



Mary Merrick <mmerrick@chesterfieldschool.com>

FW: school funding - article of interest

1 message

Patrick Pisano <ppisano@chesterfieldschool.com>
To: Mary Merrick <mmerrick@chesterfieldschool.com>

Tue, Jul 31, 2018 at 9:16 AM

From: Scott Heino [mailto:sheino@chesterfieldschool.com]
Sent: Monday, July 30, 2018 3:46 PM
To: Patrick Pisano
Subject: Fwd: school funding - article of interest

----- Forwarded message -----

From: Kelley Johnson <kelley.m.johnson77@gmail.com>
Date: Thu, Jul 26, 2018 at 12:21 PM
Subject: school funding - article of interest
To: Jignesh Shah <jignesh_shah1@chesterfieldschool.com>, Terran Brown <TERRAN_brown1@chesterfieldschool.com>, Laura Bond <laura_bond1@chesterfieldschool.com>, Amy Jablonski <amy_jablonski1@chesterfieldschool.com>, Christina Hoggan <christina_hoggan1@chesterfieldschool.com>, Scott Heino <sheino@chesterfieldschool.com>

Good morning. As was briefly touched on last night, we are going to need to be prepared to fight for funding again next year. Here's an article that came out about Toms River's plan to fight that I wanted to make sure you saw:

<https://www.app.com/story/news/education/in-our-schools/2018/07/25/toms-river-regional-avoids-big-budget-cuts-but-next-year-could-different/820851002/>

It looks like they are rallying their community members already. We will likely need to do the same, again, unfortunately.

Also, will you please meet with the teacher union rep as she requested last night, and work to settle the contract. I obviously don't know the open issues in the negotiation but they need to be resolved. I shutter to think of yet another year of low morale, no bulletin boards, no clubs, etc. Thanks.

Regards,
Kelley

—

Scott Heino
Superintendent

Policy

FAMILY LEAVE AND MEDICAL LEAVE

Statement of Purpose

In accordance with the Family and Medical Leave Act of 1993, 29 U.S.C. § 2601 et seq., (FMLA) and the New Jersey Family Leave Act, N.J.S.A. 34:11B-1 et seq., (NJFLA), the board of education will permit eligible employees to take an unpaid leave of absence due to certain qualifying events. All requests by eligible employees for a leave of absence that qualify under the FMLA, the NJFLA, or both, are subject to this policy.

Scope and Effective Date

This policy applies to all board employees eligible for leave under the FMLA or the NJFLA and will apply to all applications for a leave of absence pursuant to the FMLA and/or the NJFLA made on or after the date of adoption of this policy.

Non-waiver of Rights

The interaction between the FMLA, the NJFLA, and other applicable laws is complicated and may need to be reviewed on a case-by-case basis. Employees will receive that to which they are entitled by law. This policy will not serve to grant any greater rights or waive any right that the board may have under the FMLA or the NJFLA.

Eligibility and Qualifying Events

An employee must be an eligible employee and choose to take a leave of absence because of one or more of the qualifying events described below:

A. Federal Family and Medical Leave Act (FMLA)

Employees are eligible for FMLA leave when employed by the board for at least 12 months and have worked at least 1,250 hours during the 12 months prior to the date your leave commences.

Employees qualify for FMLA benefits for:

1. The birth of your child;
2. The placement of a child with you for adoption or foster care;
3. Your need to care for a spouse, parent or dependent child who has a serious health condition;
4. A serious health condition that prevents you from performing the essential functions of your job;
5. Military family qualifying exigency and caregiver.

B. New Jersey Family Leave Act (NJFLA)

Employees are eligible for NJFLA when employed by the board for at least 12 months and have worked at least 1,000 base hours during the immediately preceding 12 month period.

FAMILY MEDICAL LEAVE (continued)

Employees qualify for NJFLA benefits for:

1. The birth of your child;
2. The placement of a child with you for adoption;
3. Your need to care for your spouse, one partner in a civil union couple, parent (including a parent-in-law) or dependent child who has a serious health condition;
4. Leave authorized pursuant to the New Jersey Safe Act for domestic violence.

Note: Paid leave and unpaid leave are not included for purposes of calculating the number of hours worked under the FMLA and the NJFLA.

Note: Leave taken for the birth, adoption or placement of a child in foster care must begin within one year of the birth, adoption or placement.

Duration of Leave

The amount of leave that may be taken by an eligible employee because of a qualifying event and how the amount of leave is measured depends upon whether the leave is taken pursuant to the FMLA, the NJFLA, or both. The amount of leave available to an employee will be calculated on a "rolling forward" basis. If a leave of absence qualifies pursuant to both statutes, an employee is eligible to take the maximum amount of leave provided by either statute as follows:

A. Federal Family and Medical Leave Act (FMLA)

The 12 month period is measured forward from the first date that FMLA leave is taken; the next 12 month period begins the first time FMLA leave is taken after completion of any previous 12 month period. For example, if 8 workweeks of leave are taken beginning on February 1, 2015, then up to 4 more workweeks of leave shall be available through January 31, 2016.

An eligible employee may receive up to a total of 26 workweeks of unpaid, job-protected military caregiver leave during a single 12-month period to care for a covered service member with a serious injury or illness. The employee must be the spouse, son, daughter, parent, or next of kin of the covered service member. A service member is either a current member of the Armed Forces or a veteran of the Armed Forces who requires care due to a qualifying condition incurred or aggravated by their service (see: regulation for special criteria applying to military service members).

B. New Jersey Family Leave Act (NJFLA)

The 24 month period is any 24 months measured from the first date any leave is taken. For example, if four workweeks of leave are taken beginning on February 1, 2015, then up to eight more workweeks of leave may be taken through January 31, 2017.

Definition of Serious Health Condition

A "serious health condition" is defined as an illness, injury, impairment or physical or mental condition which requires inpatient care in a hospital, hospice or residential medical care facility or continuing medical treatment or continuing supervision by a healthcare provider as described by the FMLA and NJFLA. Serious health condition does include routine physical, eye or dental examinations.

FAMILY MEDICAL LEAVE (continued)Advance Notice

In all cases, an employee requesting leave must complete an application for a leave of absence form. If the employee intends to take a leave of absence to care for a family member with a serious medical condition, he or she is required to provide the board with 30 days notice. If the need for the leave of absence is unforeseeable, the employee must notify the board as soon as possible. If the employee does not complete the required forms, or if he or she fails to give the required notice, the board may deny the leave request or delay the commencement of the leave.

How Leave May Be Taken

Under certain circumstances, leave may be taken intermittently or on a reduced leave schedule. Intermittent leave is leave taken in separate blocks of time due to a single qualifying event. A reduced leave schedule is a leave schedule that reduces your usual number of working hours per workweek or per workday. If a leave of absence is taken due to the birth or adoption of a child, intermittent or reduced leave can only be taken with the approval of the superintendent or his/her designee. A reduced leave schedule will be approved for leaves due to the serious health condition of the employee only if medically necessary. If the leave of absence is needed for a planned medical treatment, the employee must schedule the treatment so as to create minimum disruption to the school district.

Intermittent leave is non-consecutive leave comprised of intervals each of which is at least one but less than twelve weeks (12) weeks within a consecutive twelve month (12) period for each single serious health condition. The board shall decide all requests for medically necessary intermittent leave.

If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on care of or planned medical treatment for a family member, or if an employee is given approval to take intermittent or reduced schedule leave for the birth of a child or placement of a child for adoption, the employee may be required to temporarily transfer to an available alternative position with equivalent pay and benefits during the period of leave. Additionally, those employees who are employed mainly in an instructional capacity (instructional employees) who request leave that is foreseeable based on a planned medical treatment may be required to take leave for periods of a particular duration or transfer temporarily to an alternative position with equivalent pay and benefits when the employee would be gone for more than 20 percent of the working days during the period of leave. Instructional employees who fail to give 30 days notice of foreseeable leave to be taken intermittently may also be required to take leave of a particular duration, to transfer temporarily to an alternative position, or to delay the taking of leave until the required notice is given.

Continuity of Instruction

Where applicable, the board reserves the right to require that an instructional employee continue his or her leave until the end of a term if leave begins more than five weeks prior to the end of a term, lasts at least three weeks, and the employee would return during the three-week period prior to the end of the term. If an employee is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's leave entitlement. The board has the option not to require the employee to stay on leave until the end of the school term.

FAMILY MEDICAL LEAVE (continued)Medical Certification

If the application for a leave of absence is based on a serious health condition of an employee or the serious health condition of a spouse, one partner in a civil union couple, parent or child, the employee must submit an approved medical certification completed and signed by a health care provider. If the medical certification is not timely submitted, the board may deny the leave. The board has the right to require periodic re-certifications from the health care provider. The board also may require, at its expense that the employee submit to a medical examination by a healthcare provider designated by the board concerning the information stated in the medical certification. If the second opinion differs from the first opinion, the board may require that the employee obtain a third opinion from a health care provider chosen jointly by the employee and the board at the board's expense. The third opinion shall be final and binding.

Exhaustion of Paid Leave

An approved leave of absence under the FMLA and the NJFLA is unpaid leave. Where applicable, all leaves shall be counted and run concurrently with leave granted in accordance with the Family and Medical Leave Act of 1993, 29 U.S.C. § 2601 *et seq.*, (FMLA) and the New Jersey Family Leave Act, N.J.S.A. 34:11B-1 *et seq.*, (NJFLA).

Paid leave time does not accrue during unpaid FMLA and NJFLA leave. Similarly, holidays occurring during an FMLA or NJFLA leave of absence will not be paid.

Time taken off by an employee due to an on-the-job injury which is covered by workers' compensation will be charged as FMLA leave. This means that an employee's FMLA 12 workweek entitlement runs concurrently with every absence covered by disability.

Continuation of Benefits

During FMLA and NJFLA leave, the board will continue group health care benefits at the level and under the conditions that coverage was provided prior to the commencement of leave. If an employee out on FMLA and/or NJFLA leave normally pays a portion of the premiums for health insurance coverage, these payments will continue during the period of leave. Health insurance coverage will terminate if the employee's premium payment is more than thirty (30) days late. The board will advise employees at least fifteen (15) days prior to termination of coverage. If an employee out on FMLA and/or NJFLA leave normally pays a portion of the premiums for health insurance coverage, at the complete discretion of the board, the employee may be given the option of reimbursing the district for premium payments not collected during the leave through payroll deductions upon the employee's return to work. The board retains the right to recover health insurance premiums that it has paid for an employee on leave if the employee fails to return to work, unless the employee does not return because of (a) the continuation, recurrence, or onset of a serious health condition that would entitle the employee to leave, or (b) other circumstances beyond the employee's control.

An employee on an unpaid leave of absence is entitled to retain those employment benefits accrued at the time leave was taken. However, additional employment benefits, such as seniority, will not accrue during leave as provided by law.

FAMILY MEDICAL LEAVE (continued)Spouses Employed by the Board

If a husband and wife are both employed by the board, the aggregate number of workweeks of FMLA leave to which both employees are entitled may be limited to 12 workweeks during any 12 month period if the leave is due to the birth or adoption of a child or to care for a parent who has a serious health condition.

Return from Leave

The board may require an employee on leave to periodically report on whether he or she plans to return to work. If the employee wishes to return to work prior to the expiration of the approved leave, the employee must give notice to the superintendent or his/her designee at least five working days prior to the planned return. Additionally, if the employee wishes to return to work later than the expiration of the approved leave, the employee must give notice to the superintendent or his/her designee at least five working days prior to the date the approved leave was scheduled to conclude. The employee may be permitted to return to work prior to the expiration of the leave if the superintendent or his/her designee determines that it will not cause an undue hardship to the board.

If FMLA leave was taken because of an employee's own serious health condition, the board may require that the employee provide a certificate from his or her treating health care provider which states that the employee is able to resume working.

If the employee does not return to work at the expiration of an approved leave, the employee will be considered to have voluntarily resigned his or her employment with the board.

Restoration to Position

When an employee returns from leave, the employee will be restored to the same or to an equivalent position, with equivalent pay and benefits to the extent required by law. However, in no event shall the board be obligated to extend a non-tenured employee's unpaid leave of absence beyond the contract year for which the employee is employed. Additionally, an employee is not entitled to restoration to a position or an equivalent position where that employee would not otherwise be employed at the time reinstatement is requested (e.g., expiration of contract, layoff). The board can also deny restoration where an employee is unable to work at the conclusion of the 12-week leave period or where an employee gives an unequivocal notice of his or her intent not to return to work after FMLA/NJFLA leave.

Coordination of FMLA and NJFLA Leaves

If an employee's leave qualifies under both the FMLA and the NJFLA, the leave used will be counted against the employee's entitlement under both laws. For example, if an employee takes 12 workweeks of leave because of the birth of a child, the 12 workweeks will be counted against both the employee's FMLA and NJFLA entitlement. It shall be the responsibility of the employee to keep track of days used, it shall not be the responsibility of the district.

No Retaliation

No employee shall be retaliated against for having exercised his or her rights under the FMLA and/or the NJFLA nor shall they be discouraged from the use of family and medical leave.

FAMILY MEDICAL LEAVE (continued)

Employee Acknowledgement

Each employee or prospective employee shall be given a copy of this policy. He/she must acknowledge receipt and understanding of the policy as a condition of employment by signing an acknowledgement form.

Adopted:	June 16, 2003
NJSBA Review/Update:	May 2011, March 2017
Readopted:	September 21, 2011
Revised:	

Key Words

Family Leave, Disability, Birth, Adoption, Family Illness, Consecutive Leave, Intermittent Leave

Legal References: N.J.S.A. 34:11B-1 et seq. Family Leave Act

29 U.S.C. 2601 et seq.

29 C.F.R. 825.200 et seq.

P.L. 2008, c. 17, Family Temporary Disability Leave

Possible

Cross References: *4151/4251 Attendance patterns
*4151.1/4251.1 Personal illness and injury/health and hardship

*Indicates policy is included in the Critical Policy Reference Manual.

Regulation

FAMILY LEAVE AND MEDICAL LEAVE
PROCEDURES FOR MILITARY FAMILY LEAVE

The military family leave provisions of the Family and Medical Leave Act (FMLA) entitle eligible employees of covered employers to take FMLA leave for any “qualifying exigency” arising from the foreign deployment of the employee’s spouse, son, daughter, or parent with the Armed Forces, or to care for a service member with a serious injury or illness if the employee is the service member’s spouse, son, daughter, parent or next of kin.

Qualifying Exigency Leave

A. A covered employer must grant an eligible employee up to 12 workweeks of unpaid, job-protected leave during any 12-month period for qualifying exigencies that arise when the employee’s spouse, son, daughter, or parent is on covered active duty or has been notified of an impending call or order to covered active duty. Covered active duty means:

1. For members of the Regular Armed Forces, duty during deployment of the member with the Armed Forces to a foreign country; or
2. For members of the Reserve components of the Armed Forces (members of the National Guard and Reserves), duty during deployment of the member with the Armed Forces to a foreign country under a call or order to active duty in support of a contingency operation.

Deployment to a foreign country includes deployment to international waters.

B. Qualifying exigencies for which an employee may take FMLA leave include:

1. Making alternative child care arrangements for a child of the deployed military member;
2. Attending certain military ceremonies and briefings; or
3. Making financial or legal arrangements to address the military member’s absence.

C. If the military member is on covered active duty, the employee may take FMLA leave for the following qualifying exigencies:

1. Issues arising from the military member’s short notice deployment (i.e., deployment within seven or less days of notice). For a period of up to seven days from the day the military member receives notice of deployment, an employee may take qualifying exigency leave to address any issue that arises from the short-notice deployment;
2. Attending military events and related activities, such as official ceremonies, programs, events and informational briefings, or family support or assistance programs sponsored by the military, military service organizations, or the American Red Cross that are related to the member’s deployment;
3. Certain childcare and related activities arising from the military member’s covered active duty, including arranging for alternative childcare, providing childcare on a non-routine, urgent, immediate need basis, enrolling in or transferring a child to a new school or day care facility;
4. Certain activities arising from the military member’s covered active duty related to care of the military member’s parent who is incapable of self-care, such as arranging for alternative care, providing care on a non-routine, urgent, immediate need basis, admitting or transferring a parent to a new care facility, and attending certain meetings with staff at a care facility, such as meetings with hospice or social service providers;
5. Making or updating financial and legal arrangements to address a military member’s absence while on covered active duty;
6. Attending counseling for the employee, the military member, or the child of the military member when the need for that counseling arises from the covered active duty of the military member and is provided by someone other than a healthcare provider;
7. Taking up to 15 calendar days of leave to spend time with a military member who is on short-term, temporary Rest and Recuperation leave during deployment. The employee’s leave for this reason must be taken while the

MILITARY FAMILY LEAVE (regulation continued)

- military member is on Rest and Recuperation leave;
- 8. Certain post-deployment activities within 90 days of the end of the military member's covered active duty, including attending arrival ceremonies, reintegration briefings and events, and other official ceremonies or programs sponsored by the military, and addressing issues arising from the death of a military member, including attending the funeral;
- 9. Any other event that the employee and employer agree is a qualifying exigency.

Military Caregiver Leave

An eligible employee may receive up to a total of 26 workweeks of unpaid, job-protected leave during a single 12-month period to care for a covered service member with a serious injury or illness. The employee must be the spouse, son, daughter, parent, or next of kin of the covered service member.

When a service member designates in writing a blood relative as next of kin for FMLA purposes, that individual is deemed to be the service member's only FMLA next of kin. When a current service member has not designated in writing a next of kin for FMLA purposes, and there are multiple family members with the same level of relationship to the service member, all such family members are considered the service member's next of kin and may take FMLA leave to provide care to the service member.

A. Single 12-Month Period

1. The single 12-month period for military caregiver leave begins on the first day the employee takes leave for this reason and ends 12 months later, regardless of the 12-month period established by the employer for other FMLA leave reasons;
2. An eligible employee is limited to a *combined* total of 26 workweeks of leave for any FMLA-qualifying reasons during the single 12-month period. Up to 12 of the 26 weeks may be for an FMLA-qualifying reason other than military caregiver leave. For example, if an employee uses 10 weeks of FMLA leave for his or her own serious health condition during the single 12-month period, the employee has up to 16 weeks of FMLA leave left for military caregiver leave;
3. Military caregiver leave is available to an eligible employee once per service member, per serious injury or illness. However, an eligible employee may take an additional 26 weeks of leave in a different 12-month period to care for the same service member if he or she has another serious injury or illness. For example, if an eligible employee takes military caregiver leave to care for a current service member who sustained severe burns, the employee would be entitled to an additional 26 weeks of caregiver leave in a different 12-month period if the same service member is later diagnosed with a traumatic brain injury that was incurred in the same incident as the burns;
4. An eligible employee may also take military caregiver leave to care for more than one current service member or covered veteran with a serious injury or illness at the same time, but the employee is limited to a total of 26 weeks of military caregiver leave in any single 12-month period. Additionally, an eligible employee may be able to take military caregiver leave for the same family member with the same serious injury or illness both when the family member is a current service member and when the family member is a veteran.

B. A covered service member is either:

1. A current member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is in outpatient status, or is on the temporary disability retired list, for a serious injury or illness. For a current service member, a serious injury or illness is one that may render the service member medically unfit to perform his or her military duties; or
2. A veteran of the Armed Forces (including the National Guard or Reserves) discharged within the five-year period before the family member first takes military caregiver leave to care for the veteran and who is undergoing medical treatment, recuperation, or therapy for a qualifying serious injury or illness. For a veteran, a serious injury or illness is one that rendered the veteran medically unfit to perform his or her military duties, or an injury or illness that qualifies the veteran for certain benefits from the Department of Veterans Affairs or substantially impairs the veteran's ability to work. For veterans, it includes injuries or illnesses that were incurred or aggravated during military service but that did not manifest until after the veteran left active duty;

Military Caregiver Leave: Specific Criteria for Veterans

MILITARY FAMILY LEAVE (regulation continued)

A. A veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness is a covered veteran if he or she:

1. Was a member of the Armed Forces (including a member of the National Guard or Reserves);
2. Was discharged or released under conditions other than dishonorable; and
3. Was discharged within the five-year period before the eligible employee first takes FMLA military caregiver leave to care for him or her.

For a veteran who was discharged prior to March 8, 2013, the effective date of the FMLA Final Rule, the period between October 28, 2009 and March 8, 2013 will not count towards the determination of the five-year period. For example, if a service member retired on October 28, 2007, he or she would have had three years remaining of the five-year period on October 28, 2009. The family member requesting FMLA leave will have three years to begin military caregiver leave starting on March 8, 2013. Likewise, if a service member was discharged on December 1, 2010, the five-year period will begin on March 8, 2013 and extend until March 8, 2018.

B. A serious injury or illness means an injury or illness that was incurred by the covered veteran in the line of duty on active duty in the Armed Forces or that existed before the veteran's active duty and was aggravated by service in the line of duty on active duty, and that is either:

1. A continuation of a serious injury or illness that was incurred or aggravated when the veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating; *or*
2. A physical or mental condition for which the veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and the need for military caregiver leave is related to that condition; *or*
3. A physical or mental condition that substantially impairs the veteran's ability to work because of a disability or disabilities related to military service, or would do so absent treatment; *or*
4. An injury that is the basis for the veteran's enrollment in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

Any *one* of these definitions meets the FMLA's definition of a serious injury or illness for a covered veteran regardless of whether the injury or illness manifested before or after the individual became a veteran.

NJSBA Review/Update: March 2017
Adopted:

CHESTERFIELD TOWNSHIP BOARD OF EDUCATION
Chesterfield, New Jersey

FILE CODE: 5118.2

 Monitored

 Mandated

Policy

 X **Other Reasons**

FOSTER CARE AND EDUCATIONAL STABILITY

The Chesterfield Township Board of Education recognizes that children placed in foster care, including resource family homes or other out-of-home placements, have special needs. The board is committed to ensuring cooperation and collaboration with the New Jersey Department of Children and Families (DCF) to minimize further disruptions in the lives of these children and promote their educational stability. The superintendent is directed to oversee the development of effective partnerships between the schools of this district and child welfare officials to support the educational needs of children in out-of-home placements within the community, and also provide a framework to support a broader range of children in need of prevention, intervention and referral services.

The Federal Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351) requires educational stability for children placed in foster care including resource family homes or other out-of-home placement. When the Division of Child Protection and Permanency (DCP&P) or other State authorized agency places a child in foster care including resource family homes or other out-of-home placement there shall be a presumption that the child shall remain in the school currently attended by the child, unless DCP&P or other State authorized agency determines that this is not in the best interest of the child. In the event that it is determined that the present school district placement is not in the child's best interest, the child shall be immediately enrolled in the new school district, and the mandated student records shall be provided to the new school district in accordance with law (N.J.A.C. 6A:32-7.5 et seq.) and board policy (5125 Student Records). Even if the child is unable to produce records typically required for enrollment, the child shall be immediately enrolled.

Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. Out-of-home placement is a temporary placement for a child, made by a State agency (Child Protection and Permanency) or State authorized agency (Youth Case Management/YCM, Care Management Organization/CMO or Unified Care Management), in a group home category placement or resource family home, where care of the child is deemed necessary to protect the child's safety and well-being.

Roles and Responsibilities

- A. The superintendent shall ensure that ongoing communication and collaboration with the Department of Children and Families (DCF) is maintained to support the following goals:
1. Children remain in their current school when it is determined that it is in their best interest, and to the extent feasible and appropriate, the children remain in their current school while this determination is being made by DCF;
 2. Children enter school ready to learn;
 3. Children receive supports and services to participate in all aspects of school and to prevent school dropout, truancy, and disciplinary actions;
 4. Children are engaged in their education, are empowered to advocate for their educational needs and pursuits, and receive supports and services to ensure a successful transition into adulthood;
 5. Children with disabilities are located, identified and evaluated for eligibility for special education and section 504 services and, if eligible, shall receive services in accordance with their IEP or section 504 plan;
 6. DCF and the district collaborate to support and improve the well-being of children.
- B. DCP&P employees shall have access to student records, including those that are relevant to current and ongoing child welfare investigations. It is not required to have the written consent of the parent or adult student, or a court order, to release student records to DCP&P or other representatives of a State or local child welfare agency pursuant to P.L. 112-278, S.2, the Uninterrupted Scholars Act;

FOSTER CARE AND EDUCATIONAL STABILITY (continued)

- C. The superintendent shall designate at least one school district liaison to act as the primary contact person between the schools in the district and child welfare authorities with regard to general information sharing, the development of mutual training and other cooperative efforts (N.J.A.C. 6A:16-11.1(a)6). The responsibilities of the district liaison may include:
1. Facilitating school registration, placement, educational planning, support services, collaboration and problem resolution that may include but are not limited to:
 - a. Healthcare planning (see policies 5141 Student Health and 5141.21 Administration of Medication);
 - b. Child study team referral and assessment;
 - c. Intervention and referral services as necessary and appropriate;
 - d. Ensuring continuity of individualized education program (IEP) as appropriate;
 2. Serving as the point person for communication, collaboration, information sharing and resource identification;
 3. Acquiring knowledge about outside systems and resources, which may require attendance at cross-trainings offered at state and local levels;
 4. Overseeing district staff's implementation of the Interagency Guidance Manual with DCF staff and the local memorandum of agreement (MOA) if developed;
 5. Participating in turnkey county-offered trainings and activities that foster collaboration, communication and problem resolution between the education and child welfare communities; and
 6. Coordinating with DCP&P to provide the required training of school district employees, volunteers and interns (N.J.A.C. 6A:16-11.1(a)8).

District of Residence and Tuition

The district of residence is responsible for continuing to educate a child within its own district or paying tuition for a child attending school in another district, and for providing for any needed transportation. Five school days after the best interest determination has been made, the district of residence must make transportation arrangements for the child. The district of residence shall bear the cost of providing the transportation.

A. Placement in a resource family home:

1. If a child was placed in a resource family home prior to September 9, 2010, the district of residence shall be the district in which the resource family parents reside. If such a child in a resource family home is subsequently placed in a State facility or by a State agency, the district of residence of the child shall then be determined as if no such resource family placement had occurred;
2. If a child was or is placed in a resource family home on or after September 9, 2010, the district of residence shall be the present district of residence of the parent or guardian with whom the child lived prior to the most recent placement in a resource family home.

B. Placement in residential State facilities

When a child is placed in a residential State facility, or has been placed by State agencies in a group home, skill development home, private school or out-of-State facility, the district of residence shall be the present district of residence of the parent or guardian with whom the child lived prior to his most recent admission to a State facility or most recent placement by a State agency.

- C. If the district of residence cannot be determined, or if the criteria identify a district of residence outside of the State, or if the child has resided in a domestic violence shelter or transitional living facility located outside of the district of residence for more than one year, the State shall assume fiscal responsibility for the tuition of the child (N.J.S.A. 18A:7B-12).

Transportation

- A. Transportation for students living in group homes shall be the responsibility of the resident district board of education as detailed above and according to law (N.J.S.A. 18A:7B-12);

FOSTER CARE AND EDUCATIONAL STABILITY (continued)

- B. Transportation for students placed in a resource family home on or prior to September 9, 2010 shall be the responsibility of the resident district board of education in which the resource family home is located and shall follow the requirements of law (N.J.S.A. 18A:39-1 et seq.) and board policy 3541.1 Transportation Routes and Safety.
- C. For students removed from the custody of their parent or legal guardian and placed in a resource family home or moved from placement in one resource family home to another after September 9, 2010:
1. The school district of residence for the student is the school district in which the student's parent or legal guardian was living at the time of the student's placement;
 2. When a student is placed in a resource family home that is located within the student's school district of residence, the school district of residence shall provide transportation services; and
 3. When a student is placed in a resource family home that is located outside of the student's school district of residence, the school district in which the resource family home is located shall arrange for transportation services in consultation with the school district of residence. The school district of residence shall be responsible for the cost of transportation.

Transferring Student Records

When a child is placed in foster care including a resource family home or other out-of-home placement and newly enrolls in the district, the superintendent or his or her designee shall immediately contact the school of origin to obtain relevant academic and other records. The request for records shall be submitted in writing within 10 school days of enrollment. The superintendent or his or her designee shall also ensure records of students who are required to transfer to another school district as a result of foster placement, are transferred expeditiously and in accordance with law (N.J.A.C. 6A:32-7.5) and board regulations.

Implementation

The superintendent shall oversee the development of procedures for collaboration with DCP&P and tuition reimbursement to avoid barriers to immediate enrollment.

NJSBA Review/Update: March 2017

Adopted:

Key Words

Foster Care, Resource Family Home, Out-of-Home Placement, DCP&P, Child Welfare, Liaison

Legal References:	<u>N.J.S.A. 18A:7B-12</u>	Determination of district of residence
	<u>N.J.S.A. 18A:7F-24</u>	Submission of budget for educational programs in State facilities
	<u>N.J.S.A. 18A:7F-43 et seq.</u>	School Funding Reform Act of 2008
	<u>See particularly:</u>	
	<u>N.J.S.A. 18A:7F-49</u>	Determination of base per student amount; grade level weights
	<u>N.J.S.A. 18A:36-19a.</u>	Student records
	<u>N.J.S.A. 18A:36-25.1</u>	Certified copy of birth certificate required for enrollment in school, records
	<u>N.J.S.A. 18A:39-1 et seq.</u>	Transportation to and from schools
	<u>N.J.S.A. 30:4C-26</u>	Placing child in resource family home or institution
	<u>N.J.S.A. 30:4C-26b</u>	Child in resource family home, determination of school placement
	<u>N.J.A.C. 6A:8-4.3</u>	Accountability
	<u>N.J.A.C. 6A:14-1 et seq.</u>	Special education
	<u>See particularly:</u>	
	<u>N.J.A.C. 6A:14-2.2</u>	Surrogate parents, wards of the State and foster parents
	<u>N.J.A.C. 6A:16-1.1 et seq.</u>	Programs to Support Student Development
	<u>See particularly:</u>	

FOSTER CARE AND EDUCATIONAL STABILITY (continued)

<u>N.J.A.C. 6A:16-8.1</u>	Establishment of intervention and referral services
<u>N.J.A.C. 6A:16-11.1</u>	Reporting potentially missing , abused or neglected children and attempted or completed suicide
<u>N.J.A.C. 6A:22-3.4</u>	Proof of eligibility
<u>N.J.A.C. 6A:22-4.1</u>	Registration forms and procedures for initial assessment and enrollment
<u>N.J.A.C. 6A:23A-17.1</u>	Method of determining tuition rates for regular public schools
<u>N.J.A.C. 6A:32-7.1 et seq.</u>	Student records
<u>See particularly:</u>	
<u>N.J.A.C. 6A:32-7.5</u>	Access to student records

Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Fostering Connections to Success and Increasing Adoptions Act, Pub. L. 110-351

Memorandum, Re: Ensuring Educational Stability for Children in Foster Care; the New Jersey Commissioner of Education: October 4, 2016, located at:
<https://homeroom5.doe.state.nj.us/broadcasts/2016/OCT/03/15303/Ensuring%20Educational%20Stability%20for%20Children%20in%20Foster%20Care.pdf>

Memorandum, Re: Interagency Guidance Manual to Improve Educational Outcomes of Children in Out-of-Home Placement; the New Jersey Commissioner of Education: October 4, 2016, located at:
http://www.nj.gov/education/students/safety/edservices/stability/outcomes_memo.pdf

Improving the Educational Outcomes of Children in Out-of-Home Placements: An Interagency Guidance Manual; The New Jersey Department of Children and Families, 2013.
 Located at: <http://www.nj.gov/education/students/safety/edservices/stability/outcomes.pdf>

Possible

<u>Cross References:</u>	*3541.1	Transportation Routes and Services
	*5111	Admission
	*5125	Student Records
	*5141	Health
	*5141.3	Health Examinations and Immunizations
	*5141.21	Adminstrating Medication
	*6164.1	Intervention and Referral Services
	*6164.2	Guidance Counseling
	*6164.4	Child Study Team
	*6171.1	Remedial Instruction
	*6171.3	At-risk and Title 1 (parent involvement)
	*6171.4	Special Education

*Indicates policy is included in the Critical Policy Reference Manual.

FOSTER CARE AND EDUCATIONAL STABILITY

GENERAL STATEMENT

The New Jersey Department of Children and Families (DCF) maintains oversight of the processes involved in identifying and placing children in out-of-home placements. The school district plays a critical role in maintaining the educational stability of children placed in foster care including resource family homes or other out-of-home placements. The follow procedures structure the collaboration between the school district and DCF to optimize educational stability for students placed in foster care and ensure the prompt arrangement of transportation and payment of tuition.

STAFF RESPONSIBLE

The following chart lists the staff members responsible for the implementation of the regulation and summarizes their responsibilities:

Position	Summary of Main Responsibilities
Superintendent	<ul style="list-style-type: none">● Implementation and administrative oversight within the district● Transfer of records, written notifications● Appointment of the liaison
Building principal	<ul style="list-style-type: none">● Implementation and oversight within the school building● Assessment of this regulation
District liaison	<ul style="list-style-type: none">● Primary contact with the DCP&P case manager and DCF● Facilitates all aspects of the student's enrollment and adjustment to school to ensure educational stability● Coordinates school services with BA, transportation director, CST, I&RS, school nurse● Facilitates the caregivers involvement in school
Business administrator	<ul style="list-style-type: none">● Tuition calculation, payment● Transportation arrangements, payment
Transportation director	<ul style="list-style-type: none">● Transportation arrangements
Intervention and Referral Services	<ul style="list-style-type: none">● Provide assessments for students experiencing health, behavioral, educational or emotional difficulties● Provide appropriate services and/or referral resources
Child Study Team	<ul style="list-style-type: none">● Implementation of the IEP, when applicable● Evaluation and assessment as necessary and requested
Nurse	<ul style="list-style-type: none">● Implementation of health care arrangements and plans

DEFINITIONS

"New Jersey State Department of Children and Families (DCF)" was created in July 2006 as New Jersey's first Cabinet agency devoted exclusively to serving and safeguarding the most vulnerable children and families in the state. DCF includes:

1. Child Protection and Permanency (DCP&P);
2. Children's System of Care;
3. Family and Community Partnerships;
4. Office of Adolescent Services;
5. Office of Education;
6. Child Welfare Training Academy;
7. Centralized Child Abuse/Neglect Hotline;

"Best interests determination" as used for the purposes of educational stability, is generally made by the DCP&P case

manager and if contested by court on whether or not the child should remain in his/her current school. In making a best interest determination the case manager considers a number of factors including but not limited to safety, proximity, age and grade level, the child's preference, and special education programming needs (see N.J.S.A. 30:4C-26b for the complete list).

"Case Manager" is the child's assigned case manager from DCP&P or other state authorized agency (Youth Case Management/YCM, Care Management Organization/CMO or Unified Care Management/UCM) who facilitates the child's placement in any out-of-home setting and has supervision of said child.

"Caregiver" is a person who is licensed by DCF to provide resource family care or is employed by an agency to provide direct care and supervision for a child in a group home, treatment home, teaching family home or supervised transitional living home.

"District of residence" for children placed in resource family homes prior to September 9, 2010, is the school district where the resource family parents reside. On or after September 9, 2010, children placed in resource home care or moved from one resource home to another, the "district of residence" is the school district of the parent or guardian with whom the child lived prior to the most recent placement in resource home care per N.J.S.A. 18A:7B-12. For children placed in a non-resource family home, the "district of residence" is the school district where the parent resides.

"Educational Stability" is the continuation in the present school for a child placed in a resource family home or other out-of-home placement unless it is determined that this is not in the best interest of the child.

"Foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

"Resource family home" means and includes private residences wherein any child in the care, custody, or guardianship of the Department of Children and Families may be placed by the department, or with its approval, for care, and shall include any private residence maintained by persons with whom any child is placed by the Division of Child Protection and Permanency for the purpose of adoption until the adoption is finalized.

"Group home category placement" is any public or private establishment other than a resource home that provides board, lodging, care and treatment services on a 24-hour basis to 12 or fewer children in a homelike, community-based setting. Included in this category are group homes, treatment homes, teaching family homes and supervised transitional living programs.

"Out-of-home placement" is a temporary placement for a child, made by a State agency (DCP&P) or State authorized agency (Youth Case Management/YCM, Care Management Organization/CMO or Unified Care Management), in a group home category placement or resource family home, where care of the child is deemed necessary to protect the child's safety and well-being.

"Parent" is the natural parent, adoptive parent, or an appointed surrogate parent. Unless parental rights have been terminated by a court of appropriate jurisdiction, the parent retains all rights pertaining to N.J.A.C. 6A:14.

"Parental consent" is an agreement in writing from the parent having legal responsibility for educational decision making under N.J.A.C. 6A:14-2.2. The district must ensure that consent is informed and voluntary.

"Resource family home" is a private residence, other than a children's group home, treatment home, teaching family home or supervised transitional living program, in which board, lodging, care and temporary out-of-home placement services are provided by a resource family parent on a 24-hour basis under the auspices of DCP&P.

PROCEDURES

Collaboration and Communication

The superintendent shall appoint one or more district liaisons between the district and DCP&P to ensure that students in this district or students transferring to this district affected by placement in foster care including resource family homes or other out-of-home placement receive continuity and stability in their educational program.

The liaison shall have the authority to confer and coordinate the provision of services with DCP&P and school office/admission personnel, transportation staff, the child study team, intervention and referral services, guidance staff, district medical personnel, teachers, the director of special education and the director of curriculum in facilitating the transfer and adjustment of newly enrolled students and students remaining in the district after placement.

Best Interest Determination

- A. When a child is placed in foster care including a resource family home or other out-of-home placement, DCP&P has five business days to make an assessment to determine if remaining in the district is in the child's best interest, and during this assessment the child shall remain in the school that he/she is currently attending;
- B. The liaison shall remain in contact with DCP&P to an extent that is practical and follow-up with DCP&P no later than the five business day time period to ascertain the determination;
- C. The liaison shall notify the counseling staff, who may arrange supportive services such as counseling, resource information and other assistance the student may need;
- D. If DCP&P indicates that the student may be transferred to another district, the liaison shall begin overseeing the preparations for the transfer of the student's records. No records shall however, be transferred until DCP&P gives the district the official determination.

Remaining in the District

Once notified by DCP&P that a student has been placed in foster care, including a resource family home or other out-of-home placement, and DCP&P has determined the student shall remain in the district, the liaison shall:

- A. Notify the business administrator and/or the transportation director to coordinate transportation services when the placement is remote from the school;
- B. Contact the student's caregiver and/or DCP&P case manager to update the student record with new contact information and emergency contact information;
- C. Work with the DCP&P case manager regarding any custody and/or notification restrictions related to the court order to place the child;
- D. Notify the counseling staff, district intervention and referral services and/or the student's teacher as appropriate, to arrange supportive services such as counseling, resource information and other assistance the student may need.

Transferring into the District

Once notified by DCP&P that a student who has been placed in foster care, including a resource family home or other out-of-home placement, and DCP&P has determined that a transfer is in the best interest of the child, the student shall be transferred into one of the district schools:

- A. The liaison, in collaboration with the DCP&P case worker, shall facilitate the child's registration into the school district. Required documents for registration are limited to:
 - 1. Foster/Resource Family Parent Identification letter or other agency letter pursuant to N.J.A.C. 6A:22-4.1;
 - 2. Caregiver proof of residency. The district must accept, as proof of a child's address, any combination of documents that establish residency, including deeds, leases, mortgages, utility bills or other documents (N.J.A.C. 6A:22-3.4).
- B. A child has the right to attend school. The district shall not delay or deny attendance based on its non-receipt of:

1. A certified copy of the child's birth certificate or other proof of identity. This is required within 30 days of initial enrollment (N.J.A.C. 6A:22-4.1(g); N.J.S.A. 18A:36-25.1);
 2. Medical information, although attendance at school may be deferred while awaiting immunization records (N.J.A.C. 6A:22-4.1(h); N.J.A.C. 8:57-4);
 3. The child's prior educational record pursuant to N.J.A.C. 6A:22-4.1(i).
- C. The liaison, in collaboration with the DCP&P case worker, shall follow-up by contacting the district of previous attendance to ensure that the transfer of records from the school of previous attendance is being processed and to verify when the records will be sent;
 - D. The liaison, in conjunction with the DCP&P case manager, shall collect the necessary signed consent to release documentation so that staff members from the school of previous attendance and other relevant service providers may be consulted regarding continuity of the student's educational program. This may include the student's health, special education, social and emotional needs and other information necessary to assist with a smooth transition to the district;
 - E. The liaison, in collaboration with the DCP&P case worker, shall ensure that the child is referred for intervention and referral services (I&RS) to assist when the child is experiencing learning, behavior or health difficulties (see board policy 6164.1 Intervention and Referral Services). The I&RS team shall collaborate with district liaison and the DCP&P case worker to identify out-of-school interventions when appropriate;
 - F. The liaison, in collaboration with the DCP&P case worker, and the school nurse shall make provisions for the health care needs of the student including, but not limited to, disseminating the appropriate notices and information to pertinent staff members regarding allergies, provisions of the individualized health care plan and the administration of medication and emergency medication as appropriate;
 - G. If I&RS is provided for children receiving special education, the services shall be coordinated with the child's IEP team, as appropriate (N.J.A.C. 6A:16-8.1) and according to board policy 6171.4 Special Education;
 - H. Appropriate instruction shall be provided to children performing below established standards of proficiency to improve their performance (N.J.A.C. 6A:8-4.3(c) and board policy 6171.1 Remedial Instruction);
 - I. The liaison shall work with the DCP&P case worker and the appropriate district staff to locate and identify children with disabilities to ensure that children with suspected educational disabilities are evaluated, and to ensure that there are no interruptions in special education and related services. Within 30 days, the district shall either adopt the current IEP or conduct all necessary assessments and develop and implement a new IEP for the student (board policy 6171.4 Special Education and N.J.A.C. 6A:14-4.1(g));
 - J. Schools identified as priority and focus schools will work with the Regional Achievement Centers to determine which interventions will be used pursuant to the approved Elementary and Secondary Education Act (ESEA) flexibility waiver;
 - K. The liaison, or his or her designee, shall contact the caregiver with district website information and written materials clearly identifying any and all available student support services such as tutoring, summer school, homework help and after school programs;
 - L. The liaison, or his or her designee, may offer training to parents and caregivers/caregiver agencies on how to participate in and support the education of children in their care.
 - M. Upon enrollment, the liaison or his or her designee shall make a reasonable effort to ascertain the child's past involvement in extracurricular activities and current interests to match the child with available programs, activities, etc.;
 - N. Within the first two weeks of enrollment, a list of programs, services, planned events, and extracurricular activities shall be distributed to the child and their parents/caregivers.

Transfer of Records

Records shall be transferred according to the following guidelines:

- A. Original mandated student records that schools have been directed to compile by New Jersey statute, regulation, or authorized administrative directive shall be forwarded to the receiving school district with written notification to the parent or adult student;
- B. Original mandated student records that the board of education has required shall be forwarded to the receiving school district only with the written consent of the parent or adult student, except where a formal sending-receiving relationship exists between the school districts;
- C. All records to be forwarded, including disciplinary records, shall be sent to the superintendent or his or her designee of the school district to which the student has transferred within 10 school days after the transfer has been verified by the requesting school district;
- D. The superintendent or his or her designee shall request in writing all student records from the school district of last attendance within two weeks from the date that the student enrolls in the new school district;
- E. Upon request, the superintendent or his or her designee of the school district of last attendance shall provide a parent(s) or an adult student with a copy of the records disclosed to other educational agencies or institutions; and
- F. Proper identification, such as a certified copy of the student's birth certificate or other proof of the child's identity shall be requested at the time of enrollment in a new school district;

District of Residence

The district of residence is responsible for continuing to educate a child within its own district or paying tuition for a child attending school in another district, and for providing for any needed transportation. Five school days after the best interest determination has been made, the district of residence must make arrangements for, and pay the cost of the transportation, wherever the child attends school. The district of residence is determined according to the following:

- A. Placement in a resource family home:
 - 1. When a child was placed in a resource family home prior to September 9, 2010, the district of residence shall be the district in which the resource family parents reside. If such a child in a resource family home is subsequently placed in a State facility or by a State agency, the district of residence of the child shall then be determined as if no such resource family placement had occurred;
 - 2. When a child was or is placed in a resource family home on or after September 9, 2010, the district of residence shall be the present district of residence of the parent or guardian with whom the child lived prior to the most recent placement in a resource family home.

B. Placement in residential State facilities

When a child is placed in a residential State facility, or has been placed by State agencies in a group home, skill development home, private school or out-of-State facility, the district of residence shall be the present district of residence of the parent or guardian with whom the child lived prior to his most recent admission to a State facility or most recent placement by a State agency.

Tuition

- A. When a student is transferred into this district and his or her district of residence is other than this district tuition shall be assessed and the business administrator shall be responsible for the following, including but not limited to:
 - 1. The calculation of the tuition rate according to all the provisions of N.J.A.C. 6A:23A-17.1 describing the method of determining the tuition rate including the calculation of the actual cost per student, the estimated cost per student, and the estimated daily average enrollment;
 - 2. Obtaining certification of the actual cost per student for each tuition category for a given year from the Commissioner;
 - 3. Establishing by written contractual agreement with the district of residence, a tentative tuition charge for budgetary purposes;

4. Using the forms prepared by the Commissioner of Education for certification of the actual cost per student for each tuition category for contracts, and for establishing the estimated cost per student for each tuition category for the ensuing school year;
5. When necessary and appropriate preparing proof that the charge for the use of the school facilities is not adequate and submitting it to the Commissioner for approval of an additional charge for the use of school facilities school facilities.

B. When this district is the district of residence responsible for paying the student's tuition, the business administrator shall be responsible for the following, including but not limited to:

1. Verifying all the receiving district's documentation related to the calculation of tuition;
2. Taking the appropriate actions to ensure that the payment of tuition is expedited promptly;
3. Making the necessary budgetary adjustments to account for district expenses related to tuition.

If the district of residence cannot be determined by DCF, or if a district of residence is outside of the State, or if the child has resided in a domestic violence shelter or transitional living facility located outside of the district of residence for more than one year, the State shall assume fiscal responsibility for the tuition of the child. The tuition shall equal the approved per student cost established by law (N.J.S.A. 18A:7F-24). This amount shall be appropriated in the same manner as other State aid. The Department of Education shall pay the amount to the Department of Human Services, the Department of Children and Families, the Department of Corrections or the Juvenile Justice Commission.

In the case of a homeless child or a child in a family resource home, the Department of Education shall pay to the school district in which the child is enrolled the weighted base per student amount calculated according to law (N.J.S.A. 18A:7F-49) and the appropriate security categorical aid per student and special education categorical aid per student.

If the State has assumed fiscal responsibility for the tuition of a child in a private educational facility approved by the Department of Education to serve children who are classified as needing special education services, the Department shall pay the tuition to the Department of Human Services, the Department of Children and Families or the Juvenile Justice Commission, as appropriate. In addition, the Department of Education shall pay such aid as required to make the total amount of aid equal to the actual cost of the tuition.

Transportation

The child's district of residence is required to provide for transportation of the child to and from school. When this district is the district of residence as defined by law and board policy (5118.2) the following procedures shall apply:

- A. The liaison shall notify the business administrator and/or transportation director of any changes affecting the student's transportation arrangements;
- B. The business administrator and/or transportation director shall determine if the child is eligible for transportation services and arrange for those services;
- C. To ensure a smooth transition, DCP&P shall be responsible for the provision of, and payment for, transportation for the first five days after the placement decision is made;
- D. The district liaison shall cooperate with the DCP&P caseworker in arranging transportation to and from the school district that the child attends based on the best interest determination at the same time that DCP&P provides its notification. If the child is eligible for transportation and the district agrees to arrange and provide the transportation, the district shall bill DCP&P for the transportation costs for the first five days after the placement decision;
- E. Beginning on the sixth school day after a child's educational placement is determined, the child's district of residence shall be responsible for the provision of any mandated transportation services. Should the district be unable to provide the transportation service at that time, DCP&P will continue to provide transportation and shall bill the district for the additional service;
- F. Problems regarding the arrangements for required transportation shall be referred to the County Office of Education. If the matter cannot be resolved with the assistance of the county office, DCP&P educational liaisons should contact the DCP&P Statewide Educational Stability Administrator.

REGULATION HISTORY

Effective Date:

CROSS REFERENCES

3541.1	Transportation Routes and Services
5111	Admission
5125	Student Records
5141	Health
5141.3	Health Examinations and Immunizations
5141.21	Administering Medication
6164.1	Intervention and Referral Services
6164.2	Guidance Counseling
6164.4	Child Study Team
6171.1	Remedial Instruction
6171.4	Special Education

PRIMARY RESOURCES

- Resource 1 *Improving the Educational Outcomes of Children in Out-of-Home Placements: an Interagency Guidance Manual*, published by the New Jersey Department of Children and Families, 2014.
(find at: <http://www.nj.gov/education/students/safety/edservices/stability/>)

CHESTERFIELD TOWNSHIP BOARD OF EDUCATION
Chesterfield, New Jersey

FILE CODE: 5134

☐ **Monitored**

☐ **Mandated**

☒ **Other Reasons**

Policy

PREGNANT STUDENTS

No student, whether married or unmarried, who is otherwise eligible to attend the district's school(s) shall be denied an educational program solely because of pregnancy, childbirth, pregnancy related disabilities, or actual or potential parenthood. All pregnant students shall be permitted to remain in the regular school program and activities.

A pregnant student who does not wish to attend regular classes or who is physically unable to do so during her pregnancy may, on her request, be assigned to either a formal alternative educational program or home instruction.

A student who has received an alternate educational program or home instruction for reasons associated with her pregnancy shall be readmitted to the regular school program upon her request and the written statement of a physician that she is physically fit to do so. All alternate educational programs or home instruction for pregnant students shall provide instruction equivalent to the general and/or special education programs as applicable.

A pregnant student who wishes to withdraw from the district must have the written permission of her parents/guardians.

Adopted: March 22, 2004
NJSBA Review/Update: June 2011, March 2017
Readopted: September 21, 2011
Revised:

Key Words

Married Students, Pregnant Students, Married Students, Pregnant Students

Legal References: N.J.S.A. 10:51 et seq. Law Against Discrimination
N.J.S.A. 18A:3620 Discrimination prohibited
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education
See particularly:
N.J.A.C. 6A:71.4,1.7
N.J.A.C. 6A:16-7.1 Code of student conduct

20 U.S.C.A. 1681 - Title IX of the Education Amendments of 1972

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

Cross References: *5141.3 Health examinations and immunizations
*5145.4 Equal educational opportunity
*6145 Extracurricular activities
*6154 Homework/makeup work
*6172 Alternative educational programs
*6173 Home instruction

*Indicates policy is included in the Critical Policy Reference Manual.

CHESTERFIELD TOWNSHIP SCHOOL DISTRICT

TECHNOLOGY PLAN

JULY 2018 - JUNE 2021

Technology Committee Members

Michael Brayton	Second Grade Teacher - Primary Grades Representative
Marnie Briel	Payroll/Human Resources - Support Staff Representative
Melissa Carlton	School Psychologist - SE Representative
Christy Green	Parent Representative
Scott Heino	Superintendent
Steve Lee	Director of Technology
Stacey Lindes	Parent Representative
Angie Manning	Technology Teacher/Coordinator - Special Area Teachers Representative
Jeanine May-Sivieri	Supervisor of Curriculum & Instruction - Administration Representative
Maria Prince	Fifth Grade Teacher - Upper Grades Representative
Jignesh Shah	Board of Education President - Board of Education Representative
Alice Thompson	Administrative Intern

Background

The Chesterfield Township School District formed a District Technology Committee to plan for the technological future of the school district. Representatives from all stake holding groups, including the school community, were invited to participate on the committee.

During the course of the 2017-2018 school year, the committee formally met in order to develop a collective and cohesive process. It was apparent from the initial meeting and confirmed through additional meetings, that the committee shared common goals for the technological future of the school district. Most importantly, the committee felt strongly that placing technology into the hands of our students through a 1:1 initiative was key in the Chesterfield Township School District moving into digital learning environment.

The committee worked from three focus groups. One group reviewed the existing Board of Education Policy and the current Acceptable Use Policy, another group conducted a needs assessment survey of all faculty and staff, and the final group identified future technological initiatives. Based on the work of each group, the committee as a whole developed the three-year technology plan.

It is important to note that the data from the needs assessment survey mirrored the direction the District Technology Committee was moving in their initial planning. Key elements of the planning centered on replacing aging technology through a replacement plan that included the current interactive whiteboards and moving toward a 1:1 initiative using the Google platform. The review of the Board of Education Policy and the Acceptable Use Policy determined that the Chesterfield Township School District was on par with districts of similar size and demographic. The importance of staff training and support was also an area of focus as well as ensuring all parents are informed throughout the life of the plan.

The following three-year technology plan has been developed with the expectation that adequate, and proper funding will be provided.

Technology Plan

Goal 1: Develop a grade 3-6 student-centered, digital learning environment across all NJ SLS content areas by June 2021.

Strategy: Implement 1:1 device/student initiative in grades 3-6.

Projects/Activities	Persons responsible for completion of activity and approving the activity to move forward	Timeline	Resources	Indicators
Teachers in grade 5 and grade 6 will pilot the 1:1 technology initiative in the classrooms.	Principal, Supervisor of C&I, Director of Technology, Technology Teacher/Coordinator, Classroom Teachers	2018-2019 SY	Chromebooks & Carts Professional Development Google Trainer Supv. of C&I PLCs	Student projects and assessments Teacher lesson plans Administrative observations and walkthroughs Classroom schedules of usage of digital devices
Selected special area teacher(s) will pilot the 1:1 technology initiative in the classrooms.	Principal, Supervisor of C&I, Director of Technology, Technology Teacher/Coordinator, Specialist Teachers	2018-2019 SY	Chromebooks & Carts Professional Development Google Trainer Supv. of C&I PLCs	Student projects and assessments Teacher lesson plans Administrative observations and walkthroughs Classroom schedules of usage of digital devices

Projects/Activities	Persons responsible for completion of activity and approving the activity to move forward	Timeline	Resources	Indicators
District Technology Committee will monitor and continue to shape the implementation of the 1:1 initiative. (best practices, pedagogy, curriculum application, etc.)	Current District Technology Committee Technology Coaches	2018-2020	Research Consultant Other School Districts	Implementation plan revisions Desired results
Grade 5 & 6 teachers will implement the 1:1 technology initiative in the classrooms.	Principal, Supervisor of C&I, Director of Technology, Technology Teacher/Coordinator, Classroom Teachers	2019-2020 SY	Chromebooks & Carts Professional Development Google Trainer Supv. of C&I PLCs	Student projects and assessments Teacher lesson plans Administrative observations and walkthroughs Classroom schedules of usage of digital devices
Selected special area teachers will implement the 1:1 technology initiative in the classrooms.	Principal, Supervisor of C&I, Director of Technology, Technology Teacher/Coordinator, Specialist Teachers	2019-2020 SY	Chromebooks & Carts Professional Development Google Trainer Supv. of C&I PLCs	Student projects and assessments Teacher lesson plans Administrative observations and walkthroughs Classroom schedules of usage of digital devices

Projects/Activities	Persons responsible for completion of activity and approving the activity to move forward	Timeline	Resources	Indicators
Teachers in grade 3 and grade 4 will pilot the 1:1 technology initiative in the classrooms.	Principal, Supervisor of C&I, Director of Technology, Technology Teacher/Coordinator, Classroom Teachers	2019-2020 SY	Chromebooks & Carts Professional Development Google Trainer Supv. of C&I PLCs	Student projects and assessments Teacher lesson plans Administrative observations and walkthroughs Classroom schedules of usage of digital devices
Grade 3 & 4 teachers will implement the 1:1 technology initiative in the classrooms.	Principal, Supervisor of C&I, Director of Technology, Technology Teacher/Coordinator, Classroom Teachers	2020-2021 SY	Chromebooks & Carts Professional Development Google Trainer Supv. of C&I PLCs	Student projects and assessments Teacher lesson plans Administrative observations and walkthroughs Classroom schedules of usage of digital devices
Teachers in Kindergarten, grade 1, and grade 2 will pilot the 1:2 technology initiative in the classrooms.	Principal, Supervisor of C&I, Director of Technology, Technology Teacher/Coordinator, Classroom Teachers	2020-2021 SY	Chromebooks & Carts Professional Development Google Trainer Supv. of C&I PLCs	Student projects and assessments Teacher lesson plans Administrative observations and walkthroughs Classroom schedules of usage of digital devices

Goal 2: Monitor and improve the infrastructure of the district network to meet the demand of the growing digital environment throughout the life of the technology plan.

Strategy: Continue to build network infrastructure to ensure reliable implementation of new devices that are readily accessible by all students and staff.

Projects/Activities	Persons responsible for completion of activity and approving the activity to move forward	Timeline	Resources	Indicators
Conduct annual evaluation of district infrastructure to identify areas of need.	Director of Technology & Technology Staff	Annually in the Fall	Inventory Checklist	Inventory Checklist
Identify infrastructure improvements and necessary budget.	Director of Technology & Technology Staff, BA	Annually in the Winter	Inventory Checklist	Annual District Budget
Purchase and install identified infrastructure improvements to improve functionality of infrastructure.	Director of Technology & Technology Staff, BA, Maintenance Staff	Annually in the Summer	Inventory Checklist	Annual District Budget Completed Work Orders
Develop a replacement schedule of all devices and hardware based on age and life expectancy of each device or piece of hardware.	Director of Technology & Technology Staff	Fall of 2018	Inventory Checklist	Completed Schedule
Annually purchase new devices (i.e. Chromebooks, charging carts, etc.) as needed for implementation of plan.	Director of Technology & Technology Staff, BA	Annually in the Summer	Replacement Schedule	Completed Purchase Orders

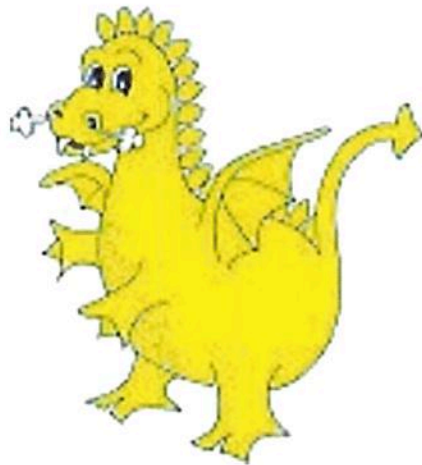
Goal 3: Provide high level of support to ensure the successful implementation of a digital learning environment.

Strategy: Continually assess and provide professional development and support based on staff and school community needs.

Projects/Activities	Persons responsible for completion of activity and approving the activity to move forward	Timeline	Resources	Indicators
Develop and present informational meeting for all parents focused on the digital learning environment and 1:1/1:2 initiative.	Director of Technology & Technology Staff, Principal, Supv. of C&I, Technology Coaches, Technology Coordinator	Annually in the Fall	Presentations Information Packets Technology Plan	Attendance Sheets Presentation Feedback
Provide professional development for teachers participating in the 1:1 and/or 1:2 initiatives.	Director of Technology & Technology Staff, Principal, Supervisor of C&I, Technology Coaches, Consultant, Technology Coordinator	Annually	Google Platform Consultant Dir. of Technology Supv. of C&I	Teacher Survey Data Administrative Observation/Walk Through Data
Develop informed leadership team which supports risk-taking by teachers to use technology innovatively for teaching and learning.	Director of Technology & Technology Staff, CSA, Technology Coordinator	2018-2019 SY	Dir. of Technology Consultant	Record of Training
Develop "Technology Coaches" at each grade level to support grade level teams in a digital environment using a 1:1 initiative.	Director of Technology & Technology Staff, Principal, Supervisor of C&I, Technology Coordinator	Annually	Google Platform Consultant Supv. of C&I	Record of Training Administrative Observation/Walk Through Data
Assess technology platforms needed within the district to identify platforms needed.	Director of Technology & Technology Staff, Principal, Supervisor of C&I, Technology Coordinator	Fall 2018	Faculty/Staff Survey	Identified Platforms

Projects/Activities	Persons responsible for completion of activity and approving the activity to move forward	Timeline	Resources	Indicators
Conduct needs assessment of secretarial staff to plan appropriate professional development.	Director of Technology & Technology Staff, Principal, BA, Technology Coordinator	Fall 2018	Sample Surveys Consultant	Completed Survey Data
Provide professional development for secretarial staff based on needs assessment.	Director of Technology & Technology Staff, Principal, Supv. of C&I, Supv. of Special Services, Technology Coaches, Consultant, Technology Coordinator	Annually	Software Trainers	Training Record

Chesterfield Township
Elementary School
Chesterfield, NJ



Mentor Plan
2018-2019

Chesterfield School District Mentor Plan Checklist

Required	Components of Mentoring Plan	Included (√)
√	Section 1: District Profile	√
	➤ District Profile Sheet	√
	➤ LPDC Signoff Sheet	√
	➤ Board of Education Comment Form	√
	➤ Board of Education Approval Form	√
√	Section 2: Needs Assessment	√
	➤ Current Assessment of Mentoring for Quality Induction Program (reflection of past process and project for future progress)	√
√	Section 3: Vision and Goals	√
	➤ Mentoring Program Vision	√
	➤ Mentoring Program Goals (measureable, aligned with the NJ Professional Standards for Teachers and NCLB Professional Development)	√
√	Section 4: Mentor Selection	√
	➤ Guidelines for Selection of Mentors	√
	➤ Application Process and Criteria for Selection of Mentors	√
√	Section 5: Roles and Responsibilities	√
√	Section 6: Professional Learning Components for Mentors (aligned with New Jersey Professional Standards for Teachers)	√
√	Section 7: Professional Learning Components for Novice Teachers (aligned with New Jersey Professional Standards for Teachers)	√
√	Section 8: Action Plan for Implementation (with timeline)	√
√	Section 9: Resource Options Used	√
√	Section 10: Funding Resources Used	√
√	Section 11: Program Evaluation (e.g.- evidence of teacher retention, impact on teacher effectiveness and student learning)	√
	Section 12: Appendices	√

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Section 1: District Profile

The District Profile sheet reflects the mentoring data from the 2017-2018 school year

Name of District: Chesterfield Township School District

District code: 0830

Burlington County Code: 05

District Address: 30 Saddle Way, Chesterfield, NJ 08515

Chief School Administrator: Scott Heino

Mentoring Program Contact: Scott Heino

Mentoring Program Contact Phone: 609-298-6900 x1229

Mentoring Contact Email: sheino@chesterfieldschool.com

Type of District: pre K-6

Number of Novice Teachers with a Certificate of Eligibility: 0

Number of Novice Teachers with a Certificate of Eligibility with Advanced Standing: 1

Number of Novice Teachers with a Provisional Certificate: 2

Number of Novice Teachers with a Standard License: 8

Number of Mentors: 0

Identify the number of novice teachers in the following areas:

K-5: 5 6-8: 0 9-12: N/A Special Education (all grades): 2

G&T: 1 Basic Skills: 0 Child Study Team/Related Services: 3

Chesterfield Township Schools

LPDC Sign off Sheet

Name of District: Chesterfield Township School District

District Code: 0830

County: Burlington

County Code: 05

Names of Professional Staff Members Elected to Committee:

Name	Position	Signature
Antoinette DiEleuterio	5 th Grade Teacher	
Gayle Poedubicky	3 rd Grade Teacher	
Mike Mazzoni	Principal	

Names of Administrator (s) Appointed to Committee:

Name	Position	Signature
Scott Heino	Superintendent	

Contact Person: Scott Heino

Phone: 609-298-6900 x1229

Fax: 609-298-7884

E-mail: sheino@chesterfieldschool.com

District Board of Education Comment Form

Date Plan received: _____

Date Plan reviewed: _____

Date Plan returned for revision: _____

Date Plan accepted: _____

Name of District: Chesterfield Township School District

District Code: 0830

County: Burlington

County Code: 05

Sections	Completed Yes	Completed No	Comments
Section 1: District Profile a. District Profile Sheet b. LPDC Signoff Sheet c. Board of Education Comment Form d. Board of Education Approval Form	Yes	-----	
Section 2: Needs Assessment a. Current Assessment of Mentoring Program	Yes	-----	
Section 3: Vision and Goals a. Mentoring Program Vision b. Mentoring Program Goals	Yes	-----	
Section 4: Mentor Selection a. Guidelines for Selection of Mentors b. Application Process and Criteria for Selection of Mentors	Yes	-----	
Section 5: Roles and Responsibilities	Yes	-----	
Section 6: Professional Learning Components for Mentors	Yes	-----	
Section 7: Professional Learning Components for Novice Teachers	Yes	-----	
Section 8: Action Plan for Implementation	Yes	-----	
Section 9: Resource Options Used	Yes	-----	

Section 10: Funding Resources	Yes	-----	
Section 11: Program Evaluation	Yes	-----	
Section 12: Appendices	Yes	-----	

Plan Approval and the Local Board of Education

District Board of Education Approval Notification

County Superintendent

The Chesterfield Board of Education has reviewed and approved the local mentoring plan developed by the Chesterfield Local Professional Development Committee. The Chesterfield Board of Education assures that the submitted plan is aligned with the New Jersey Professional Standards for Teachers and meets or exceeds the minimum requirements of the mentoring regulations in N.J. A. C. 6A:9-8.4.

A copy of the district profile sheet and the Board of Education's review of the plan have been attached.

(Signature of Board of Education President)

(Signature of Board of Education Vice- President)

(Date)

Section 2: Needs Assessment

Chesterfield Township School District

Current Needs of District Mentoring

For Quality Mentoring Program

Annually, the Chesterfield School District provides novice teachers and mentors with a questionnaire which is used to evaluate the mentoring program. The questionnaire is used to determine the quality of professional development offered to novice teachers and mentors, the impact the program has had on the novice teacher, and finally the overall effectiveness of the program. Formal data collection processes are needed to judge the quality of the growing mentoring program. Once this information is established, the district adjusts the mentoring plan based on the data it obtains. The results are as follows:

Professional Learning:

Areas of Strength

- Grade level team/peer support
- PLCs
- Administrative support
- Reading Coaching Sessions
- Science Planning Days
- SciP and Mentor Program

Areas of Improvements

- Understanding of the Marzano Evaluation Tool
- Continued professional development with existing programs
- Understanding the interventions for basic skills students earlier in the school year

Suggestions:

- Continue with initiative to provide teachers with the necessary resources to be effective in the classroom (general education and special education)
- Provide teachers with training and professional development opportunities related to curriculum/instructional programs or individual teacher need
- Regularly scheduled meetings with mentors, mentees, and administration to provide ongoing support and discuss relevant topics
- Peer observations
- Provide more specific support and professional development with Marzano Evaluation Model

Section 3: Vision and Goals

Vision

The primary goal of the Chesterfield Township School Mentoring Plan is to provide novice teachers with assistance and support as they gain knowledge of both curriculum and instructional strategies which will facilitate student achievement. Through work with mentors, the novice teacher will learn to embed the newest requirements of the Common Core State Standards and the New Jersey Core Curriculum Standards in their daily planning and teaching and possess the knowledge and abilities of the New Jersey Professional Standards for Teachers to provide high-quality instruction to improve student results.

The mentoring plan will consist of meaningful and relevant experiences for teachers new to the district. The district strives to provide practical experiences, models of good teaching, subject area resources, opportunities to dialog with mentors, and additional support systems to help the new teacher create optimal learning for students in the classroom environment.

Goals

The mentoring plan is intended to meet the goals listed below.

- ◆ To enhance teacher knowledge of and use of exemplary instructional strategies related to the Common Core State Standards and the New Jersey Core Curriculum Standards in order to facilitate student achievement
- ◆ To identify exemplary teaching skills and education practices necessary to acquire and maintain excellence in teaching
- ◆ To assist novice teachers in the performance of their duties and adjustments to the challenges of teaching
- ◆ To encourage novice teachers to reflect on their practices as part of their professional development

Mentor Supports for Non-Tenured, First-Year Teachers

Program Requirements:

All novice teachers should be paired with a mentor at their school site at the beginning of the school year. The specific mentoring requirements vary slightly depending on whether the novice teacher has a CEAS or CE.

Teacher certification	Support
Standard (Experienced teacher new to district)	<p>Comprehensive orientation to district policies and procedures</p> <p>Individualized supports specified in the professional development plan (PDP) based on level of preparation and experience</p> <p>New PDP created within 30 days of new assignment</p>
Novice Teacher , Traditional Route (holding Certificate of Eligibility of Advanced Standing)	<p>Comprehensive orientation to district policies and procedures</p> <p>One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers</p> <p>Mentor/mentee meet at least once/week for first 4 weeks of assignment. Then 2 meetings per month thereafter.</p> <p>Mentor leads mentee in guided self-assessment on district's teacher practice instrument</p>
Novice Teacher , Alternate Route (holding Certificate of Eligibility)	<p>Comprehensive orientation to district policies and procedures</p> <p>One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers</p> <p>Mentor/mentee meet at least once per week for the first 8 weeks of assignment. Then 2 meetings per month thereafter.</p> <p>Mentor leads mentee in guided self-assessment on district's teachers evaluation instrument</p> <p>Mentor aligns support to mentee's preparation curriculum</p>

Section 4: Mentor Selection

Mentor Application Selection Process

Teachers who wish to serve as mentors are invited to complete an application form (Appendix A) according to the requirements of the district mentoring plan.

Procedures:

1. The applicant must complete the application form and submit it to the superintendent.
2. The applicant will be screened by the superintendent in accordance with the district mentoring plan.
3. The superintendent will make the decision on selecting mentors and match them with the novice teachers.
4. The building principal will contribute to the matching process by considering the compatibility of individual styles of the mentors and the novice teachers.

Criteria for Selection:

1. A mentor teacher in Chesterfield School demonstrates a record of success in the classroom.
2. The mentor must be actively teaching and possess the same certification (whenever possible in same subject area as novice teacher).
3. The mentor must have earned a summative rating of Effective or Highly Effective on most recent summative evaluation (in cases where summative evaluation is delayed, mentor has earned rating of Effective or higher on teacher practice instrument.)
4. The mentor must have taught at least 3 years, with at least 2 years completed in the past 5 years.
5. Mentor agrees to maintain confidentiality.
6. Mentors may not serve as mentee's direct supervisor or conduct evaluations.
7. The teacher is committed to the goals of the mentoring plan.
8. The teacher agrees to complete a comprehensive mentor training program.
9. The teacher is enthusiastic and has a positive attitude toward teaching.

Qualities of a Good Mentor

<p>Attitude and Character</p> <ul style="list-style-type: none"> ▪ Willing to be a role model for other teachers ▪ Exhibits strong commitment to the teaching profession ▪ Believes mentoring improves instructional practice ▪ Willing to receive training to improve mentoring skills ▪ Demonstrates a commitment to lifelong learning ▪ Is reflective and able to learn from experiences ▪ Is eager to share information and ideas with colleagues ▪ Enjoys new challenges and solving problems 	<p>Professional Competence and Experience</p> <ul style="list-style-type: none"> ▪ Has excellent knowledge of pedagogy and subject matter ▪ Has confidence in his/her own instructional skills ▪ Demonstrates excellent classroom management skills ▪ Feels comfortable in being visited by other teachers ▪ Understands the policies and procedures of the school, district, and teacher association ▪ Collaborates well with other teachers and administrators ▪ Is willing to learn new teaching strategies from novice teachers
<p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Is able to articulate effective instructional strategies ▪ Listens attentively ▪ Ask questions that prompt reflection and understanding ▪ Offers suggestions in positive and productive ways ▪ Is efficient with use of time ▪ Conveys enthusiasm and passion for teaching 	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> ▪ Is able to maintain a trusting professional relationship ▪ Knows how to express care for a novice teacher's emotional and professional needs ▪ Works well with individuals ▪ Is approachable; easily establishes rapport with others ▪ Is patient

Section 5: Roles and Responsibilities

Roles and Responsibilities of the Board of Education:

- ◆ Provide funding for the District Mentoring Program
- ◆ Support and approve the District Mentoring Plan

Roles and Responsibilities of the School Leaders:

- ◆ Ensure that members receive comprehensive mentoring training
- ◆ Provide oversight to ensure a rigorous mentoring process for novice teachers
- ◆ Assign novice teachers to a mentor at beginning of contracted teaching assignment
- ◆ Contributes to the ongoing program evaluation
- ◆ Schedule time to plan together, observe each other and conference among the novice teacher and mentor
- ◆ Coordinate and participate in orientation and other workshop sessions for novice teachers
- ◆ Select mentors based upon application criteria
- ◆ Match mentors and novice teachers considering years of experience, teaching assignment, personality and proximity
- ◆ Arrange for appropriate training that must include, at minimum, training on evaluation model (Marzano Observation Protocol); NJ Professional Standards for Teachers; the Common Core State Standards; the NJ Core Content Curriculum Standards; classroom observations skills; facilitating adult learning; and leading reflective conversations about practice
- ◆ Collect Mentoring Logs at the marking period meetings which are kept in the district office
- ◆ Sign the District Mentoring Plan Statement of Assurance and submit it to the District's County Office by July 1 of each year once the plan is reviewed and updated (This must be done annually.)
- ◆ Share the district's mentoring plan with the School Improvement Panel (SciP) which will oversee the implementation of the plan at the school level
- ◆ Submit the plan to the district board of education for review of its fiscal impact
- ◆ Oversee the payment of mentors

Roles and Responsibilities of the Mentor:

- ◆ Establish and maintain a relationship with the novice teacher which respects total confidentiality of communication
- ◆ Meet with the novice teacher before the start of the year, when possible, to define relationship and come to a mutual understanding of how best to work together
- ◆ Visit the novice teacher's classroom at least 4 times (one per marking period) to collaborate on matters of concern to the novice teacher; use the observation form (Appendix D)
- ◆ Participate and contribute in all ongoing, sustained mentor training programs/professional development
- ◆ Assist the novice teacher with creation of a professional development plan
- ◆ Initiate and maintain regular, frequent meetings according to the district mentoring plan
 - One time a week for the first 4 weeks, 2x's a month thereafter (Novice Teacher with CEAS)

- One time a week for the first 8 weeks, 2x's a month thereafter (Novice teacher with CE)
- ◆ Maintain a record of the meetings using the Mentoring Log (Appendix B); this will be submitted at each marking period meeting with the superintendent.
- ◆ Meet with the novice teacher and the superintendent one time each marking period to discuss any concerns or needs
- ◆ Assist the novice teacher in adjusting to, and becoming familiar with, the school and the school's policies and procedures, resources, and personnel
- ◆ Help evaluate and assist in the development of program revisions for the following year

Roles and Responsibilities of the Novice Teacher:

- ◆ Develop knowledge, skills, and attitudes necessary to achieve optimal student learning
- ◆ Meet with your mentor at regular, frequent meetings according to the district mentoring plan
 - One time a week for the first 4 weeks, 2x's a month thereafter (Novice Teacher with CEAS)
 - One time a week for the first 8 weeks, 2x's a month thereafter (Novice teacher with CE)
- ◆ Maintain a record of the meetings using the Mentoring Log (Appendix B); this will be submitted at each marking period meeting with the superintendent
- ◆ Meet with the mentor and the superintendent one time each marking period to discuss any concerns or needs
- ◆ Maintain ongoing lesson plans following district format and documenting the NJSLS
- ◆ Develop professional goals by creating a professional development plan
- ◆ Keep a reflective journal of your experiences that will help you reflect and build on successful practices; this journal will create the springboard for discussions when you meet with your mentor
- ◆ Establish and maintain a relationship with the mentor teacher which respects total confidentiality of communication

Mentor Visitations

Visitations are an integral part of the mentoring process. These provide the mentor teacher with a classroom glimpse to spark discussion when the mentor and novice teacher meet. Visitations allow for coaching and tutoring, opens discussion and provides the avenue for problem solving and reflection. Mentors might provide feedback on the lesson that allows participants to gain a better understanding of the teaching practice.

Classroom visitations in the mentoring process are both non-evaluative and nonjudgmental. The mentor and the novice teacher share their thoughts and reactions to the visit with each other exclusively and this information is confidential. Its purpose is to help the participants view and react to learning and teaching that occurs within the instructional setting.

Mentors must do a pre-conference and post-conference for each visitation and document it. The observation documentation form is in Appendix D and suggestions for the pre and post conferences are available as well.

Visitation Prompts

Using a series of questions enables both participants to discuss the skills and strategies used during the lesson, and their ultimate effectiveness in improving the teaching and learning in the classroom. The following is a list of possible prompts:

1. How do you think the class went, considering the objectives?
2. Do you feel that the students grasped the concepts? Can you give examples?
3. Did you need to alter your plans at any time during the lesson? Why? How did you accomplish that?
4. Was there any one aspect of the lesson that you would like to teach differently? How would you like to change it?
5. Did the materials you used make the concept attainable for students?
6. Are there any teaching methods you would like to explore further that might help you in teaching this type of lesson?
7. Can you describe a strength in the lesson?
8. What is an area of concern for you in this lesson?
9. Were there behaviors in the class that are not normally present? What could you do to retain the focus of the students while addressing the behavior?
10. Why did you react to (a certain event or behavior in the class) the way you did?
11. How will you follow up this lesson?
12. What strategies did you use to encourage student participation?
13. Can you describe how the students interacted with each other?
14. How did you attempt to encourage students to use higher level thinking skills?
15. How did you vary teaching techniques to address the needs of all the students?
16. Can you identify elements of the lesson that help students relate to learning in real world situations?

Journals

All novice teachers are expected to keep journals. Journals encourage constant reflection on classroom practice and provide a reference point for discussion, enable each to accurately record events or encourage continued growth in a particular area. Journals can be as descriptive as the newly-hired teacher wishes.

At the very least a journal should be used once a week and can be a source for meetings between the mentor and the newly-hired teacher. Journals will not be used for evaluation and will be a confidential source of communication between the novice teacher and the mentor.

A journal can:

- A. be a communication tool that encourages the novice teacher to think more deeply about an event or learning;
- B. provide a focus for the novice teacher's needs as a professional;
- C. enable the novice teacher to put events in a new perspective;
- D. encourage creativity and inspiration.

Section 6: Professional Learning Components for Mentors

A: List of Professional Learning Opportunities

- ❖ Mentor teachers must complete a comprehensive Mentor Teacher Training Program provided by the district. Initial training will take place in August for each year, or at any point during the school year in which a novice teacher becomes employed, with subsequent follow up training as needed during the year. The training will help to prepare mentors to be a mentor and will include, but not limited to, topics such as:
 - Outcomes for mentor and novice teacher
 - Mentor program design
 - Participant roles
 - Observation/feedback
 - Teacher demonstrations/classroom visitations
 - Peer coaching techniques
 - NJSLS/lesson planning
 - New Jersey Professional Standards for Teachers
 - Formative and Summative Assessments
- ❖ Additional and ongoing sessions that provide opportunities for reflection and discussion of the mentoring process occur during the school year. It is anticipated that continuing training for mentors will be provided through district-in-service, continuing education courses, and scheduled meetings with mentors.
- ❖ Mentors will meet with an administrator and at least one member of the local Professional Development Committee for the purpose of the initial training.

B. Explanation of how the plan aligns with New Jersey Professional Standards for Teachers

Below is the list of mentor training components. Beside each topic, you can find the relationship that exists between the NJ Professional Standards and the mentor training components. A copy of the NJ Professional Standards for Teachers can be found in Appendix E.

1. Roles and Responsibilities of Mentors and Novice Teachers – Process Standards
2. Needs of New Teachers – Process Standards
3. Classroom Visitations: Teacher Observation and Conferencing Skills – Context and Process Standards
4. Effective Instructional Skills – Context, Process and Content Standards
5. Collegial Coaching – Context and Process Standards
6. Challenges of Mentoring – Context and Process Standards
7. Stages of Teacher Development – Context and Process Standards
8. Understanding the Adult Learner – Context and Process Standards
9. Questioning Techniques – Context, Process and Content Standards
10. Professional Growth of the Novice Teacher – Context and Process Standards

Section 7: Professional Learning Components for Novice Teachers

A: List of Professional Learning Opportunities

- ❖ The Chesterfield Township School provides its novice teaching staff with many opportunities for professional development.
- ❖ During the summer months, novice teachers receive a 2-day intensive in-service, encompassing training in instructional strategies, classroom management, curriculum, mentoring, technology, district policy and security.
- ❖ Additionally, novice teachers are involved in district-wide Staff Development Program. Professional development days are built into the school calendar to enable novice teachers to attend sessions related to instructional strategies, curricular updates, content standards, and district-wide meetings.
- ❖ Until teachers acquire tenure status, we provide opportunities to attend both in and out of district workshops, after school workshops, plus committees in collaboration with veteran teachers.

B: Explanation of how the plan aligns with New Jersey Professional Standards for Teachers

Below is the list of mentor training components. Beside each topic you can find the relationship that exists between the NJ Professional Standards and the novice teacher training components. A copy of the NJ Professional Standards for Teachers can be found in Appendix E.

1. Technology Training – Context Standards
2. Instructional Planning – Context, Process and Content Standards
3. Special Needs Students – Context and Process Standards
4. Student Substance and Drug Abuse Awareness – Process Standards
5. Professional Growth of the Novice Teacher – Process Standards
6. Student Assessment – Process and Content Standards
7. Roles and Responsibilities of Mentor and Novice Teacher – Context and Process Standards
8. Best Practices Strategies, Differentiated Instruction Context – Process and Content Standards
9. Learning Environment – Process Standards
10. Discipline Strategies– Context Standards

Eight Key Elements of High Quality Professional Development for Teachers from the Elementary and Secondary Act

- 1) All activities are referenced to student learning.
- 2) Schools use data to make decisions about the content and type of activities that constitute professional development.
- 3) Professional development activities are based on research-validated practices.
- 4) Subject matter mastery for all teachers is a top priority.
- 5) There is a long-term plan that provides focused and ongoing professional development with time well allocated.
- 6) Professional development activities match the content that is being instructed.
- 7) All Professional development activities are fully evaluated.
- 8) Professional development is aligned with state standards, assessment, and the local school curriculum.

Section 8: Action Plan for Implementation Standards- Based Action Plan

Professional Learning Opportunities	Workshops, in-services, collaborative meetings, conferences/meetings between novice and mentor teachers, professional readings, DVDs, webcasts, collegial observations and coaching
Alignment with Professional Standards for Teachers	Professional learning opportunities will be aligned with New Jersey Professional Standards for Teachers, ESSA Key Elements of High Quality of Professional Development, New Jersey Professional Development Standards, and New Jersey Student Learning Standards.
Participants (e.g. mentors, novice teachers, school leaders)	Mentor and novice teachers, members of the local professional development committee, school administration, local school board of education, colleagues, and all other stakeholders.
Resources (i.e., people, money, time, facilities)	Burlington County Academy of Teaching and Learning, local school board of education, colleagues, West Jersey Reading Council, Central Jersey Teachers Association for Literacy Education, Burlington County Gifted Consortium, New Jersey Education Association, Education Institute Resource Center, and Parent Volunteer Involvement Program, Parents for Learning Styles, Chesterfield Education Fund, PTA, district committees and the Chesterfield Municipal Alliance.
Program Evaluation (evidence of implementation and impact on teacher effectiveness and student learning)	Teacher retention data, student outcomes, achievement test scores, teacher evaluations (formative and summative), surveys of job satisfaction and success, and logs of meetings.
Person in Leadership Role	Superintendent, building administrator, mentor teachers, local professional development committee, and colleagues.
Timeline	August through June, Mentor Teacher Training in August or early September, scheduled meetings with mentor and a member of the local professional development committee, regularly scheduled meetings between the mentor teacher and novice teacher.

Section 9: Resource Options Used

- Release time for novice and new-to-the district teachers
- Release time for classroom visitation
- Cooperation of veteran teachers
- In-service workshops and volunteer Professional Development opportunities
- Professional learning communities
- Marzano Observation Protocol
- Use of district secretarial staff
- Copy equipment and supplies
- Internet websites provided by the New Jersey Mentoring for Quality Induction Toolkit, NJEA and the DOE.
- Substitute coverage

Section 10: Funding Resources

- Federal Funding
- State Funding
- Local board of education to fund in-services, release time, substitutes for mentor teachers and novice teachers, professional development and training activities related to the program, mentor fees and tuition reimbursement.

Section 11: Program Evaluation

The ultimate success of the district mentoring program is dependent upon the evaluation process. Annually, the district will assess the program's effectiveness to address any weaknesses and to determine if the current plan is meeting the goals and objectives set forth. The evaluation process used allows the district to:

- Identify weaknesses and strengths of the program
- Determine the effectiveness of the mentor selection and the matching process
- Determine the degree to which mentors fulfilled roles and responsibilities
- Offer insight into additional professional development offerings to better support both novice teachers and mentors
- Obtain objective feedback on all components of the program
- Offer additional support to novice teachers and mentors

We will evaluate the success of the mentor plan through the following assessment tools:

- A questionnaire filled out by novice teachers and mentors
- Interviews with novice teachers and mentors will be conducted to assess overall program effectiveness
- Feedback from district administrators
- Input from the school Local Professional Development Committee

Chesterfield Elementary School Mentor Teacher Application Form

Part A: Mentor Teacher Application Form

I would like to be considered for a position as a mentor teacher in Chesterfield Township School. I understand that the role of the mentor is a critical factor in the success of the novice teacher.

Name _____

Subject/Grade level _____

1. What experience and abilities do you bring to the mentoring process?

2. How do you maintain and improve knowledge of changing curriculum (e.g. workshops, in-service, etc.)?

Teacher signature _____ Date _____

Please submit completed form to your superintendent

Part B: Superintendent's Mentor-Novice Assignment

I have assigned (mentor teacher) _____ to (novice teacher) _____, grade level/position _____, a first/second year teacher for the _____ school year.

Superintendent's Signature _____ Date _____

Chesterfield Elementary School

Mentoring Log

Mentee: _____

Mentor: _____

SCHOOL YEAR: _____

Date	Beginning Time	Ending Time	Total Time	Contact Initiated by NHT, Mentor, or Both	Description of Activities

NHT - newly hired teacher RSM - regularly scheduled meeting

Marking Period Meetings Form

Names: _____

Please write the names of the Mentor/Newly Hired Teacher pairing.
Please fill in each section of the table after each marking period meeting.
Then have the parties involved sign at the bottom at the end of the school year.

Marking Period 1	Marking Period 2
Date: _____ Topics Discussed:	Date: _____ Topics Discussed:

Marking Period 3	Marking Period 4
Date: _____ Topics Discussed:	Date: _____ Topics Discussed:

Newly Hired Teacher Signature: _____

Mentor Signature: _____

Superintendent Signature: _____

Chesterfield Township School
Mentoring Observations Record

Mentor: _____ Novice Teacher: _____

Mentoring Time Period: _____

Classroom Visitations by Mentor

Activity	Date	Signature
Visitation #1		
Pre-conference		
Visitation		
Post-Conference		

Activity	Date	Signature
Visitation #2		
Pre-conference		
Visitation		
Post-Conference		

Activity	Date	Signature
Visitation #3		
Pre-conference		
Visitation		
Post-Conference		

PRE-CONFERENCE OBJECTIVES

Information obtained during a pre-conference will guide the observation. The novice teacher will describe the purpose and intent of the instruction to be observed.

The objectives for a pre-conference may be to:

1. Build rapport and trust
2. Determine what the educator intends for the lesson
3. Discuss the mentor's objectives for the observation
4. Review the Visitation Form
5. Identify specific areas of instruction to be observed
6. Provide feedback regarding intended lesson plan

PRE-CONFERENCE QUESTIONS

The following questions will provide a framework for a pre-conference discussion.

- What are your instructional objectives for this lesson?
- What curriculum outcomes are identified?
- What type(s) of assessment is needed for this lesson?
- What will you be doing during this lesson?
- What will the students be doing during this lesson?
- How will you know when the instructional objectives are accomplished?
- What are your expected student behaviors?
- How will you assure that student behavior meets intended expectations?
- How will you differentiate instruction to meet the needs of all learners?
- When reflecting upon the Chesterfield 13, what Marzano elements do you feel are addressed in this lesson?

Observation Form

During the observation, the mentor shall collect and record evidence that is seen and heard during the class period as it relates to a predetermined focus or any area of concern.

Novice Teacher: _____ Date: _____

Time	Teacher (seen and heard)	Students (seen and heard)

Additional information and/or comments that might be helpful to the novice teacher:

POST-CONFERENCE OBJECTIVES

A post-conference presents an opportunity to discuss and analyze the lesson observation.

The objectives for a post-conference are to:

1. Build rapport and trust
2. Provide recall of what happened during the observation
3. Provide collaborative analysis and problem solving strategies
4. Provide for continuation of effective teaching behavior through coaching
5. Support commitment to continued growth and change
6. Develop the teacher's skills in self-analysis.

POST-CONFERENCE QUESTIONS

The following questions will provide a framework for post-conference discussion:

- How did the lesson go?
- What did you feel were some of the more effective parts of the lesson?
- Did you achieve the objective you had planned?
- What did you feel did not go as you had intended?
- If you were to teach the same lesson tomorrow, what would you change or do differently?
- Did you make any changes in the lesson as you taught it? How did you decide to make those adjustments?
- Did the lesson address the Marzano elements (Chesterfield 13) that you planned to address through the lesson? If not, why? Were other elements addressed?

“CHESTERFIELD 13”

Element #1: Providing Rigorous Learning Goals and Performance Scales

Element #4: Establishing Classroom Routines

Element #6: Identifying Critical Content

Element #11: Helping Students Elaborate on New Information

Element #12: Helping Students Record and Represent Knowledge

Element #17: Helping Students Examine Similarities and Differences

Element #18: Helping Students Examine Their Reasoning

Element #20: Helping Students Revise Knowledge

Element #22: Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation & Testing

Element #24: Noticing When Students are Not Engaged

Element #29: Demonstrating Intensity and Enthusiasm

Element #33: Demonstrating Withitness

Element #36: Understanding Students' Interests and Background

NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS

1. Enhances knowledge of subject content
2. Improves understanding of the academic, social, emotional, and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential
3. Reflects best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning, and leadership
4. Encourages educators to develop a variety of classroom based assessment skills
5. Provides for integrating new learning into curriculum and the classroom
6. Is based on knowledge of adult learning and development
7. Is periodically assessed to show its impact on teaching practice and/or student sharing
8. Results from clear, coherent, strategic planning that is embraced and supported by the district's governing body and by all levels of the school system
9. Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators
10. Is supported by the intellectual and financial commitment which enables the achievement of professional development plans
11. Is supported by sufficient time during working hours to engage in collegial consultation and learning and to support professional development
12. Empowers educators to work effectively with parent and community partners

<http://www.state.nj.us/education/profdev/profstand/teacherstandardsoverview.pdf>

NJ Department of Education

P.O. Box 500 Trenton, NJ 08625-0500

(609) 292-4469

Orientation to School Procedures:

Mentor: _____

Novice Teacher: _____

Orientation

- | | |
|---|---|
| <input type="checkbox"/> Attend new teacher orientation | <input type="checkbox"/> Establish log meeting times with new teacher |
| <input type="checkbox"/> Familiarize novice teacher with district and cycle day calendars | <input type="checkbox"/> Introduce technology systems |
| <input type="checkbox"/> Review all applicable handbooks and emergency procedures | <input type="checkbox"/> ID badge and classroom key |

Building

- | | |
|--|---|
| <input type="checkbox"/> Introduce teacher to staff | <input type="checkbox"/> Demonstrate use of building equipment |
| <input type="checkbox"/> Show where cumulative files are kept and how to access them | <input type="checkbox"/> Discuss office procedures |
| <input type="checkbox"/> Discuss school email procedures | <input type="checkbox"/> Discuss telephone procedures |
| <input type="checkbox"/> Obtain textbooks, manuals and curriculum guides | <input type="checkbox"/> Show how to obtain classroom supplies |
| <input type="checkbox"/> Discuss school procedures | <input type="checkbox"/> Give a tour of the building, parking areas |
| | <input type="checkbox"/> Discuss school lunchtime routine |

Classroom

- | | |
|--|--|
| <input type="checkbox"/> Assist with room procedures | <input type="checkbox"/> Review time schedule, expectations and activities for the first day with students |
| <input type="checkbox"/> Share organizational systems for grades, homework, parent communication | <input type="checkbox"/> Review student information in Genesis |
| <input type="checkbox"/> Review daily task of attendance, lunch | <input type="checkbox"/> Assist with planning for the first week and opening day |
| | <input type="checkbox"/> Parent volunteers |

count, recess, etc.

☐ Lesson plans

☐ Office referral for nurse, discipline,
parent pick up, etc.

Mentor/Novice Teacher Activities Checklist

August/September

(√) *Topics to be discussed or tasks needed to be done*

	Review any students' IEP's or 504's if applicable
	Discuss grading philosophy (what, when, how, why) & review recording/weighting data
	Acquaint new teacher with I&RS(Response to Instruction/Intervention) teams
	Review services offered/referral procedures for school guidance counselors, speech and OT
	Acquaint new teacher with cumulative folders, test results, permanent records, confidential files & medical alerts
	Discuss policy for homework, make-up work & late work
	Discuss supplementary tools, materials, resources, media center & specialists, etc.
	Share lesson plans & other related schedules/activities (i.e. field trip procedures)
	Help establish a Substitute Teacher Folder
	Discuss importance of student behavior documentation, (i.e. date, behaviors, actions taken, personnel contacted)
	Give novice teacher a tour of the building and introduce to staff members
	Assist in developing & implementing classroom management strategies
	Review the School Safety and Emergency Plan
	Discuss creating a student portfolio
	Discuss student assessment & progress reports
	Explain importance of accurate recordkeeping (gradebook, attendance) in Genesis
	Share and help develop his/her class schedule
	Explain curriculum, access to the curriculum guides & importance to lesson planning
	Explain school and district forms
	Review the mentoring handbook with novice teacher
	Establish meeting times for when you will meet
	Get the novice teacher ready for Back to School Night events in September
	Review holiday/birthday/lunch/attendance procedures
	Review and help develop his/her goals for Professional Development Plan
	Discuss how to call out sick and set up for a substitute
	Review faculty meeting procedures
	Discuss the basic discipline procedures for the school
	Explain before and after school activities
	Review performance and observation procedures on Marzano
	Help teacher develop his/her eboard
	Encourage parent communication
	Discuss the professional development 20 hours per year requirement and CEU
	Review and discuss Core Curriculum Content Standards
	Review school website

October/November

(√) *Topics to be discussed or tasks needed to be done*

	Review field trip procedures
	Review and discuss classroom and time management
	Explain how to make referrals to I&RS committee/child study team
	Arrange for novice teacher to observe mentor
	Accentuate the positive and encourage reflection
	Discuss parent-teacher conferences
	Continue to look at effective classroom procedures
	Share bulletin board and project ideas
	Do your first observation of the novice teacher
	Schedule with your novice teacher your first Triad Meeting (first two weeks in October) Topics: Interims/PDP check in/Classroom Environment
	Save student work for conferences
	Review organizational and recordkeeping skills
	Share information and process for professional development opportunities
	Discuss assessment techniques and recordkeeping skills
	Help novice teacher with mid-report interims
	Help with report cards in November
	Help the novice teacher understand the phone and technology procedures
	Discuss importance of parent involvement

December/January

(√) *Topics to be discussed or tasks needed to be done*

	Discuss sensitivity to holidays
	Make sure the newly hired teacher is aware of staff social gatherings
	Review the fall's highlights- successes and challenges
	Share the bad weather school closing procedures
	Share ideas for lesson plans immediately preceding a holiday
	Look at mapping out the semester and discuss pacing
	Be encouraging
	Discuss different learning styles
	Do your second observation of the novice teacher
	Help novice teacher with mid-report interims in January
	Check in on classroom management and disciplining procedures
	Arrange for novice teacher to observe mentor
	Schedule with novice teacher our 2 nd triad meeting (to be held in January) Topics: Classroom management/formative and summative assessment/TBD

February/March

(√) *Topics to be discussed or tasks needed to be done*

	Review any standardized testing procedures and materials
	Examine the available standardized test specs
	Review and grade level or department performance expectations for students
	Review teacher observation and evaluation procedures for Marzano
	Discuss special classroom techniques (cooperative groups)
	Encourage to try new things
	Plan for professional development days
	Discuss parent conferences for the spring
	Review procedures for field trips if necessary
	Give suggestions for keeping momentum and interest at the end of the year for students and teachers
	Discuss summer school enrollment procedures
	Arrange for Novice teacher to observe mentor
	Do your third observation of the novice teacher

April/May/June

(√) *Topics to be discussed or tasks needed to be done*

	Help novice teacher with report cards in April and in June
	Discuss reinforcing behavioral rules right before spring break
	Explain rehiring practices and contracts
	Help novice teacher complete his/her Professional Development Plan for annual meeting
	Review end of the year procedures
	Take time to celebrate the year
	Offer tips for packing up the classroom
	Consider ideas for the last few weeks of school that engage students in meaningful activities
	Review cumulative folder procedures
	Share end of the year celebrations with students
	Help novice teacher with mid-report interims
	Discuss specific student clustering or needs for next year
	Assist with final grading procedures
	Ask for feedback on the mentor program
	Schedule with novice teacher the Third Triad Meeting (held in May) - Topics: End of the year/Procedures/assessment/Reflection on the year

First Month Considerations

- Celebrate your successes, feel confident that you are capable and in charge.
- Implement your rules, procedures, and management systems during the entire month.
- Reinforce expectations.
- Respond quickly when expectations are not met.
- Be consistent.
- Model what you expect from your students.
- Grade, record, and return those papers you feel important for feedback as soon as possible
- Teach skills of independence as the need arise, e.g., what to do when students need help and the teacher is not available, when to sharpen pencils and renew supplies.
- Give concise and accurate directions before starting lessons or assignments.
- Provide options for learning, teaching, and student practice.
- Enjoy your new career and class.
- Take care of yourself.

Novice Teacher Calendar Checklist

AUGUST/SEPTEMBER

- _____ Meet with administrator and mentor teacher to discuss questions.
- _____ Meet grade level members and key resource people (team leader, department chair, mentor teacher, librarian, office manager, aides, secretaries, counselors, custodians, etc.).
- _____ Acquire copies of pertinent school materials (faculty handbook, student handbook, school calendar, student policy materials, school map, bell schedules, etc.).
- _____ Acquire copies of necessary forms (referrals, attendance, hall passes, etc.).
- _____ Know the physical set-up of the school and the location of key facilities (staff restrooms, staff phones, AV areas, professional library, copy machines, staff lounge).
- _____ Ask about procedures for lunch, coffee, smoking, etc.
- _____ Obtain copy of class/teacher schedules, extra duty responsibilities.

Materials:

- _____ Acquire course guides, curriculum guides, class outlines, goal statements, etc., for each subject assigned.
- _____ Ask grade level members for details about particular units, texts, etc.
- _____ Locate needed textbooks and supplementary materials.
- _____ Get the necessary supplies to begin the year (tape, staples, construction paper, etc.).

Planning:

- _____ Become acquainted with the district school philosophy and policy about discipline.
- _____ Formulate a standard for student behavior in the classroom.
- _____ Establish a set of procedures for classroom routines (passing out materials, taking attendance, collecting assignments, etc.).
- _____ Set up the classroom (seating arrangement, supplies area, assignment baskets, bulletin boards, etc.).
- _____ Develop long-range general plans for the first quarter (units, timelines, film orders, etc.).
- _____ Choose a workable plan book format.
- _____ Outline specific first week lesson plans.

Grades and Records:

_____ Become acquainted with school and district philosophy/policies regarding grading, homework, tardiness, etc.

_____ Set up a grade book, include all necessary areas: daily grades, test grades, attendance, etc. (use a permanent class list).

_____ Inquire about any other records needed.

_____ Develop a system for keeping track of parent contacts, discipline referrals, etc.

Community Relations

_____ Consider ways to communicate with parents on a regular basis.

_____ Become aware of the many ways parents are involved with the school, i.e., volunteers, parent club, local school advisory committee.

Professional Growth:

_____ Attend new/beginning teacher district meeting.

_____ Know about the staff development opportunities.

OCTOBER/NOVEMBER/DECEMBER**School Schedule**

_____ Teacher workdays for planning or grading

_____ Holiday preparations –decorations, parties, projects, assemblies

_____ Home/school communications – open house, parent conferences.

_____ Be aware of additional duties –holiday programs, student activities.

Student Progress:

_____ Check the timelines, format, and procedures for reporting mid-term student progress.

_____ Pupil assessment, records, grades

_____ Report card procedures

_____ Student referral procedures

Professional Development

- _____ State-wide in-service activities
- _____ New teachers' workshop
- _____ Membership in professional organizations

JANUARY**Activities:**

- _____ Reflect on the 1st semester
- _____ Prepare long-range general plans for second semester
- _____ Streamline planning activities and assembling instructional materials

FEBRUARY/MARCH/APRIL**School Schedule:**

- _____ Prepare for patriotic holiday observances.
- _____ Make plans for spring break.
- _____ New teachers' workshop
- _____ SPRING VACATION

Standardized Testing

- _____ Examine copies of testing materials and teacher editions.
- _____ Know the school's testing schedule and the teacher's role in administering the tests.
- _____ Become aware of the test data and how you will be expected to interpret it.

Student Progress

- _____ Work on mid-term student progress
- _____ Work on report cards

MAY/JUNE

Schedule:

- _____ School/district policies regarding special end-of-year activities, assemblies, and parties.
- _____ School schedule for the final weeks of school.

Pupil Assessment:

- _____ Recording procedures for second semester/end of year grades and student records
- _____ Review school policy and procedures for student promotion.
- _____ Cumulative folders
- _____ Work on report cards

Closing School:

- _____ Room preparation for summer
- _____ Storage of materials and equipment
- _____ Return of textbooks
- _____ Fees and fines
- _____ Celebrate your survival Professional Development Pursuits
- _____ Summer workshops, coursework, certification requirements
- _____ Material preparation for next year
- _____ Refinement of instructional plans to be delivered again

District Mentoring: Novice Teachers Needs Assessment

Part A Program Evaluation: To be completed before the start of the mentoring program

Please check the response for each item that closely indicates your level of need for assistance in the area described at the start of this school year

Need of assistance level

	Little or no need	Moderate need	High need
Learning what is expected of me as a teacher			
Communicating with the administration and other staff members			
Communicating with parents			
Organizing and managing my classroom			
Maintaining student discipline			
Planning for instruction			
Understanding the curriculum			
Using a variety of teaching methods			
Differentiated instruction			
Grouping for effective instruction and facilitating group discussions			
Completing administrative paperwork, managing time and work			
Administering standardized tests			
Assisting students with special needs			
Understanding the teacher evaluation system: Marzano			
Understanding my legal rights and responsibilities as a teacher			

Please list any other professional needs that have not been addressed:

What additional types of support should the district provide to you and other novice teachers?

Name _____

Mentor _____

Part B: Program Evaluation: To be completed at the end of the year.

Year End Evaluation of Mentoring Program by Novice Teacher

Please check the response for each item that indicated your level of satisfaction with the mentoring program. Your responses are anonymous and will help us make future improvements to the program.

Ending Satisfaction level

	Strongly Agree	Agree	Disagree	Strongly disagree
I understood what was expected of me as a novice teacher				
My mentor provided resources and material for me				
My mentor helped me with planning my lessons				
My mentor observed me and provided feedback				
I observed my mentor teacher				
My mentor met with me on a regular and consistent basis				
My mentor assisted me with classroom management				
My teaching improved				
My classroom management improved				
My ability to work with and communicate with parents improved				
My mentor helped me with my professional development plan				
I felt prepared to teach				
My mentor communicated often and provided me with professional support				
I felt supported by my mentor				
I felt the mentoring program was beneficial				
The monthly checklist addressed pertinent issues				
The monthly checklist was useful as a conversational guide				
My mentor helped me feel prepared for Back to School Night				
My mentor helped me with preparing for report cards				
My mentor assisted me with Parent Teacher Conferences				
I felt prepared with using technology				
My mentor helped me with classroom organization				
My mentor showed me ways to differentiate my instruction				
My mentor assisted me with record keeping				

As a novice teacher, what needs (if any) did you have that were not addressed by the mentoring program?

Part C: Program Evaluation: To be completed at the end of the year

Year End Evaluation of Mentor Training Program by Mentor

Please check the response for each that indicates your level of need for satisfaction in the area described at the end of mentoring. Your responses are anonymous and will help us make future improvements to the program.

Ending Satisfaction Level

	Strongly agree	Agree	Disagree	Strongly disagree
I understood what was expected of me as a mentor				
I was able to provide resources and materials for my novice teacher				
I helped my novice teacher in planning lessons				
I observed lessons and provided feedback to my novice teacher				
I communicated often and provided personal support to my novice teacher				
I was able to help my novice teacher with classroom management				
My novice teacher observed my teaching				
My novice teacher's teaching improved				
My novice teacher's ability to work with parents improved				
My novice teacher's classroom management improved				
I helped my novice teacher create her professional development plan				
I felt prepared to be a mentor				
My novice teacher and I had ample time together				
I am glad that I was part of this mentoring program				
The monthly checklists addressed pertinent issues				
The monthly checklist was useful as a conversational guide				
I attended the training program for mentors				
I helped my novice teacher prepare for Back to School Night				
I assisted my novice teacher with report cards				
I assisted my novice teacher with Parent Teacher Conferences				
I trained my mentor on the different uses of technology				
I helped provide strategies for my novice teacher so they could differentiate instruction to meet all the needs of their students				
I assisted my novice teacher with record keeping				

As a mentor, what needs (if any) did you have that were not addressed by the mentoring program?



**New Jersey
DEPARTMENT OF EDUCATION**

NEW JERSEY DEPARTMENT OF EDUCATION DISTRICT MENTORING PLAN

STATEMENT OF ASSURANCE

Please complete and return this two-page form to the County Office of Education by July 1 for the school year beginning the following September.

SCHOOL DISTRICT _____

COUNTY _____

ADDRESS _____

CITY/TOWN _____ **ZIP** _____

CHIEF SCHOOL ADMINISTRATOR _____

PHONE _____

E-MAIL _____



**New Jersey
DEPARTMENT OF EDUCATION**

This mentoring plan will be in effect during the school year beginning July 1, 2018.

The district mentoring plan has been developed in accordance with all mentoring program regulations for non-tenured teachers in their first year of employment, as specified in N.J.A.C. 6A:9B-8.4, including, but not limited to, the following:

- ☐ **All non-tenured teachers in their first year of employment receive a comprehensive induction to school district policies and procedures.**
- ☐ **All non-tenured teachers in their first year of employment receive individualized supports and activities.**
- ☐ **All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-one mentor upon beginning their contracted teaching assignment.**
- ☐ **All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program.**
- ☐ **Each mentor teacher holds a teacher certification, has at least three years of experience and has taught full-time for at least two years within the last five years.**
- ☐ **The mentor teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.**
- ☐ **Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in N.J.A.C. 6A:9-8.4(e)4 regarding summative evaluation ratings.***
- ☐ **Each mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument,* the N.J. Professional Standards for Teachers, the NJSLs, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.**
- ☐ **The district mentoring plan has been submitted to the district Board of Education for review of fiscal impact.**
- ☐ **The district mentoring plan has been shared with each school improvement panel.**
- ☐ **Mentoring time is logged and mentor payments are handled through the district office.**

By signing below, you are attesting to the accuracy of this document.

Signature, Chief School Administrator

Printed Name

District Name

Date