

Springfield Township
School District

Mandatory Trainings Session

Overview of Mandatory Trainings



- Suicide Prevention (once every five years)
- Reading Disabilities (two-hours annually)
- School Safety & Security (✓)
- Harassment, Intimidation, and Bullying (✓)
- Code of Student Conduct
- Law Enforcement Operations
- Electronic Violence & Vandalism Reporting
- Alcohol, Tobacco, & Other Drug Prevention
- Educator Evaluation (training on rubrics, policy, and procedures)
- Missing & Abused Children / NJ Division of Child Protection & Permanency (formerly DYFS) – Policy 8462
- Sexual Harassment Policies
 - Staff (3362 & 4352)
 - Students (5751)
- Substance Abuse – Policy 5530
- Student Health Concerns
 - Communicable diseases, asthma, blood borne pathogens

Mandatory Policy Review

Policy	Method of Review
1631 - Residency Requirements	Google Form
2260 - Affirmative Action	Google Form
3159 & 4159 - Reporting Responsibilities	Google Form
3281 & 4281 - Inappropriate Conduct	Google Form
3283 & 4283 - Electronic Communication	Google Form + Orientation Review
3362 & 4352 - Sexual Harassment	Orientation Review
5350 - Pupil Suicide Prevention	Google Form
5512 - HIB	Google Form + Review in conjunction with HIB annual refresher
5530 - Substance Abuse	Google Form + Review in conjunction with ATOD annual training
5600 - Pupil Code of Conduct	Google Form + Orientation Review
5612 - Assault on Employee	Google Form
5613 - Assault with Weapon	Google Form
5751 - Sexual Harassment (students)	Orientation Review
7422 - Integrated Pest Management	Google Form
8420 - Emergency & Crisis Situations	Orientation review in conjunction with school security
8462 - Reporting Missing or Abused Children	Google Form + Orientation Review

Board of Education Policies

- All policies and regulations are available via our district website
(hard copies are available upon request)
 - Board of Education
 - BOE Bylaws, Policies, & Regulations
- Please take the time to review relevant policies & ask questions.

Electronic Communication

- Policies 3283 & 4283 recognize the use of electronic communication and social media as viable options for extending and enhancing the educational program of the district
- These policies outline the potential vulnerabilities that exist when staff members utilize electronic communication and seek to prevent this from occurring under improper or inappropriate circumstances.

Electronic Communication is...

- A communication transmitted by means of an electronic device including, but not limited to,
 - a telephone,
 - cellular telephone,
 - computer,
 - computer network,
 - personal data assistant, or
 - pager.
- “Electronic communications” include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

Inappropriate Electronic Communication

Inappropriate communication includes content...

- of a sexual nature
- involving the use, encouraging the use, or promoting the use of alcohol, tobacco, or other drugs
- regarding a staff member's romantic relationships
- that is harassing, intimidating, or bullying
- that makes use of obscene language or pornography
- requesting a personal relationship beyond the staff member's professional responsibilities
- related to personal or confidential information regarding another student or staff member.

Communication Protocols

- Never utilize a private email account (if a student somehow contacts you through a private account, respond via the school account)
- Staff members shall have no expectation of privacy on the school's email system
- Text messaging with a student is prohibited
- Do not accept "friend" requests from a student on any social media platform (if a student sends a request, this must be reported to administration)

Drug & Alcohol (ATOD) / Student Substance Abuse

- Board of Education Policy 5530 and Policy 3218 recognize and respond to students' abuse of harmful substances.
- For the purposes of these policies, “substance” means any of the following
 - alcoholic beverages
 - controlled dangerous substances (including anabolic steroids)
 - chemicals which release toxic vapors or fumes
 - OTC and prescription medications

Location, Possession, Prevention

- “School grounds” includes land, portions of land, structures, buildings, and vehicles.
- The Board extends prohibition to all school-sponsored functions.
- A pupil who uses, possesses, or distributes a substance on or off school premises will be subject to discipline.
- The school district provides a comprehensive program of prevention, intervention, referral for evaluation, referral for treatment, and continuity of care for pupil substance abuse.

Suspicion

- Any educational staff member suspecting a student is under the influence of a prohibited substance must report the matter to a supervisor
- DO NOT SEARCH A STUDENT'S LOCKER, PURSE, POCKETS, ETC...(protect the student's 4th Amendment rights)
- Students suspected of being under the influence are subject to an immediate medical examination in accordance with state law
- School employees are given immunity from civil liability for actions taken to comply with the law so long as they were acting in good faith

Reporting to Law Enforcement Authorities

- A pupil may be reported to law enforcement authorities if a staff member has reason to believe that pupil is unlawfully **possessing** or is in any way involved in the distribution of controlled dangerous substances, anabolic steroids, or drug paraphernalia.

Law Enforcement Operations

- Board Policy 9320 ensures cooperation between school staff and law enforcement officials in all matters related to substance abuse and possession of firearms or deadly weapons
- Memorandum of Understanding
 - If a crime is committed on school grounds the local law enforcement agency must be notified

Weapons

- Board policy 8467 prohibits the possession, use, or exchange of any weapon in any school building, on school grounds, at any school sponsored event, and on school sanctioned transportation
- For this policy, “weapon” means anything readily capable of lethal use or of inflicting serious bodily injury including, but not limited to, all firearms, knives, dangerous instruments intended to inflict harm, components that can be readily assembled into a weapon, explosive devices, and imitation firearms.

Weapons continued...

- Any pupil or school employee who has reasonable grounds to suspect the presence of a weapon should immediately report this suspicion to an administrator
- DO NOT search a student unless you confirm the presence of a weapon under circumstances that place persons at serious risk
- In a situation of serious risk, a weapon may be confiscated immediately and such force as is reasonable and necessary may be used to obtain possession

Weapons continued...

- Any pupil or school employee who suspects or knows of the presence of a weapon in violation of Board policy and fails to report suspicion is subject to discipline
- Any person who possesses a weapon on school premises or school transportation or at a school sponsored function shall be reported to the appropriate law enforcement agency

Vandalism

- Board policy 7610 calls for all acts of vandalism to be reported to the local law enforcement agency
- Parents or legal guardians are held liable for the amount of the damage in all acts of vandalism where the property damage is more than minimal
- Acts of graffiti require reimbursement for the cost of damages and may require community service; any person between the ages of 13 and 18 may also have a suspension or postponement of driving privileges if convicted
- A person who purposely defaces or damages district property with any symbol that exposes persons to prejudicial violence, contempt, or hatred is guilty of a crime and will be reported to appropriate law enforcement agencies

Students' Rights

- Due Process
 - Minimal due process
 - Required for minor discipline such as detention or temporary denial of extracurricular activities
 - Rudimentary due process
 - For suspensions of 10 days or less, "...the student must be given oral or written notice of the charges against him, and if he denies them, an explanation of the evidence and the opportunity to present his side of the story."

Educator Evaluation

- Policy & Regulation 3221 outline the district's response and adherence to the TEACHNJ and AchieveNJ administrative codes
- Evaluation measures for all certificated staff
 - Teacher Practice
 - Student Growth Objectives
 - Student Growth Percentiles
- Summative Rating
 - Teachers receiving an mSGP (80 / 15 / 5)
 - Teachers not receiving an mSGP (85 / 15)
- Danielson Framework / Evaluation Procedures

Teacher Practice

Teacher practice is measured by performance on a state-approved teacher practice instrument (Danielson 2013 for STES). This instrument is used to gather evidence primarily through classroom observations.

- Non-tenured teachers are evaluated three times per year
- Tenured teachers are evaluated two times per year
- One observation must be “announced” with a pre-conference, and post-conferences are required following each observation
- Evaluators must be properly trained on the instrument, and at least two co-observations per year must be completed to ensure inter-rater reliability

The Danielson Framework for Teaching

The Danielson Framework evaluates teachers on four domains:

- Domain 1: Planning & Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Each domain includes defined components, and evidence is collected and mapped to the appropriate component(s) in order to support the evaluator's score determination (which corresponds to critical attributes).

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students • Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content • Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups • Transitions
 - Materials and supplies • Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations • Monitoring behavior • Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning • Non-instructional records
- 4c Communicating with Families**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues • Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning • Directions and procedures
 - Explanations of content • Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions • Discussion techniques • Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments • Student groups
 - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria • Monitoring of student learning
 - Feedback to students • Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students • Persistence

Sexual Harassment

- Students & Staff
 - Gender-based harassment
 - Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender (but not involving conduct of a sexual nature)
 - Hostile environment sexual harassment
 - “....sufficiently severe, persistent, or pervasive...”
 - Quid Pro Quo harassment

Notice

- The school district has notice if it actually “knew, or in the exercise of reasonable care, should have known” about the harassment.
- If an agent or responsible employee of the school district received notice, the school district is deemed to have notice.
- Constructive notice exists if the school district “should have” known about the harassment and if the district would have found out about the harassment through a “reasonable diligent inquiry.”

Reporting Procedures

- Any person with information regarding actual and/or potential sexual harassment must report the information to the AAO
- The district can learn of sexual harassment through other means such as a witness to an incident, an anonymous letter, or a telephone call
- The AAO will begin an immediate investigation upon receipt of any report of potential sexual harassment conduct.

Employees

Sexually offensive speech and conduct are wholly inappropriate to the harmonious employment relationships necessary to the operation of the school district.

Sexual harassment includes -

- all unwelcome sexual advances
- requests for sexual favors
- verbal or physical contact of a sexual nature that would not have happened but for the employee's gender

Child Protection & Permanency

- Employees, volunteers, or interns working in the school district shall immediately notify child welfare authorities of alleged missing, abused, and/or neglected children
- There shall be no reprisal or retaliation against any person who, in good faith, reports a potentially missing, abused, or neglected child.

Reporting Procedures

- The Child Abuse Hotline receives all reports of abuse and neglect 24/7
- 1-877-NJ-ABUSE
- Dialing 211 allows you to speak with a specialist who can route you to assistance regarding food and clothing banks, shelters, physical and mental health resources, child & family support services, and emergency suicide prevention.

Student Code of Conduct

- Policy and Regulation 5600 establish standards and procedures for positive student development and student behavioral expectations on school grounds and, as appropriate, for conduct away from school grounds.
- Annual training on the Student Discipline/Code of Conduct Policy and Regulation shall include training on the prevention, intervention, and remediation of student conduct that violates the district's Policy and Regulation

School Rules

- *Rule #1: All members of Springfield Elementary will respect our school and all those who learn here;*
- *Rule #2: All members of Springfield Elementary will repair the harm & damage that occurs when Rule #1 is broken.*

The Recess Law

- Under P.L. 2018, c.73 (Recess Law), a students shall not be denied recess for any reason except as a consequence of a violation of the school district's code of student conduct
- For denials based on violations, students may not be denied more than twice per week
- Students must be provided restorative justice activities when denied recess

Prevention

- Positive reinforcement for good conduct and academic success
 - student recognition assemblies
 - Academic Achievement / Principal's List
 - acknowledgement for displaying traits aligned with the character education program
 - classroom reward systems
 - Safety Patrol and Student Council (grade 6)
 - demerit-free reward activities

Intervention & Remediation

- Supportive intervention & referral services (I&RS)
- Restorative Justice
- Counseling
- Parent conferences
- Alternate education programs
- Peer support groups

Demerits (Grades 3 - 6)

Infraction	Demerit	Infraction	Demerit
Chewing gum in school	1	Other behavior considered inappropriate	2
Eating/drinking on the bus	1	Cheating on an assessment or assignment (not plagiarism)	2
Disrespectful behavior/language	2	Dishonesty	2
Classroom disruption that results in the loss of instruction time	2	Forgery (i.e., copying parent's signature)	3
Insubordination (refusal to follow orders, directions, or school rules)	2	Aggressive play on the playground/classroom (pushing, shoving, kicking)	2
Dress code violation	1	Running, talking, pushing, out of line during a fire or evacuation drill	2
Teasing other students	2	Running, shouting, roaming halls, disturbing other classes and/or offices	2

Demerits (Grades 3 - 6)

Lunch/Recess Detention (2-3 points/day)	After School Detention (4 points/day)	Suspension (4-6 points/day)
<ul style="list-style-type: none">• Disobeying Cafeteria rules• Using cell phone on school property• Inappropriate language/gestures	<ul style="list-style-type: none">• Unsafe behavior that could bring harm to offender or those around them• Theft• Academic dishonesty (i.e., plagiarism)• Inappropriate use of electronic devices, including school computers and cell phones	<ul style="list-style-type: none">• Fighting• HIB• Vandalism• Possession or use of obscene material, weapons, alcohol, or drugs• Creating false fire alarm• Any act that endangers the safety of students, teachers, or school employee