



ORIENTATION GUIDE

2023-2024

# Paraprofessional

**Dr. Kimberly A. Gruccio**, *Superintendent*  
**Mr. George E. West**, *Assistant Superintendent*  
**Ms. Lily Moss**, *Assistant Superintendent*  
**Dr. Terry Charlton**, *Director of Human Resources*  
**Mr. Daniel Smith**, *Business Administrator/ Board Secretary*



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## Egg Harbor Township School District

### **ADMINISTRATION**

**Kimberly A. Gruccio, Ed.D** – *Superintendent*

**George E. West** – *Assistant Superintendent*

**Lily Moss** – *Assistant Superintendent*

**Terry Charlton, Ed.D** – *Director of Human Resources*

**Daniel Smith** – *Business Administrator/ Board Secretary*

### **BOARD OF EDUCATION MEMBERS**

Mrs. Barbara Szilagyi – Board President

Mrs. Marita Sullivan – Vice President

Mrs. Regina Bongiorno

Mr. Louis Della Barca

Mrs. Tamika Gilbert-Floyd

Ms. Juanita Hyman

Mr. Patrick Ireland

Mr. Michael Price

Mr. Nicholas Seppy

### **BOARD ATTORNEYS**

Amy Houck-Elco, ESQ.

# Egg Harbor Township Schools

[www.eht.k12.nj.us](http://www.eht.k12.nj.us)

Administration Offices  
13 Swift Drive  
Egg Harbor Township, NJ 08234

**Kimberly A. Gruccio, Ed.D.**

*Superintendent*

**George E. West**

*Assistant Superintendent*

**Lily Moss**

*Assistant Superintendent*

**Terry Charlton, Ed.D.**

*Director of Human Resources*

**Daniel Smith**

*Business Administrator/Board Secretary*

**Superintendent's Office**

*Phone: 609-646-7911*

*Telefax: 609-601-2794*

**Human Resources Office**

*Phone: 609-646-7911*

*Telefax: 609-601-2801*

**Business Office**

*Phone: 609-646-8441*

*Telefax: 609-601-2904*

## Mission Statement

### **Embrace - Engage - Educate**

Our mission in the Egg Harbor Township School District is to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning.

## District Learning Goals for 2023-2024

**To build a culture and climate that embraces, engages and educates individual students and their learning needs.**

**Improve Student Achievement** – Prioritize Literacy for ALL; meet the social and emotional learning needs of individuals; create innovative learning experiences with STREAM education.

**Support Climate, Culture and #EHTPride** – Administrators, teachers, students, parents and community members will support positive learning environments, where all are recognized and rewarded for achievement, progress, good character, work ethic and a respect for diversity. We will continue to expand our school environment to focus on cultural proficiency and ensuring equity in our schools.

**Expand Community Partnerships** – Reach out to the community by creating partnerships and cultivating relationships with all stakeholders.



# 2023 - 2024 Calendar



## EGG HARBOR TOWNSHIP SCHOOL DISTRICT 2023-2024 CALENDAR

BOE APPROVED  
04/25/2023

SEPTEMBER						
Teachers 19/ Students 17						
SUN	M	T	W	TH	F	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
OCTOBER						
Teachers 21/ Students 21						
SUN	M	T	W	TH	F	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
NOVEMBER						
Teachers 15/ Students 15						
SUN	M	T	W	TH	F	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
DECEMBER						
Teachers 16/ Students 16						
SUN	M	T	W	TH	F	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
JANUARY						
Teachers 21/ Students 20						
SUN	M	T	W	TH	F	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER	
1	Staff Prof. Learning Day-STUDENTS OFF
4	Labor Day
5	Staff Prof. Learning Day-STUDENTS OFF
6	First Day of School for Students
25	Yom Kippur
OCTOBER	
9	Columbus Day
18	Half Day (Students Only-Staff PD)
NOVEMBER	
6-10	Fall Recess
22	Half Day
23-24	Thanksgiving Recess
DECEMBER	
22	Half Day
25-29	Winter Recess
JANUARY	
1	New Year's Day
2	Staff Prof. Learning Day-STUDENTS OFF
15	Dr. Martin Luther King Day
22-25	Half Days (Students Only - Parent Conferences at Elem. and Middle Schools)
19	President's Day
MARCH	
7	Half Day (Students Only-Staff PD)
8	Staff Prof. Learning Day-STUDENTS OFF
28	Half Day
29	Spring Recess
APRIL	
1-5	Spring Recess
MAY	
15	Half Day (Students Only-Staff PD)
27	Memorial Day
JUNE	
17	Half Day (Students Only)
18	Half Day (Students Only)
19	Half Day and Last Day of School for Students and Teachers

FEBRUARY						
Teachers 20/ Students 20						
SUN	M	T	W	TH	F	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
MARCH						
Teachers 20/ Students 19						
SUN	M	T	W	TH	F	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
APRIL						
Teachers 17/ Students 17						
SUN	M	T	W	TH	F	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
MAY						
Teachers 22/ Students 22						
SUN	M	T	W	TH	F	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
JUNE						
Teachers 13/ Students 13						
SUN	M	T	W	TH	F	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

180=Total Number of Student Days
184=Total Number of Teacher Days
First Day of School
Holiday - Schools Closed
Half Day
Staff Prof. Learning Day-STUDENTS OFF
Last Day of School
Emergency Closing
Delayed Opening

The FIRST FIVE SCHOOL CLOSINGS due to weather related conditions or other emergencies will be made-up at the end of the school year. In the event we have MORE THAN FIVE SCHOOL CLOSINGS, the calendar would be under review and days could be taken from Spring Break or added at the end of the school year. Trip insurance is recommended for vacation plans

# Important Telephone Numbers

<b>District Office – Administration Building</b> <b>13 Swift Drive, Egg Harbor Township, N. J. 08234</b> <b>Superintendent’s Office</b>	<b>646-7911</b>
Dr. Kimberly Gruccio – Superintendent	Ext. 1000
Sandy Ferriola – Administrative Assistant	Ext. 1001
Ms. Lily Moss – Assistant Superintendent	Ext. 1004
Mr. George West – Assistant Superintendent	Ext. 1027
Nitty D’Allesandro – Administrative Assistant	Ext. 1003
Leanna Mullen – District Data Specialist	Ext. 1029
 <b>Human Resources</b>	
Dr. Terry Charlton – Director of Human Resources	Ext. 1022
Victoria Bordonaro – Human Resources Coordinator	Ext. 1002
Jane Rainear – Employment Specialist (Employment Contracts, Certification)	Ext. 1025
Christi McGowan – Human Resources Specialist (Attendance, Leaves, Frontline)	Ext. 1026
Gina Delaney – Bookkeeper	Ext. 6241
 <b>Business Office</b>	<b>646-8441</b>
Daniel Smith – Business Administrator/Board Secretary	Ext. 1006
Jennifer Germana – Assistant Business Administrator	Ext. 1070
Shelleen Ancheta – Accounting Supervisor	Ext. 1008
Aimee Frye – Administrative Assistant	Ext. 1007
Judith Millar – Payroll Analyst	Ext. 1024
Amy Diggins – Accounting Coordinator	Ext. 1015
Nicole Barr – Bookkeeper (Purchasing, Accounts Payable)	Ext. 1009
Sandra Casler – Special Revenue Fund Bookkeeper	Ext. 1011
Illi Velez - Bookkeeper (Purchasing, Accounts Payable)	Ext. 1010
Megan Halka – Benefits Analyst (Health Benefits & Retirements)	Ext. 1023
 <b>Other Administrators</b>	
Allen Bloodgood – Director of Security and School Safety	Ext. 1659
Bryan Paige – Security Coordinator	
Kristin Boyd – Director of Extended School Enrichment Programs	Ext. 2325
Ellen Gregory – Director of Community Education	Ext. 1017
 <b>Special Education</b>	
Donna Freund- Director of Special Education	Ext. 1020
Nicholas Dorey – Special Education Supervisor	Ext. 2475
Salvatore “Sam” Angone – Special Education Supervisor	Ext. 1674
Jennifer Biddick – Special Education Supervisor	Ext. 1306
Vacant –Special Education Supervisor	Ext. 2321
Kris Henderson – Secretary	Ext. 1019
Heather Ingersoll – Secretary	Ext. 1031
Leslie Butts – Bookkeeper	Ext. 1034
 <b>Information Technology Services</b>	
Kevin Urtubey – District Director of Informational Technology Services	Ext. 1654
Michael Sweeder – District Director Educational Media Tech. Dir.	Ext. 1658
Joseph Celona –Systems Engineer Coordinator	Ext. 1656
Kurt Faragher – Systems Engineer Coordinator	Ext. 1655
Dean Tommi – Network Coordinator	Ext. 1669
Caroline Prior – District Data Manager	Ext. 1041

Francesca Johnson – District Data Coordinator	Ext. 1018
Ron Gubin – Telecommunications Coordinator	Ext. 1657
Wyatt Singer – Computer Support Specialist	Ext. 2697
Nevar Butler – Computer Support Analyst	Ext. 1033
Gene Church – Computer Support Analyst	Ext. 1035
Sebastian Cosme – Computer Support Novice (Help Desk)	Ext. 1013
Inger Burnside – Computer Data Novice	Ext. 1014

### **Transportation 927-2443**

#### **9 Swift Drive, Egg Harbor Township, N.J. 08234**

Michele Fisher – Director	Ext. 1700
John Auer – Dispatcher	Ext. 1702
Laura Feinstein – Transportation Coordinator	Ext. 1701
Cheryl Mattera – Secretary	Ext. 1710

### **Facilities and Operations 927-1911**

#### **7 Swift Drive, Egg Harbor Township, N.J. 08234**

Kurtis Woodrow – Director	Ext. 1800
Barbara Dodd – Secretary	Ext. 1801
Diana Reilly – Secretary	Ext. 1039
Kevin Dick – Supervisor of Grounds & Maintenance	Ext. 1802
Jason Haines – Supervisor of Custodial	Ext. 1803

### **Food Services 383-3366**

#### **25 Alder Avenue, Egg Harbor Township, NJ 08234**

Tom Beck – Director	Ext. 1451
Mary Divito	Ext. 1452

### **Egg Harbor Township High School: (Grades 9-12) 653-0100**

#### **24 High School Drive, Egg Harbor Township, N. J. 08234**

Jaclyn Carugno – Principal	Ext. 1600
Kimberly Baumgartel – Secretary	Ext. 1601
Thomas Biggins – Assistant Principal	Ext. 1605
Gail Smithson – Secretary	Ext. 1606
Angie Sharbaugh Hunt– Assistant Principal	Ext. 1639
Kimberly Keefe – Secretary	Ext. 1649
Adam Preim– Assistant Principal	Ext. 1603
Diedina Rios – Secretary	Ext. 1604
Mariah Jackson – Assistant Principal	Ext. 1686
Tannette Medica – Secretary	Ext. 2686
Samantha Elko – Director of Guidance Services	Ext. 1624
Kevin Rutledge – Athletic Director	Ext. 1662
Nicole Perone - Assistant Athletic Director	Ext. 1661
Christine Dioguardo – Secretary	Ext. 1661

### **Eagle Academy 926-1235**

#### **517 Bargaintown Road, Egg Harbor Township, N.J. 08234**

Earl (Bud) Smith – Director	Ext. 5576
Marissa Russo – Counselor	Ext. 1616
Amy Spano – Secretary	Ext. 1616

<b>Egg Harbor Alder Avenue Middle School: (Grades 6, 7 &amp; 8)</b> <b>25 Alder Avenue, Egg Harbor Township, N. J. 08234</b>	<b>383-3366</b>
Tatiana Cunningham – Principal	Ext. 1400
John Mason– Assistant Principal	Ext. 1405
Elizabeth Feld – Assistant Principal	Ext. 1403
Sharon Chase – Secretary	Ext. 1408
<b>Egg Harbor Fernwood Avenue Middle School: (Grades 6, 7 &amp; 8)</b> <b>4043 Fernwood Avenue, Egg Harbor Township, N. J. 08234</b>	<b>383-3355</b>
Frank Locantora – Principal	Ext. 1500
Megan Brown – Assistant Principal	Ext. 1507
Lindsey Zabelski – Assistant Principal	Ext. 1503
Bonnie Griffiths – Secretary	Ext. 1501
<b>Dr. Joyanne D. Miller Elementary School: (Grades 4-5)</b> <b>2 Alder Avenue, Egg Harbor Township, N.J. 08234</b>	<b>407-2500</b>
James Battersby – Principal	Ext. 2300
Dr. Bruce Singer – Assistant Principal	Ext. 2304
Kelly Thomas – Assistant Principal	Ext. 2307
Lisa Pisani – Secretary	Ext. 2301
Anne Marie Henry – Secretary	Ext. 2302
Kelly Warker – Secretary	Ext. 2305
<b>C. J. Davenport School Complex:</b> <b>2499 Spruce Avenue, Egg Harbor Township, N. J. 08234</b>	<b>645-3550</b>
Latiya White – Principal	Ext. 1300
Craig Kahn– Assistant Principal	Ext. 1305
Rosa Melendez – Secretary (Primary)	Ext. 1301
Giselle Zompa – Secretary (Elem)	Ext. 1309
<b>Swift-Slaybaugh School Complex/Bargaintown Preschool (Grades PreK-3)</b> <b>11 Swift Drive, Egg Harbor Township, N. J. 08234</b>	<b>927-8222</b>
Rachel Casumpang – Principal (Swift & Slaybaugh Elementary)	Ext. 1200
Joseph Marinelli – Principal (Slaybaugh Primary & Bargaintown)	
Joan Day – Assistant Principal	Ext. 1201
John Toland – Director of Early Childhood Education	Ext. 1215
Kathleen McCarron – Supervisor of Early Childhood Education	Ext. 1215
Jennifer Finnerty – Secretary	Ext. 1202
Patricia Smith – Secretary	Ext. 1201
Sharon Balesteri-Secretary	Ext. 1201
Lisa Fusaro – Secretary	Ext. 1101
Barbara Maples – Secretary	Ext. 1102
<b>District Student Registration</b>	
Cindy Hendrickson – Registration Supervisor	Ext. 1109
Adam Robbins – Attendance Officer	Ext. 1108
Lisa Avis – Secretary	Ext. 1103



# Board of Education Meetings

## EGG HARBOR TOWNSHIP SCHOOLS BOARD OF EDUCATION

Reorganization Meeting – **January 2024**

**BE IT RESOLVED** by the Board of Education of the Egg Harbor Township School District of Atlantic County:

Pursuant to the Open Public Meetings Act, the Egg Harbor Township Board of Education has established the following meetings of the Board to be held at the Alder Avenue Middle School/Board Room until the next reorganization meeting of the Board. Action may be taken. Any revisions or additions to this schedule will be separately noticed pursuant to the open Public Meetings Act.

**Executive Session 6:00 p.m. followed by Regular Meeting 7:00 p.m.**

**Budget Meeting 6:00 p.m.**

### **Alder Avenue Middle School – Board Room**

#### **Regular Meetings**

Tuesday, September 26, 2023

Tuesday, October 17, 2023

Tuesday, November 12, 2023

Tuesday, December 19, 2023

This notice will be sent to “The Press” and “The Current of Egg Harbor Township” (official newspapers of the Board), filed with the Egg Harbor Township Clerk, and posted on the inside of the glass front door of the Board Office as required by law.

# Statement of Nondiscrimination

The purpose of federal and/or state anti-discrimination legislation (including, but not limited to Title VII of the Civil Rights Act as amended, Section 502 and 504 of the Rehabilitation Act, Education for All Handicapped Children Act, the Equal Pay Act as amended and Title IX of the Education Amendments) the New Jersey Administrative Code 6:2 and 6:4 and the Egg Harbor Township Board of Education Policy on non-discrimination is to prohibit discrimination against students and employees on the basis of race, creed, color, sex religion, ancestry, national origin, social/economic status, age, marital status, and/or handicap/disability.

These and other federal and state laws and regulations provide that all person must be afforded equal opportunity with regard to:

- ❖ Access to and treatment in curricular and extracurricular programs and activities;
- ❖ Treatment under regulations and policies governing student benefits, services, conduct and dress;
- ❖ Equal access to facilities, programs and services for qualified handicapped/disabled persons;
- ❖ Access to employment in educational agencies; and
- ❖ Terms, conditions and benefits of such employment.

The Egg Harbor Township Board of Education has designated Dr. Terrence Charlton to coordinate compliance efforts and to investigate 1) and complaints of discrimination on the basis of race, creed, color, sex, religion, ancestry, national origin, social/economic status, age or marital status as it pertains to the above and 2) any complaints involving employment practice discrimination on the basis of handicap. As required by federal regulations, all employees and parents/guardians/students must be notified of the name, office address and phone number of this person, also known as the Affirmative Action Officer:

Name: Dr. Terrence Charlton – Director of Human Resources  
Address: Central Administration Offices  
Phone: 646-7911 ext. 1022

In addition, the Egg Harbor Township Board of Education has designated Dr. Terrence Charlton to coordinate compliance efforts and to investigate any complaints of discrimination by qualified handicapped /disabled persons as it pertains to educational facilities, programs and/or services. As required by federal regulations, all employees and parents/guardians/students must be notified of the name, office address and phone number of this person, also known as the 504 Officer:

Name: Dr. Terrence Charlton– Director of Human Resources  
Address: Central Administration Offices  
Phone: 646-7911 ext. 1022

# Nondiscrimination Grievance Procedures

In keeping with federal/state anti-discrimination legislation, the Egg Harbor Township Board of Education has adopted and hereby publishes this grievance procedure providing for the resolution of employee, student and parent complaints.

To provide employees, students, and parents/guardians a procedure by which they can seek a remedy for alleged violations related to discrimination on the basis of race, color, creed, religion, sex, ancestry, national origin, social economic status, age, marital status or handicap/disability.

DEFINITIONS:   Grievance –       A formal written complaint.

                  Grievant –       Any employee, student, or parent/guardian aggrieved by a decision condition falling under the guidelines of federal and/or state anti-discrimination laws.

## GRIEVANCE OFFICER:

1. The district's Affirmative Action Officer shall coordinate compliance efforts with anti-discrimination legislation as it applies to 1) any complaints of discrimination on the basis of race, creed, color, sex, religion, ancestry, national original, social/economic status, age or marital status as it pertains to the above and 2) any complaints involving employment practice discrimination on the basis of handicap; further he/she is charged with the responsibility of investigating such complaints; or
2. The district's 504 Officer shall coordinate compliance efforts with anti-discrimination legislation as it applies to complaints of qualified handicapped/disabled persons concerning educational programs, facilities and services of investigating such complaints.

## PROCEDURE:

1. The Grievance Officer has ten (10) working days from receipt of the written grievance in which to investigate and after consulting with administrative/supervisory staff that are directly involved, respond in writing on the appropriate form to the grievance.
2. If the grievant is not satisfied with the disposition, he/she may appeal to the Superintendent within to (10) working days of the Grievance Officer's response.
3. The Superintendent's response shall be rendered in writing within fifteen (15) working days of receiving the written appeal.
4. If the grievant is not satisfied with the disposition, an appeal may be made within ten (10) working days of the Superintendent's decision to the Egg Harbor Township Board of Education. The Board will head the complaint at its next regular meeting or, at its option, within thirty (30) calendar days. The Board hearing shall be conducted as to afford all parties involved in the complaint, the following: written notice of hearing dates, right to counsel, right to present and cross-examine witnesses, and to present written statements. The decision of the Board shall be by action at an advertised public meeting.
5. The Egg Harbor Township Board of Education shall respond in writing to the grievant within thirty (30) calendar days after the hearing.
6. If the grievant is not satisfied with the Board's decision, the grievant may file the complaint with the Director of the Office for Civil Rights, Washington, D. C. or appropriate regional office. The grievant maintains the right to by-pass the grievance procedure and submit the complaint directly to the Office for Civil Rights.

## Terms and Conditions of Employment

The Egg Harbor Township Education Association (EHTEA) represents teachers, custodians, maintenance workers, paraprofessionals, grounds keepers, secretaries, clerks, cafeteria workers, mechanics and attendance officers. All positions mentioned above must refer to the EHTEA Collective Bargaining Agreement to find details of their Terms and Conditions of Employment.

All non-union support staff are to refer to Board Policies for their Terms and Conditions of Employment.

# What Makes a Good Paraprofessional?

A paraprofessional (para) is a teacher's aide who can help with the day-to-day duties in an inclusive classroom setting. Paras may also work in a special needs classroom or in public areas such as the lunchroom, bus area or playground. When a para is assigned to a regular classroom, she can be a huge asset to the classroom teacher. What makes a good para? This article describes the qualities of a great teacher's aide.

## Job Duties

The teacher's aide assigned to a special needs or regular classroom will be required to take on many daily duties that will support the classroom teacher. At the beginning of the school year, a para should spend time familiarizing herself with the expectations of the classroom(s) to which she has been assigned.

### Some of the regular duties for a para may include the following:

- Helping a student with reading, writing, spelling and math
- Organizing and/or supervising groups of students during special projects or work
- Pre-teaching new academic concepts
- Supporting a student during recess or lunch
- Working on life skills (tying shoes, for example) with a student with disabilities
- Diffusing tantrums
- Supporting sensory needs
- Establishing/maintaining reward (token) systems for behavior or academic achievement
- Escorting students in the hallway
- Helping students with transitions
- Monitoring/tracking a student's academic, behavioral or social progress

### Other general responsibilities for the para may be:

- General playground duties
- Bus duty
- Lunchroom duty
- Administrative tasks in the classroom

## What Makes a Good Paraprofessional? Tips for the Teacher's Aide

In addition to all of the regular responsibilities that may be assigned, the para should possess certain qualities in order to be successful at the job. A very important trait for a para is punctuality. Paras should always arrive in the classroom on time, and offer to stay and help with clean up at the end of the day.

A para should spend the first day or two gathering as much information as possible about her classroom(s) and students. Ask for written details about the classroom. The aide needs to learn all of the routines and rules of each classroom that she will be working in and follow them thoroughly, even if the classroom teacher has to step out for a short period of time.

It is also a good idea if the aide is as consistent as possible with the children – using caring language, consistent discipline techniques, etc. Children with special needs will come to rely on their aides, and a compassionate and consistent personality will be a plus. Having lots of patience is also a key trait for the para.

There are also several things a para should never do, and here is a short list of some:

- Gossip about the children or classroom teacher she works with
- Be late to class

- Not interact with the students
- Not clean up after oneself during a student craft time or snack time
- Complain about assigned duties
- Ignore teacher requests
- Yell at students, and not following classroom policies about behavior management
- Outwardly displaying a bad attitude about the job, school, students or teacher

Good paras possess many qualities. They are eager to learn about the child or classroom to which they are assigned. They are patient, tidy, and follow the rules. They offer to help even if the task at hand is not officially in their job description. And they generally adapt to the culture of the classroom in which they will be working. A quality teacher aide will be a welcome addition in any classroom setting.

Resource: <https://whollycontentguru.wordpress.com>

## 10 Behavior Management Strategies for Educational Assistants & Paraprofessionals by Jennifer Taylor, Michael Edward, Abu Jabbie

The role of an educational assistant (or a teacher's aide or paraprofessional) is to watch for potential problems and prevent escalation when possible.

With this in mind, it's important for EAs to develop appropriate skills to manage crisis situations. EAs need the ability to intervene proactively before a crisis occurs.

The following characteristics are important to embody when interacting with students with behavioral challenges:

- Honesty
- Confidence
- Openness, care, and empathy
- Humor

By embodying these characteristics, you can work with students to help mold their behavior while helping make sure that their needs are being met.

### 1. Active listening

It's important to take into account what students are saying verbally and paraverbally. It's vital to try and really understand what they're asking for. Listen for feelings, not just facts.

To engage in active listening, we must acknowledge that each person has their own truth. When you acknowledge that the other person has experiences that are different than yours, it's easier to find common ground to move forward in behavioral change.

Consider engaging in a **Genuine Encounter Moment**. You can do this by:


- Giving the student total and complete focus
- Giving eye contact and having a friendly and open expression on your face
- Listening closely
- Withholding judgment

Children overwhelmingly are exposed to many more negative comments in a day than positive ones. Some studies show that 90% of comments directed to children are negative or directive. The more you can genuinely engage with your students in an authentic way, the more they feel respected and valued. And this authentic engagement will positively impact their behavior.

## 2. Set clear limits

Students need to know what they're allowed and not allowed to do. They need to have predictable limits to help them make sense of their world, help them feel secure, and provide them with guidance for acceptable behavior. There are four things to consider when **setting limits**:

- Avoid using fear, intimidation, obligation, and guilt.
- Clearly state the specific boundary with a corresponding consequence.
- The corresponding consequence should be a logical or natural consequence that results from not following the limit, and it should be enforceable.
- Avoid a power struggle.

<b>#SettingLimits: Sample Situations</b> TRY SETTING POSITIVE LIMITS AND YOU'LL SEE THE EFFECTS OF OFFERING CHOICES RATHER THAN ULTIMATUMS.		
A PERSON REFUSES TO:	NEGATIVE LIMIT:	POSITIVE LIMIT:
Do classwork.	If you don't finish your work, you won't have any free time.	After your work is done, you'll have five minutes of free time.
Put phone away.	If you don't put your phone away, you'll go to the office.	Would you like to put your phone away or go to the office?
Stop yelling.	If you don't stop yelling, you'll have to leave.	When you stop yelling, we can find a solution to what's bothering you.
More on how to set limits effectively: <a href="https://crisisprevention.com/settinglimits">crisisprevention.com/settinglimits</a> 		

## 3. Sidestep power struggles

A power struggle occurs when two people hold different ideas and both are unwilling to compromise. Sometimes the best approach to dealing with power struggles is to **avoid them**. Instead of trying to force students to do what you want, try using these alternatives:

- Establish an agenda for the day.
- Find a common interest and build on that interest.
- Be friendly. Smile!
- Use a one-word direction.
- Remember that "No" is a complete sentence.
- Provide choice.
- Find a win-win. Compromise.
- Brainstorm solutions.

## 4. Meet their physical and emotional needs

It's important to teach students to become self-aware and to engage in self-care. When your students' physical needs are not being met, they have the potential to escalate into aggressive or

acting-out behaviors. A handy way to teach children to remember their physical needs is to use the acronym **HALT**.

- **H** – Hungry. Hunger can be a physical or an emotional need. If the hunger is physical, offer nutritious snacks. If the hunger is emotional, help them name the emotional need they're feeling.
- **A** – Angry. Anger is a normal, healthy emotion. Anger becomes destructive when people express it inappropriately. It's important to name the emotion and to explore what's causing it. Offer solutions like mediating if the student is angry at another person. Physical activity also helps with feelings of anger. Go for a walk. Go to the gym. Do some push-ups.
- **L** – Lonely. Loneliness can occur both in a crowd and by oneself. Students with emotional regulation issues and behavior disorders withdraw into themselves for a variety of reasons. If you notice your student is withdrawn, engage them in conversation. Reach out and engage in active listening. Help the student connect with a peer.
- **T** – Tired. When we're tired, we find it difficult to cope. Problems seem bigger; the world seems more hostile when we're tired. If your student feels tired, encourage them to rest or to take a short nap. If that's not possible, go for a walk around the block or encourage them to take a couple of deep breaths.

## 5. Daily physical activity

Exercise is an important tool to help students manage both their physical and mental health. Exercise is an effective treatment for mild to moderate depression, anxiety, and stress. Exercise releases endorphins that make you feel good. It promotes neural growth and releases tension. It also allows students to focus on physical activity and interrupt negative thinking. As an added benefit, it improves memory, enhances self-esteem, and improves sleep.

Take your students for a walk through the halls; use the fitness facilities in your school. Even jogging on the spot and doing push-ups and jumping jacks can boost endorphins and reduce tension.

Participate in physical activity with your students. Be a role model for positive behavioral change. Build daily physical activity into the school day. Make moving a lifelong habit.

## 6. Mindfulness and breathing exercises

Mindful breathing is the process of focusing your attention on your breathing and nothing else. You concentrate on the process of your breath moving in and out of your body. The results of mindfulness are stress relief, decreased blood pressure, and improved sleep. It has been used to help in the treatment of depression, eating disorders, anxiety, and substance abuse.

There are many examples of breathing exercises that can be found on the Internet. Here we offer one strategy to get you started.

Balloon breathing:

- Inhale fully. Place your hands on your belly and breathe in slowly through your nose.



- Feel your belly fill up as if it's filled with a giant balloon.
- Exhale fully. Open your mouth and blow all of the air out of your body.
- Let your belly get flat like an empty balloon.
- Repeat five times.

## 7. Catch them being good

Sometimes negative behavior is the only way that students can communicate their needs to you. It may be the only way they know how to get your attention. Instead of reinforcing the negative behavior, try to catch them being good. The goal here is to praise the positive behaviors and neutralize or ignore the negative behaviors.

### Steps for catching a student being good:

- Identify the negative or disruptive behavior (one or two behaviors).
- Identify the times when the negative or disruptive behavior occurs in the classroom.
- Identify fixed time intervals through the course of the day in which you will assess to see if your student is engaging in negative behavior.
  - o If, at those fixed intervals, the student **is not** engaged in the negative behavior, praise them or reward them.
  - o If, at those fixed intervals, the student **is** engaged in the negative behaviors, ignore the behavior (if at all possible).
  - o Direct your attention to those students who are acting appropriately and give them praise/rewards.

## 8. Model prosocial skills

Prosocial skills are those behaviors that we engage in that benefit others. These behaviors include cooperation, sharing work, sharing toys, and emotionally supporting others who are in distress. Students who have behavior disorders often have not developed strong prosocial skills. You can support prosocial skill development by:

- Being a positive role model. The more that students see positive adult interactions, the more likely they are to engage in such activities themselves.
- Talking through common social situations and providing feedback about appropriate social interaction.
- Role-playing. Have students act out social situations and appropriate responses.
- Encouraging structured social play between peers. Play is one of the best ways to encourage sharing, cooperation, and helping.

## 9. Offer choices instead of giving orders

Offering students choices instead of giving an order elicits their cooperation. Choices communicate that their EA/para respects them and their opinions. It provides an opportunity for students to build responsibility and be empowered.

Use these guidelines when offering choice to your student:

- Provide two positive options.
- Be clear and specific.
- Make sure that both choices are acceptable and feasible.

When your students are comfortable making choices, modify this choice by using the “First/Then.” You can use **First/Then** in this way:

- Present the student with a work task that needs to be accomplished.
- Give the student a choice of two options that they would like to engage in after the work task is completed. It could include:
  - o Computer time
  - o Time in the playground
  - o Coloring/drawing
- When the student has completed the work task, allow them to engage in the second “reward” task.

Using **First/Then** promotes delayed gratification. It enforces the idea that first work has to occur before they are rewarded with a choice task.

## 10. Alter the volume and cadence of your voice

Often we overlook how we can affect the emotional state of our students. Emotions can be infectious. When we are angry, aggravated, excited, anxious, or nervous, these emotional states can impact the state of escalation of our students.

If you notice that your student is escalating and becoming visibly agitated, try these techniques to control your own emotions:

- Lower the volume of your voice and speak more quietly. As you speak more quietly, your student will have to become quieter to hear you.
- Alter the cadence of your voice and speak more slowly.
- Modulate your tone of voice and be calm and supportive.
- Simplify your vocabulary.

Remember that as your student starts to escalate, they’re starting to lose rationality. Speaking loudly and quickly will increase their agitation.

## Final thoughts

We’ve offered some skills to develop in order to help you respond to escalating behavior. When you’re in the presence of an escalated student, the first thing to realize is that **you** are actively managing the crisis situation. **You** are controlling your own behavior. **You** are making decisions that will impact how the situation unfolds.

Remember, the outcome of the situation will be impacted by the strategies that you use to de-escalate the agitated student.

Take a deep breath and calm yourself. Don’t *react* to the situation. Use the strategies described above to *respond* to it. Use your tool kit to help support your student.

## IMPORTANT BOARD POLICIES

**Board Policies are available at [www.eht.k12.nj.us](http://www.eht.k12.nj.us) under  
Board of Education/Board Policies/click on the Folder  
4000 Support Staff Members**

### **Board Policies Link:**

**<https://www.eht.k12.nj.us/cms/One.aspx?portalId=252317&pageId=549165#>**

# **2023-2024 ATTENDANCE REMINDERS AND FRONTLINE**

**Please read this form in its entirety**

## **PERSONAL DAYS**

- Enter at least **three days** prior to their use in order for all necessary approvals: Building Principal, and/or Supervisor, and Director of Human Resources.
- If all approvals are not completed, Frontline will not post your absence - thus, no coverage, if needed.
- **You may not use a Personal Day prior to, or following a holiday** (this includes the NJEA convention). If you must be out before or after a holiday, you must ***submit an email to the Superintendent (and copy Dr. Terry Charlton) to arrange a meeting to discuss your specific situation. Extraordinary circumstances are evaluated on a case by case basis. The Superintendent may approve the personal day or may not charge the personal day and the absence will be without pay.***
- If you want to request a specific substitute, **note that substitute's name in the blue "Notes to Administrator" box** and the substitute, if available, will be assigned upon final approval.
- The Frontline Administrator ***does not secure substitutes for you***, so please don't just assume that because you are entering a substitute's name in the "Notes to Admin" box that you are covered.

## **EMERGENCY PERSONAL DAY**

- Less than (3) days notification, please enter your absence as a **SICK DAY** so that it immediately goes out to the sub pool for fulfillment. ***In the "Notes to Admin" box, note that you are taking an "emergency personal day".*** Upon your return, e-mail Dr. Charlton requesting the day be changed to an emergency personal day with any supporting documentation.

## **SICK DAY**

- When a sick day is used **preceding or following a holiday, you must provide** a doctor's note (including NJEA convention).
- A doctor's note is also required when utilizing **three or more consecutive sick days (business days – i.e. if a weekend falls in between the 3 days, you still must provide a doctor's note).**
- Failure to submit the doctor's note ***may*** result in a **loss of pay for the days of the absences.**

## **FAMILY ILLNESS OR DEATH IN THE FAMILY**

- Upon returning from a **Family Illness or Death in the Family** absence(s), you must complete the appropriate **Verification Form** which is now in digital process. The digital form can be found on the district webpage under "Frequently Needed Forms" for each occurrence and submit with the requested documentation.

You can also click on the appropriate link below:

FAMILY ILLNESS VERIFICATION:

<https://permission.click/42VkY/us>

DEATH IN THE FAMILY VERIFICATION:

<https://permission.click/n8ykM/us>

- **NOTE:** Family Illness days are not to be used for yourself; they are intended for immediate family/*household* members who require your care or assistance. (You must provide a doctor's note that verifies you accompanied the family member to the treatment for the family illness, meaning, the doctor's documentation must indicate both your family members name and your name).

**SCHOOL BUSINESS/PROFESSIONAL DAYS**

- You may note your confirmed substitute directly on your form.
- Your absence will be entered and a substitute assigned upon Board Approval.

**JURY DUTY**

- You must send a copy of your summons to Christi McGowan at the Slaybaugh Primary District Office.
- You must call the telephone number on the summons the night before to see if you have to report.
- If you are to report, enter your absence in Frontline immediately so that a substitute may be secured.
- If you attend jury duty, submit your Jury Duty card(s) to Christi McGowan. **If you do not submit the Jury duty card(s) and the office is unable to track your absence, then you will be charged a personal day.**

## HR FORMS LINK:

[https://www.eht.k12.nj.us/faculty\\_and\\_staff/frequently\\_needed\\_forms](https://www.eht.k12.nj.us/faculty_and_staff/frequently_needed_forms)

## LEAVE INFORMATION LINKS

### Medical Leave Form Links:

To obtain the forms please visit:

<http://www.eht.k12.nj.us/cms/One.aspx?portalId=252317&pageId=13650078#>

FMLA- Certification of Health Care Provider for Employee's  
Serious Health Condition (WH-380-E)

[WH-380-E](#)

FMLA- Certification of Health Care Provider for Family Member's  
Serious Health Condition (WH-380-F)

[WH-380-F](#)

# Tuition Approval and Reimbursement Procedures

Under the terms of the current negotiated agreement, certified staff members may apply for a reimbursement of \$500.00 per course for formal graduate level students. Prior approval from the Director of Human Resources must be obtained in order for the reimbursement to be given. In order for any reimbursement request to be considered, a copy of the student's report grades for the courses in question must be attached.

**NOTE:** under Article XXV of the EHTEA negotiated contract, an individual's reimbursement will be on a first come first serve basis.

## Graduate Course Approval Form

<https://permission.click/reMXp/us/signee-info>

## Graduate Course Reimbursement Form

<https://permission.click/7EYBy/us/signee-info>

Employee Signature Page – Receipt of New Employee Booklet  
**PARAPROFESSIONAL**  
**2023-2024**

PRINT NAME: \_\_\_\_\_  
(Print Name) (Date)

NEW EMPLOYEE: \_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Job Title) (Location/Department)

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**PRINT, SIGN AND RETURN TO:**

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**Victoria Bordonaro**  
*Administrative Assistant to the Director of Human Resources*  
Egg Harbor Township Schools  
District Office – Slaybaugh Primary  
13 Swift Drive  
Egg Harbor Twp., NJ 08234