and Block 20.07, Lot 15, West Windsor, N.J. FVHD #5468 / DOE #21-5715-X01-24-XXXX

BE IT FURTHER RESOLVED that the district's architects, Fraytak Veisz Hopkins Duthie, P.C., be authorized to submit, on behalf of the Board of Education, the above project for approval by the New Jersey Department of Education.

BE IT FURTHER RESOLVED that the above project be approved as an "Other Capital project" as defined in *N.J.A.C. 6A:26*. The District will not seek State funding for the above project.

BE IT FURTHER RESOLVED that amendments to the Long-Range Facilities Plan by Fraytak Veisz Hopkins Duthie, P.C. to incorporate the above project be approved.

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## 2419 SCHOOL THREAT ASSESSMENT TEAMS

The Board of Education shall establish a threat assessment team at each school in the district pursuant to N.J.S.A. 18A:17-43.4. The purpose of a threat assessment team shall be to provide school teachers, administrators, and other staff with assistance in identifying students of concern, assessing those students' risk for engaging in violence or other harmful activities, and delivering intervention strategies to manage the risk of harm for students who pose a potential safety risk, to prevent targeted violence in the school, and ensure a safe and secure school environment that enhances the learning experience for all members of the school community.

Threat assessment teams established pursuant to N.J.S.A. 18A:17-43.4.a., this Policy, and Regulation 2419 must be multidisciplinary in membership and, to the extent possible, must include the following individuals:

1. A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
2. A teaching staff member;
3. A Principal or other senior school administrator;
4. A safe schools resource officer or school employee who serves as a school liaison to law enforcement; and
5. The school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440, in the event that the school safety specialist is not already a school administrator or school employee required to be a part of the threat assessment team pursuant to N.J.S.A. 18A:17-43.4.

Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team.



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Nothing contained in N.J.S.A. 18A:17-43.4 shall be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the effective date pursuant to N.J.S.A. 18A:17-43.3 (August 1, 2022).

This Policy and Regulation 2419, pursuant to N.J.S.A. 18A:17-43.5, are aligned with the Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023 (Guidance) developed by the New Jersey Department of Education (NJDOE) pursuant to N.J.S.A. 18A:17-43.6.

The school district shall structure the threat assessment teams to best meet the needs and resources available, which may include school-based teams and/or district-level teams.

The Superintendent or designee will build a behavioral threat assessment and management program that will: establish a multi-disciplinary team; define prohibited and concerning behaviors; create a central reporting mechanism; define a threshold for law enforcement intervention; establish threat assessment procedures; develop risk management options; create and promote safe school climates; and conduct training for all stakeholders.

The threat assessment and management process will include: the threat assessment team's actions when first learning of a new report or threat; screening the case; gathering information; organizing and analyzing information; making the assessment; developing and implementing a case management/intervention plan; re-assessing and case monitoring; and documenting and closing the case.

When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an Individualized Education Program (IEP) or 504 Plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws.

Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4, this Policy, and Regulation 7440 that is consistent with the Guidance developed by the NJDOE pursuant to N.J.S.A. 18A:17-43.6. Training must be coordinated with the New Jersey



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Department of Education, Office of School Preparedness and Emergency Planning (OSPEP). The training shall ensure the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. The training shall, at a minimum, include training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.

Should a threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 – Harassment, Intimidation, or Bullying for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act.

Should a threat assessment team become aware of a bias-related act, the team should implement Policy and Regulation 8465 – Bias Crimes and Bias-Related Acts on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320 – Cooperation With Law Enforcement Agencies.

Questions and concerns about Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) protections often arise as part of the threat assessment planning process. The threat assessment teams must understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.

N.J.S.A. 18A:17-43.3; 18A:17-43.4; 18A:17-43.5; 18A:17-43.6

Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023

Adopted:





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First Reading: August 29, 2023  
Second Reading: September 19, 2023

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## R 2419 SCHOOL THREAT ASSESSMENT TEAMS

### A. Definitions

1. “Aberrant behavior” means behavior atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications, or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person.
2. “Behavioral Threat Assessment and Management (BTAM)” means a proactive approach to identify, assess, and provide appropriate interventions and resources for individuals who display a behavior that elicits concern for the safety of themselves or others. (U.S. Secret Service National Threat Assessment Center.)
3. “Concerning behavior” means an observable behavior that elicits concerns in bystanders regarding the safety of an individual or those around them. Behaviors that may elicit concern can include unusual interests in violent topics, conflicts between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g., depression or withdrawal from social activities). Some concerning behaviors may be defined as prohibited behaviors and should trigger an immediate response. Prohibited behaviors can include threats, weapons violations, and other aggressive or violent behavior. Concerning behavior does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.



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4. “Concerning communication” means unusual, bizarre, threatening, or violent communication made by an individual or a group that elicit concerns for the safety or wellbeing of the individual or others. Concerning communication may allude to violent intentions, violence as a means to solve a problem, justifying violent acts, unusual interest in weapons, personal grievances, or other inappropriate interests. Concerning communications may also allude to hopelessness or suicide. Concerning communications may be made in the form of written or oral statements, gestures, or visual/electronic media. Communications may be considered concerning regardless of whether a direct verbal threat is expressed. Concerning communication does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.
  5. “Multidisciplinary Threat Assessment Team” means a team composed of highly trained school personnel with diverse positions, backgrounds, and experience. The team will receive reports about a concerning person and situations, gather additional information, assess the risk posed to the community, and develop intervention and management strategies to mitigate any risk of harm.
  6. “Targeted violence” means a premeditated act of violence directed at a specific individual, group, or location regardless of motivation and generally unrelated to other criminal activity.
- B. Multidisciplinary Threat Assessment Team
1. Threat Assessment Team Members
    - a. In accordance with N.J.S.A. 18A:17-43.4, the threat assessment team established by the Board of Education shall be multidisciplinary in membership and, to the extent possible, must include the following individuals:
      - (1) A Principal or other senior school administrator;



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- (2) A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
  - (3) A safe-schools resource officer or school employee who serves as a school liaison to law enforcement;
  - (4) The school safety specialist (designated pursuant to N.J.S.A. 18A:17-43.3); and
  - (5) A teaching staff member.
- b. Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team. If a student has an Individualized Education Program (IEP), 504 plan, and/or functional behavioral assessment (FBA) plan, the threat assessment team must consult with the appropriate staff or team to determine whether the reported behavior is already part of known baseline behavior or is already being managed under the student's IEP, 504 plan, or FBA plan and addressed in a manner that is required by N.J.A.C. 6A:14 and all other Federal and State special education laws.
- c. The district may choose to name the threat assessment team in a manner that suits the school community needs.

## 2. Threat Assessment Team Structure

- a. The district can structure the threat assessment teams to best meet the needs and resources available. This may include:
- (1) **School-Based Teams:** The district may opt to develop teams for each school comprised of those members fulfilling the assigned roles identified in the law in each of its schools.



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- (2) District-Level Team: The district may choose to develop one central team designated to serve each school in cases where staffing at individual schools is not sufficient to meet the membership requirements of the law. In such cases, the district may choose to operate smaller teams trained in the threat assessment process in each school, which can screen cases to determine which situations to refer to the District-Level Team. If the district uses this model, the district must ensure representation of those staff members from the involved school as identified by the law to the fullest extent possible when conducting an assessment.
- (3) District-Level Team and School-Based Teams: The district may have one central team that provides oversight, consistency, and accountability for all threat assessment processes including threats impacting the entire district. School-Based Teams address cases in each school building, while ensuring all information is shared with the District-Level Team.

## C. Building a K-12 Behavioral Threat Assessment and Management Program

The district shall implement the following steps in developing a Behavioral Threat Assessment and Management Program.

1. Step 1: Establish a Multidisciplinary Team
  - a. Identify team membership pursuant to N.J.S.A. 18A:17-3.4.
  - b. Designate a team leader.
  - c. Establish team procedures and protocols.
  - d. Meet on a regular basis and as needed.



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2. Step 2: Define Prohibited and Concerning Behaviors
  - a. Establish policy defining prohibited behaviors
    - (1) These definitions should be included in the code of student conduct policy and shared with staff, parents, and students.
  - b. Identify other behaviors for screening or intervention.
  - c. Define threshold for intervention.
    - (1) The threshold should be relatively low so that teams can identify individuals in distress before the behavior escalates into a violent behavior.
3. Step 3: Create a Central Reporting Mechanism
  - a. Establish one or more anonymous reporting mechanisms.
    - (1) Examples include a mobile application, a dedicated email address or phone number, or on the district website.
  - b. Provide training and guidance to encourage reporting.
    - (1) Students, teachers, staff, school resource officers, and parents should be provided awareness training and guidance on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and how to report the information.
  - c. Ensure availability to respond.
  - d. Utilize an Initial Report to collect the threat, concerning behavior, etc.
4. Step 4: Define Threshold for Law Enforcement Intervention
  - a. Most reports can be handled by the School-Based Team.



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- b. Establish which behaviors should be referred for law enforcement intervention (e.g., physical violence, threats of violence, etc.).
5. Step 5: Establish Threat Assessment Procedures
  - a. Decide how to document cases.
  - b. Create procedures to screen reports, gather information, make assessments, and decide on interventions.
  - c. Develop/adapt threat assessment forms to organize information around the 11 Investigative Questions referenced in D.4. below.
6. Step 6: Develop Risk Management Options
  - a. Identify all available resources for creating individualized management plans.
    - (1) The resources and supports the student needs will differ depending on the information gathered during the assessment.
    - (2) Resources to assist the student could take the form of peer support programs or therapeutic counseling to enhance social learning or emotional competency, life skills classes, tutoring in specific academic subjects, or mental health care. Most programs and supports will be available within the school, but the team may need to also access community resources to assist with the managing the student. Identify resources to assist targets/victims.
    - (3) Make efforts to address the safety of any potential targets by altering or improving security procedures for schools or individuals and providing guidance on how to avoid the concerning person.



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- b. Establish points of contact for all resources.
7. Step 7: Create and Promote Safe School Climates
- a. Assess current school climate.
    - (1) Anti-Bullying Bill of Rights Act (N.J.S.A. 18A:37-21) requires the school safety team in each school in the district “...to develop, foster, and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues...” and to “review and strengthen school climate and the policies of the school.
  - b. Enhance current school climate.
  - c. Strengthen students’ connectedness.
    - (1) Encourage teachers and staff to build positive, trusting relationships with students by actively listening to students and taking an interest in what students say.
  - d. Break down “codes of silence” and help students feel empowered to come forward and share concerns and problems with a trusted adult.
  - e. Identify clubs or teams at school students can join or encourage students to start their own special interest group.
8. Step 8: Conduct Training for all Stakeholders
- a. The training is for new threat assessment team members, refresher training, and professional development. This includes training on the screening and threat assessment forms and procedures.



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- b. Training must be coordinated with the New Jersey Department of Education (NJDOE), Office of School Preparedness and Emergency Planning (OSPEP) to ensure that the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. This training includes training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.
- c. Awareness training for students, teaching staff members, and all school staff members regarding the recognition of concerning or aberrant behavior in an individual that may represent a threat to the school community.
  - (1) Requests for awareness training can be coordinated by the district's School Safety Specialists through the OSPEP.
- d. Training for parents and other community stakeholders to anonymously report dangerous, violent, or unlawful activity to the district or school.

## D. Threat Assessment and Management Process

The district shall implement the following steps in the threat assessment and management process.

- 1. Step 1: Receive a Report of Concern
  - a. When the threat assessment team first learns of a new report of a threat or aberrant or concerning behavior, the team (or one member of the team) should collect initial intake information about the behavior, the concerning person (i.e., the person who engaged in the threatening behavior; the person to be assessed), and other information that is readily available.





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## 2. Step 2: Screen the Case

a. Screen for imminency (of the threat or concerning behavior) and whether there is a need for a full threat assessment.

(1) If the threat assessment team believes the report does present an imminent danger or safety concern, immediately notify law enforcement. Once the emergency has been contained, the team should complete a full threat assessment and make all necessary notifications (i.e., anyone that is or may be directly impacted).

b. If the team does not believe the report presents an imminent danger or safety concern, determine if there is a need for full threat assessment. If not, document the initial report and screening.

c. If there is a need for a threat assessment, the team shall proceed with a full threat assessment using the steps outlined in D.3. through 8. below.

d. The district's Title IX Coordinator must be notified immediately if a report involves sexual harassment, sexual assault, dating violence, stalking, or a domestic violence assault, or if engagement in these actions is uncovered when gathering additional information during the threat assessment process. Notifying the district's Title IX Coordinator is completed parallel to the threat assessment process and does not stop a team from moving forward with gathering information and initiating risk management strategies.

## 3. Step 3: Gather Information from Multiple Sources

a. Gather information about the person displaying the concerning behavior and situation from various sources. These sources can include, but are not limited to, teachers, coaches, parents, and peers.



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4. Step 4: Organize and Analyze
  - a. Organize and analyze information using the 11 Investigative Questions detailed in the U.S. Secret Service and U.S. Department of Education threat assessment guide. The form is comprised of 11 investigative questions adapted from the U.S. Secret Services and U.S. Department of Education Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates and can be found at [www.secretservice.gov/nod/2559](http://www.secretservice.gov/nod/2559).
5. Step 5: Make the Assessment
  - a. Make an assessment about whether the individual of concern poses a threat of violence or self-harm, or if they are otherwise in need of intervention.
6. Step 6: Develop and Implement a Case Management/Intervention Plan
  - a. Develop and implement a case management plan to reduce risk.
  - b. As needed, refer individual of concern to the local mental health authority or healthcare provider for evaluation and/or treatment.
  - c. As needed, refer individual of concern for a full and individual evaluation (FIE) for special education services.
7. Step 7: Re-Assess (Case Monitoring)
  - a. Monitor, re-evaluate, and modify plan as needed to ensure that the identified intervention(s) is effective, and the individual of concern no longer poses a threat of violence or self-harm.
  - b. Re-assessing the person of concern, going through the assessment questions again.



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School Threat Assessment Teams

- c. If there are still concerns, the team shall continue to monitor, adjust plan, and re-assess as needed until there is no longer a concern of harm to self and/or others, and the individual is on a better path.

## 8. Step 8: Document and Close the Case

- a. When the team's assessment is that the concerning person no longer poses a threat of violence or self-harm, the team can close the case or place it on the in-active status.
- b. The threat assessment team should be sure to document the case, including scheduling any future dates to check-in or follow-up, as needed.
- c. The documentation should be stored in a confidential file, with only authorized personnel having access.

## E. Training

- 1. Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4. The district may also choose to provide awareness training to school community members on the threat assessment process. The awareness training is also outlined as part of one of the steps of the Building a K-12 Behavior Threat Assessment and Management Program.
- 2. Threat assessment team membership:
  - a. In accordance with N.J.S.A. 18A:17-43.4, the NJDOE shall provide training through the New Jersey School Safety Specialist Academy. All threat assessment team members must receive training consistent with the training and guidelines provided by the NJDOE. The school safety specialist, is a member of the threat assessment team and will assist in ensuring this training is provided to school staff in coordination with OSPEP.



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School Threat Assessment Teams

- b. Each new threat assessment team member must complete training by the OSPEP, which shall include training sessions as instructed by *Ontic/SIGMA as part of the Bureau of Justice Assistance (BJA) STOP School Violence Grant Program*.
- c. The district shall determine membership on the threat assessment team in accordance with N.J.S.A. 18A:17-43.4, including adding and ensuring the training of new members, as needed. The district must ensure all threat assessment team members attend the required initial training and refresher training provided by OSPEP to advance their competency in conducting assessments.
  - (1) These trainings will be offered through the OSPEP for both in person and online platforms.
  - (2) Refresher training will be developed and facilitated by the OSPEP and will be made available through in-person and online platforms, as necessary.

### 3. Awareness Training for Other School Community Stakeholders

- a. Request for awareness training for school staff members should be directed to the OSPEP email at [school.security@doe.nj.gov](mailto:school.security@doe.nj.gov), which will provide training or coordinate sessions with approved instructors from the U.S. Department of Homeland Security National Threat Evaluation and Reporting Office's Certified Master Training Program.

## F. Other Considerations

### 1. Individualized Education Program (IEP) or 504 Plans

- a. The district is required by law to meet the needs of students with special needs, who are afforded disciplinary protections not provided to the general education population, to reduce exclusionary practices for special



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School Threat Assessment Teams

education students. When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an IEP or 504 plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant or concerning behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws. Working with the IEP team or 504 team, the threat assessment team shall determine if the behavior is part of known baseline behavior, or is already being managed under the student's IEP, 504 plan, or FBA plan. If the behavior is not consistent with baseline behaviors or is not able to be effectively managed through current programming, then a threat assessment would need to be conducted. A special education representative must be part of the team and shall engage throughout the process.

2. Allegations of Harassment, Intimidation, & Bullying (HIB) or Bias-Related Acts
  - a. Should the threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act. Additionally, during the threat assessment process, it is important to recognize that the student may need remedial services (e.g., counseling) to address behavior that may have prompted the need for the threat assessment and to ensure their well-being.
  - b. Should a threat assessment team become aware of a bias-related act, they should implement Policy and Regulation 8465 on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320.



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## 3. Information Sharing

- a. The Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) are two Federal laws protecting the privacy of an individual's personal records. FERPA refers specifically to educational records while HIPAA refers to medical records. Questions and concerns about FERPA and/or the HIPAA protections often arise as part of the threat assessment planning process. It is critical that threat assessment teams understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.
- b. Threat assessment teams should consult with the Board Attorney on these elements as needed.

## 4. Family Education Rights & Privacy Act (FERPA) – Educational Records

- a. FERPA is a Federal law that protects the privacy of student education records. FERPA does, however, authorize school officials to disclose information without consent in emergency situations where the health and/or safety of students is at risk. Relevant information can be released to law enforcement, public health, and medical officials, as well as other schools in the event a student transfers or matriculates. The U.S. Department of Education would not find a school in violation of FERPA for disclosing FERPA-protected information under the health or safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant threat to the health or safety of the student or other individuals.

## 5. Health Insurance Portability and Accountability Act (HIPAA) – Medical and Mental Health Records



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School Threat Assessment Teams

- a. HIPAA protects the confidentiality of information in health records. Confidentiality is held by the patient, not the mental health provider. In cases where HIPAA applies, the following strategies below may assist threat assessment teams in eliminating potential barriers to critical data collection:
  - (1) Ask permission from the student and parent to disclose medical records;
  - (2) Provide information to health and mental professionals; and
  - (3) Ask about duty to warn or duty to protect.
- b. Additionally, medical and mental health providers may disclose protected health information when disclosure:
  - (1) Is necessary to prevent or lessen a serious and imminent threat to health or safety of patient or others and is to someone reasonably able to prevent or lessen the threat; and
  - (2) May include disclosure to law enforcement, or others who can mitigate the threat and disclosure must be consistent with applicable law and standards of ethical conduct.

## 6. Record Keeping

All documentation from the threat assessment process must be maintained in a confidential and secure location. Maintaining records and preserving evidence throughout the process, assists in the establishment of a legal and behavioral justification for the intervention. Records may be electronic or paper and must be maintained in accordance with record retention rules established by the Department of Treasury.

Adopted:



# POLICY GUIDE

First Reading: September 19, 2023

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Benefits Covering Non-Affiliated Support Staff- Category B

## 4420 BENEFITS COVERING NON-AFFILIATED SUPPORT STAFF – CATEGORY B

Certain employees of the district are not represented by any bargaining unit for the establishment of salary and other benefits. It is the function of this policy to outline the benefits provided to those employees. This policy shall be reviewed annually and can be revised at any time.

### Titles:

Confidential Secretary  
Extended Day Program Coordinator  
Security Aide  
Sr. Computer Support Specialist  
Technical Project Assistant

Benefits for these employees shall be as follows:

#### A. Health Insurance

1. The Board shall provide full-time employees covered by this policy and their eligible dependents with the district's group medical/hospital, dental and prescription insurance coverage subject to the terms and conditions set forth in this policy and those established by resolution. The medical insurance plan shall include a mandatory second surgical opinion and mandatory hospital pre-certification.

2. The Board shall, if the employee so requests, provide health insurance coverage in accordance with the following terms:

a. The Board shall assume the cost of premiums for medical/hospital insurance coverage for employees and their eligible dependents subject to the contributions set forth in P.L. 2011, c. 78, or, if applicable, P.L. 2020 c. 44.

b. The Board shall assume the cost of premiums for prescription coverage for employees and their eligible dependents subject to the contributions set forth in P.L. 2011, c. 78, or, if applicable, P.L. 2020 c. 44.

c. The Board shall, if the employee so requests, assume 100% of the cost of the premiums for employees and their eligible dependents for dental insurance.





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Benefits Covering Non-Affiliated Support Staff- Category B

3. Employees who have alternate medical and/or dental and/or prescription coverage may elect to waive coverage in one or more of the insurance plans provided in this Article by signing a waiver form.

To the extent permitted by law, an employee who waives coverage shall receive the following payments:

Level of Waiving	Medical	Prescription	Dental	Total per year
Single	\$1,300	\$400	\$300	\$2,000
Employee/Spouse	\$2,100	\$500	\$400	\$3,000
Employee/Child/ren	\$2,100	\$500	\$400	\$3,000
Family	\$2,700	\$800	\$500	\$4,000

An employee who has waived coverage, but later loses coverage in his/her alternate insurance plan, may resume coverage under the Board's plan, upon reimbursement of the amount paid (prorated for each month of insurance coverage) and subject to rules and regulations of the insurance carrier.

4. Employees in active service prior to October 1, 2006, who retire from the district with a minimum of twenty-five years of service to the district, shall receive, at Board expense, coverage for the employee only in the district's dental plan for a period of ten years from the effective date of retirement.

## B. Leave of Absence

1. Employees shall be credited with fourteen days of cumulative sick leave at the beginning of each school year. Ten month employees shall be credited with ten days of cumulative sick leave at the beginning of each school year. Three additional non-cumulative days of allowable sick leave shall be available to employees who have used all accumulated allowable sick leave.

2. To the extent permitted by law, upon retirement from the district, with at least fifteen (15) years of service to the district an employee shall be compensated on a pro-rata basis; i.e. one day of their then current rate of pay for every four (4) days of accumulated sick leave. Compensation for unused sick days on the same basis will become payable to the estate of the individual if he/she dies while in active service. Effective July 1, 1997, compensation for employees new to the district shall be capped at \$10,000, regardless of the number of sick days accumulated.



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## Benefits Covering Non-Affiliated Support Staff- Category B

3. Personal business leave is defined as the absence of an employee from the post during school hours for reasons such as the following:
- a. Religious holidays;
  - b. Closing on the purchase of a home;
  - c. Moving day;
  - d. Court appearance or other legal matters;
  - e. Entering offspring in college;
  - d. Attending graduation of offspring or spouse;
  - e. Attending wedding of member of immediate family;
  - f. Marriage;
  - g. Adoption; and
  - h. Other emergency or urgent reason not listed above.

An employee shall be granted up to three days of personal leave per year with full pay. Unused personal business leave shall be accumulated as sick leave at the end of the year. However, no more than fifteen sick days may be accumulated in any one year.

4. An employee shall be granted up to three days of family illness per year with full pay. Immediate family shall include spouse, children, mother, father, brother, sister, mother-in-law, father-in-law, or any member of the employee's immediate household.

5. To the extent permitted by law, by individual consideration of unusual cases, the Board may grant sick leave with full or partial salary over and above the annual and accumulated sick leave.

6. Employees shall be granted up to five days leave per occurrence without loss of pay for a death in the immediate family, up to three days for other close relatives, and up to one day for a relative not a member of the immediate family or close friend. Immediate family shall include spouse, children, mother, father, brother, sister, mother-in-law, father-in-law, or any member of the employee's immediate household. Other close relatives shall include aunt, uncle, sister-in-law, brother-in-law, grandmother, grandfather, grandmother-in-law, grandfather-in-law, son-in-law, daughter-in-law.

7. Employees shall be granted a child care or adoption leave without pay for not more than two years. The Board shall grant a child care or adoption leave of absence without pay to employees under the following terms and conditions:



# POLICY GUIDE

## PROGRAM

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### Benefits Covering Non-Affiliated Support Staff- Category B

- a. Any tenured or non-tenured employee may request an unpaid leave of absence to care for a newly born or adopted child.
- b. Employees seeking an unpaid leave of absence for child care or adoption shall, when possible, make written application to the Superintendent not less than ninety days prior to the requested commencement date of the leave. This ninety day notification period may be reduced by agreement between the employee and the Superintendent.
- c. Any employee may return to work within the school year in which the leave begins, provided he/she shall have specified the month when he/she desires to return. Any change of the date of return within the same school year shall only be allowed at the discretion of the Board provided application is made following the original grant of the leave of absence, but prior to the announced commencement date thereof. Such change may be granted by the Board for reasons associated with the pregnancy, birth, adoption, or for other proper causes provided that such change will not substantially interfere with administration of the school.
- d. Any employee may return to work in a school year subsequent to the school year in which his/her leave begins, provided he/she shall have requested to do so in his/her application for a leave of absence. Any such employee shall be permitted to return to work at the beginning of any of the two school years following the school year in which his/her leave commences, provided such employee has given the Board written notice of his/her intention to do so not less than six months prior to the beginning of the school year in which he/she wishes to return.
- e. Any employee granted a leave of absence under this Article shall be eligible for an increment in the following year (or in the year in which he/she actually returns from such leave) provided he/she is a 10 month employee and has ninety-one (91) or more working days of service to the district or he/she is a 12 month employee and has one hundred twenty one (121) or more working days of service to the district in the year in which the leave commences.



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Benefits Covering Non-Affiliated Support Staff- Category B

- f. No employee on child care or adoption leave shall, on the basis of said leave, be denied the opportunity to substitute in the West Windsor-Plainsboro Regional School District in the area of his/her competence.
- g. An employee granted a leave of absence under this Article shall have the following benefits paid by the Board for a period of three months after the beginning of such leave under the terms and conditions set forth in paragraph A of this policy.
- (1) Medical/hospital;
  - (2) Prescription plan; and
  - (3) Dental plan.
- h. Return to Service - An employee returning to service after a child care or adoption leave shall be considered for the same position that was held at the time the leave began, if vacant, or if not, to a substantially equivalent position.
8. Employees are entitled to sick leave benefits during the four weeks preceding and the four weeks following childbirth. No employee shall be required to take an unpaid leave of absence for pregnancy.
- a. An employee who is unable to work due to a disability, including a maternity disability, may request a leave of absence for the period of time related to the disability. The Board shall not arbitrarily or unreasonably deny such requested leave. Unless the employee on leave has sick leave available and is otherwise unable to use sick leave, such leave of absence shall be without pay.
  - b. Any employee who becomes pregnant shall notify the Superintendent of her condition, and if she elects to remain in her position, may be required to submit periodic certification of her continuing fitness to perform her duties.
  - c. The Board recognizes that pregnancy-related disabilities must be treated like other disabilities. Thus, during the four weeks preceding and the four weeks following childbirth when the employee is presumed to be disabled, she will be entitled to sick leave benefits. Should disability occur earlier in the pregnancy, or continue for more than one month following birth, the employee may use additional sick leave benefits if she presents a physician's statement attesting to her continued disability.



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Benefits Covering Non-Affiliated Support Staff- Category B

- d. The Board reserves its right to request that an employee applying for leave submit a statement of health from her physician, and further reserves the right to require a maternity disability leave to start sooner than requested should the employee's condition (mental or physical) warrant this action.
- e. The Board shall not remove any employee from her duties during pregnancy, except on any one of the following bases:
- (1) Performance - Her performance has substantially declined from the time immediately prior to her pregnancy;
  - (2) Physical Incapacity - Her physical condition, or capacity, is such that her health would be impaired if she were to continue working, and which physical incapacity shall be deemed to exist only if:
    - (a) The employee fails to produce a certification from her physician that she is medically able to continue working; or
    - (b) The Board's physician and the employee's physician agree that she cannot continue working; or
    - (c) Following any difference of medical opinion between the Board's physician and the employee's physician, the Board may request expert consultation in which case a third impartial physician, agreed upon by the employee and the Board, shall be appointed to examine the employee and render a medical opinion which shall be conclusive and binding on the issue of medical capacity to continue working. The expense of any examination by an impartial third physician under this paragraph shall be shared equally by the employee and the Board.
  - (3) Just cause - Any other "just cause" as defined in N.J.S.A. Title 18A.
- f. When the anticipated period of disability occurs early in the school year, and therefore, could substantially disrupt the continuity of the educational process, it may be in the best interest of both parties for the leave to start at the beginning of the school year. Should both the Board and the employee agree, the employee may use up to two months of accumulated sick leave, despite the requirement that to receive disability payments an employee must work until one month before childbirth.



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Benefits Covering Non-Affiliated Support Staff- Category B

g. In the case of pregnancy, the commencement date of the requested maternity disability leave may be any time prior to birth.

h. The Board recognizes that pregnancy does not necessarily disable an employee. Thus, no employee will be required to take an unpaid leave of absence for pregnancy. The Board may at its discretion, require periodic physician certification of the employee's continued fitness to perform her duties.

i. As the Board permits employees to work until they are disabled by pregnancy, should an employee choose to take an unpaid leave prior to any actual disability, this employee will not be able to receive sick leave payments when disability does occur.

j. Except as otherwise provided in this Article, no tenured or non-tenured employee on maternity disability leave shall be barred from returning to work after the birth of her child by any prescribed waiting period between the birth of her child and the date of return to work; however, each such employee shall be required to file at least two weeks prior to the date of her return, or at the time of giving the required notice of intention to return, whichever is earlier, a certificate from her physician stating that she is physically capable of resuming her full duties.

## C. Vacation

1. Twelve-month employees shall receive vacation days based upon the following schedule:

Upon employment	10 days per year
After four full school years of employment	15 days per year
After nine full school years of employment	20 days per year
After fourteen full school years of employment	22 days per year

2. Vacation days shall be prorated upon employment and shall be posted July 1 in accordance with procedures established by the Superintendent or designee. In the first year of employment, employees who start employment on or before December 31 shall be considered to have worked a full school year.

3. An employee who leaves the employ of the school district prior to June 30 shall be entitled to a pro-rated number of vacation days for the employee's final school year of employment. (Example: an employee entitled to twenty vacation days who resigns effective December 31 would receive eleven vacation days for



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the work year.) If an employee who leaves the employ of the district prior to the end of a work year has taken vacation days in excess of his/her vacation entitlement, the employee shall reimburse the district for the excess vacation days at the rate of his/her per diem salary at the time of separation of employment.

4. Upon retirement from the district, an employee will be compensated for cumulative vacation days at his/her then current per diem rate of pay. Up to forty-five vacation days may be cumulative.

5. An employee who dies before a contract year is completed shall have payment for cumulative vacation days paid to his/her estate.

6. To the extent permitted by law, cumulative vacation days beyond forty-five days shall be converted to sick leave. However, no person may increase his/her total accumulation of unused sick days by more than fifteen days in any one year.

7. For administrators employed by the Board on or subsequent to May 21, 2010, accumulation and carryover of vacation days from school year to school year shall be subject to the limitation of state law found at N.J.S.A. 18A:30-9.1 and any other prevailing law.

## D. Holidays

Employees shall receive the nineteen holidays as listed in the annual holiday schedule.

## E. Miscellaneous

1. Employees who are required to use their own automobiles in the performance of their duties shall be reimbursed at the maximum rate permitted by State laws and regulation.

2. The Board shall reimburse the employee for one hundred percent of the cost of tuition registration, lab fees and textbooks for courses taken at the graduate or undergraduate level. Such courses need not be a requirement of any program of study leading to a degree. Courses must be approved in advance by the employee's Principal and/or immediate supervisor, and the Superintendent. The courses must be related to the employee's job duties. No more than four courses shall be approved in any one year.



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Benefits Covering Non-Affiliated Support Staff- Category B

Reimbursement shall be made to the employee only after submission of proof of the satisfactory completion of the courses with a grade of B or better (or "pass" in a pass/fail course) and evidence of payment of tuition costs.

N.J.S.A. 18A:6-6; 18A:16-12 et seq.

Adopted: 24 June 2003

Revised: 26 September 2006

Revised: 20 November 2018

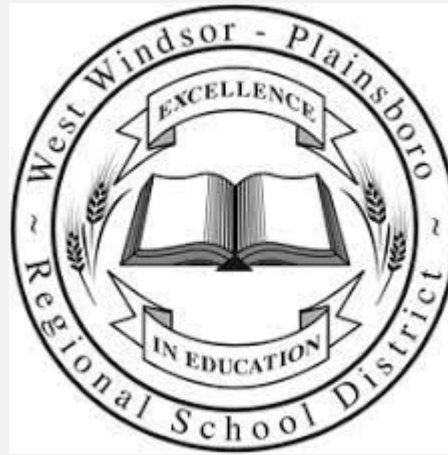
Revised: 26 May 2020

Revised: 22 June 2021

Revised: 29 August 2023







# 2022-2023 Student Safety Report

# STUDENT SAFETY DATA SYSTEM (SSDS)

The Student Safety Data System (SSDS) collects two types of information from schools through districts:

- Incidents of violence; vandalism; harassment, intimidation, or bullying (HIB); weapons offenses; substance offenses; and any other incident leading to student removal from school; and
- HIB trainings and programs.



## SSDS INCIDENT TYPES

Any incident that meets Incident Type Definitions for one of the SSDS incident types must be reported through the SSDS system, regardless of whether any disciplinary action was taken. The incident types are as follows:

- Arson • Assault • Computer Trespass • Damage to Property • False Public Alarm • Fight • HIB Alleged • HIB Confirmed • Kidnapping • Robbery/Extortion • Sexual Assault • Sexual Contact • Substance Offense • Theft • Threat – Criminal • Threat – Simple • Trespass • Weapon Offense • Other Incident Leading to Removal

## 2022-2023 INCIDENT TOTALS BY GRADE

Grade	Violence	Vandalism	Substance	Weapons	HIB Confirmed
K-5	3	1	0	1	62
6-8	13	4	1	0	89
9-12	13	4	28	0	43
Total	29	9	29	1	194

## 2021-2022 INCIDENT TOTALS BY GRADE

Grade	Violence	Vandalism	Substance	Weapons	HIB Confirmed
K-5	6	3	0	0	37
6-8	16	7	0	0	63
9-12	13	5	15	3	20
Total	35	15	15	3	120

# HIB TRAININGS & PROGRAMS

- School Counselor / SAC Classroom Lessons
- School Climate Initiatives
- School Climate Summits
- Parent Teacher Association Engagements
- Anti-Bullying Specialists / Administration Trainings
- External Professional Development



# WEEK OF RESPECT

The Anti-Bullying Bill of Rights Act (P.L.2010, c.122) requires that the week beginning with the first Monday in October of each year (October 2-7 in 2023) be designated as the Week of Respect in New Jersey.

To recognize the importance of social and emotional learning and character education, school districts, charter schools and renaissance school projects are required to observe the week by providing age-appropriate instruction focused on preventing HIB.



# WEEK OF RESPECT

- School Wide Themes
  - Character Education
- Read Alouds / Welcoming Rituals
- Anti-Bullying / Up-Stander Pledge
- Kindness Wall / Respect Word Cloud





# SCHOOL VIOLENCE AWARENESS WEEK

N.J.S.A. 18A:36-5.1 requires that all school districts designate the week beginning with the third Monday in October (October 16-20, 2023) of each year as School Violence Awareness Week in New Jersey.

This week affords a great opportunity for districts and schools to bring staff, students, parents, and law enforcement together to be active participants in the important work of violence prevention and school safety.



# SCHOOL VIOLENCE AWARENESS WEEK

- Conflict Resolution Lessons
  - Morning Meetings
  - Inspirational Leaders
  - Teaching Tolerance
  - Self-Regulation (SEL)



# SCHOOL CLIMATE

- Health and Safety
- Social Emotional Learning
- Culturally Responsive Classrooms
- Supportive Learning Environments
- Mental Health Education
- Trauma Informed Care
- Restorative Practices
- Policy Changes - HIB #5512, Code of Conduct #5600



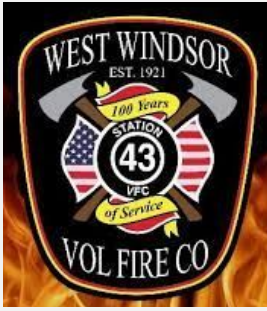
# SCHOOL SAFETY & SECURITY

- Collaborative Relationship with West Windsor and Plainsboro Police Departments
- Class III Police Officers
- Eyes on the Door Security Staff
- Security Vestibules
- Visitor Management Protocols
- Raptor Technology Visitor Cross-Checks
- 700+ Security Cameras District Wide
- School Wide Lockdown Capabilities
- Regular Fire, Safety, and Security Drills for Students and Staff
- Gaggle Software to Manage Student Safety on School Provided Technology
- Mental Health Clinicians via Rutgers University Behavioral Health Partnership
- School Counselors, Student Assistance Counselors, Child Study Team, School Nurses













# WWPRSD MISSION STATEMENT

Building upon our tradition of excellence, the mission of the West Windsor-Plainsboro Regional School District is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, and love of learning.

