

Minutes of the proceedings of the **PUBLIC WORK MEETING** held on Wednesday, October 7, 2020, in the virtually via zoom app, at 7:00 PM. *Dr. Ardie Walser, Board President, presided.*

**I. Salute to the Flag**

**II. Presiding Officer's Meeting Notice Statement**

"I hereby call to order the Public Workshop Agenda Meeting of the Teaneck Board of Education, held on Wednesday, October 7, 2020, virtually via zoom app, at 7:00 PM. Adequate notice of this meeting has been sent to the Record, filed with the Municipal Clerk and posted on the school district website at [www.teaneckschools.org](http://www.teaneckschools.org), on September 24, 2020."

**III. Roll Call**

<b>Board Member</b>	<b>Present</b>	<b>Absent</b>
Ms. Burns (Linda)	x	
Ms. Fisher (Victoria)	x	
Mrs. Rappoport (Sarah)	x	
Mr. Reiner (Gerald)	x	
Mr. Rodriguez (Sebastian)	x	
Mr. Rose (Howard)	x	
Ms. Sanders (Denise)	x	
Dr. Walser (Ardie)	x	
Mrs. Williams (Clara)	X	

**IV. Reaffirmation of District Goals**

**V. Superintendent's Report (if needed)**

**VI. Public Comment (agenda ONLY)**

The public comments can be found on the link below:  
<https://eduvision.tv/l?yLLDeD>

**VII. Board Presentations (if needed)**

Black Lives Matter Mural Presentation

1. • Black Lives Matter Mural Proposal Presentation

**VIII. Board Committee Reports (as available)**

**IX. Agenda Items**

**X. Public Comment (non-Agenda)**

The Public Comments (non-agenda) can be found on the link below:

<https://eduvision.tv/l/?yLLDeD>

**XI. Executive Session (if needed)**

Mr. Rodriguez motioned to adjourn the public meeting and convene into the Exec. session at 9:11pm. Said motion was seconded by Mr. Rose and carried by unanimous vote.

<b><i>Motion: Mr. Rodriguez</i></b>	<b><i>Second: Mr. Rose</i></b>			
<b><i>Board Member</i></b>	<b><i>Yes</i></b>	<b><i>No</i></b>	<b><i>Abstain</i></b>	<b><i>Absent</i></b>
Ms. Burns (Linda)	x			
Mrs. Fisher (Victoria)	x			
Mrs. Rappoport (Sarah)	x			
Mr. Reiner (Gerald)	x			
Mr. Rodriguez (Sebastian)	x			
Mr. Rose (Howard)	x			
Ms. Sanders (Denise)	x			
Dr. Walser (Ardie)	x			
Mrs. Williams (Clara)	x			

## XII. Adjournment

Mr. Rodriguez motioned to adjourn the public meeting at 10:01pm. Said motion was seconded by Mr. Rose and carried by unanimous vote.

<i><b>Motion: Mr. Reiner</b></i>	<i><b>Second: Mr. Rose</b></i>			
<i><b>Board Member</b></i>	<i><b>Yes</b></i>	<i><b>No</b></i>	<i><b>Abstain</b></i>	<i><b>Absent</b></i>
Ms. Burns (Linda)	x			
Mrs. Fisher (Victoria)	x			
Mrs. Rappoport (Sarah)	x			
Mr. Reiner (Gerald)	x			
Mr. Rodriguez (Sebastian)	x			
Mr. Rose (Howard)	x			
Ms. Sanders (Denise)	x			
Dr. Walser (Ardie)	x			
Mrs. Williams (Clara)	x			

Respectfully submitted,

Melissa Simmons  
Business Administrator/Board Secretary

## **Teaneck Public Schools**

**Mission: The Teaneck Public School District educates and empowers students by providing a high-quality, rigorous educational experience which prepares students for success within a diverse, global society.**

**Vision: The Teaneck Advantage: Educational Excellence for All**

### **Goals for 2019-2020**

**GOAL 1: Teachers and administrators in the Teaneck Public Schools will further elevate academic programs by creating varied learning pathways and by improving student supports.**

**GOAL 2: The Teaneck Public Schools will continue to improve facilities and technology in support of 21st Century learning opportunities.**

**GOAL 3: The Teaneck Public Schools will execute effective communications and solidify quality relationships with educational partners within and throughout the community.**

**GOAL 4: The Teaneck Public Schools will create equitable and inclusive learning opportunities for all students.**

**GOAL 5: The Teaneck Public Schools will ensure operational excellence in hiring, developing and retaining staff.**

**BOARD OPERATIONS****OCTOBER 7, 2020**

Be It Resolved, that the Teaneck Board of Education, upon the recommendation of the Superintendent of Schools, approves the following Board Operations resolutions:

1. that the Board approve the Minutes from the Special Public Meetings, Workshop Meeting and the Regular Public Meetings held on August 12th, August 26th, 2020 & September 2nd, September 9th, September 16th, 2020 respectively.

**SCHOOL OPERATIONS and CURRICULUM**

**OCTOBER 7, 2020**

Be It Resolved, that the Teaneck Board of Education, upon the recommendation of the Superintendent of Schools, approves the following School Operations and Curriculum resolutions:

1. that the Board approve the 2019-2020 District Report of Student Safety Data, the annual observance of the Week of Respect, October 5-19, 2020, and School Violence Awareness Week, October 19-23, 2020. A copy of the report is appended to and made a part of the minutes.
2. That the Board approve Ms. Lydia DeRuiter, Special Education Teacher at Thomas Jefferson Middle School, and Natasha Titre, Coordinator of Institutional Advancement and Grant Procurement to apply for the NCTM - Mathematics Education Trust "Equity in Mathematics Grant." This grant would incorporate classroom materials or lessons that would improve the achievement of student groups that have previous records of underachievement, sometimes identified by race, gender, region, or culture. The award will not exceed \$8,000.00.

3. **Teaneck Public Schools  
Resolution of Support from Teaneck Board of Education authorizing the Sustainable Jersey for Schools Small Grant Applications**

**WHEREAS**, Sustainability means using resources wisely, saving money and reducing our impact on the environment, all of which will ensure the future health, safety, and prosperity of our children; and;

**WHEREAS**, The Teaneck Board of Education seeks to support and work with school staff and administrators, students and parents to ensure a safe and healthy environment for students by encouraging our school community to implement sustainable, energy-smart, eco-friendly and cost-effective solutions.

**WHEREAS**, Teaneck Board of Education is participating in the Sustainable Jersey for Schools Program; and

WHEREAS, one of the purposes of the Sustainable Jersey for Schools Program is to provide resources to school districts to make progress on sustainability issues, and they have created a grant program called the Sustainable Jersey for Schools Small Grants Program;

**THEREFORE**, the Teaneck Board of Education has determined that Teaneck Public School District should apply for the aforementioned grant programs. The Gardinier Environmental Grant to support energy projects focused on conservation, efficiency, and renewable energy; and

The Sustainable Jersey for Schools Grants program funded by the New Jersey Education Association.

**THEREFORE, BE IT RESOLVED**, that of the Teaneck Board of Education, authorize the submission of the aforementioned Sustainable Jersey for Schools Grants.

Approved Date  
Signature

4. that the Board approves Claire Drootin, Manager, Community Services, and Natasha Titre, Coordinator of Institutional Advancement and Grant Procurement to apply for the NJ Child Care Stabilization Grant, that offer providers with stabilization grants to manage added operational costs due to new COVID-19 health and safety guidelines, issued by the New Jersey Department of Children and Families/ Department of Human Services on behalf of the Teaneck Community Education Center. Application open date is October 1, 2020. The award amount is TBD.
  
5. that the Board approves Mr. Campestre, Coordinator of School Based Youth Services on behalf of the School Counseling Department and Natasha Titre, Coordinator of Institutional Advancement and Grant Procurement, to apply for the BC-RFP-20-006 Services to prevent or reduce Juvenile Delinquency, Issued by the Bergen County Department of Human Services due on Oct 30th, 2020. The award amount is TBD.
  
6. that the Board approve the Institute for Learning proposal (attached) for the Teaneck Public Schools 2020-2021 school year for a total cost of \$60,665.

**FINANCE AND BUDGET**

**OCTOBER 7, 2020**

Be It Resolved, that the Teaneck Board of Education, upon the recommendation of the Superintendent of Schools, approves the following Finance and Budget resolutions:

- 1. that the Board approve payment of the following 2020-2021 bills and payroll, as detailed in lists attached to the Minutes of this meeting, including adjustments to previously approved bill payments, and that the Business Administrator/Board Secretary be hereby authorized to release the warrants in payments of these bills per the list appended to and made part of the minutes.

**August 1, 2020 through August 31, 2020**

General	\$4,007,884.53
Special Revenue	\$202,634.49
Enterprise	\$10,687.77
Food Service	\$48.20
Capital Projects	\$2,080,480.03
<b>Total of Approved Payments</b>	<b>\$6,335,102.90</b>

- 2. that the Board approve the budget transfers for the months of June 30, 2020 and August 31, 2020, previously approved by a member of the Finance Committee, which are attached and a part of the official record.
  
- 3. **WHEREAS**, the Board of Education has received the Report of the Board Secretary and the Report of the Treasurer of School Monies for the month of August 2020 and determined that both reports are in agreement; and  
**WHEREAS**, in compliance with N.J.A.C. 6A:23A-16.10(c)3 the secretary has certified that, as of the date of the reports, no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the Board of Education except as noted; now  
**BE IT RESOLVED**, that in compliance with N.J.A.C. 6A:23A-16.10(c)4, the Board of Education certifies that, after review of the secretary’s monthly financial reports (appropriate section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been over-expended in violation of N.J.A.C.6A:23A-16.10(c)4, and that sufficient funds are available to meet the district’s financial obligations for the remainder of the year (which would become a part of the Minutes of this meeting); and  
**BE IT FURTHER RESOLVED**, that pursuant to P.L. 2004 Ch. 73 (S-1701), the Board certifies that after a review of the Secretary’s Monthly Financial Report and upon consultation with the appropriate district officials, that there are no budgetary transfers that cumulatively exceed 10% that would require the approval of the Executive County



Superintendent.

4. that the Board approve the attached list of virtual Professional Development for the staff indicated for professional improvement or development, as approved by the Superintendent, (School Climate Transformation Grant funded \$550.00) (District funded \$0) (Title II Funded \$0) total cost \$550.
5. that the Board approve the contracts, for out-of-district tuition, for students who would require a Special Education program during the 2020-2021 school year, as per the attached list.
6. that the Board approve the contracts with those clinicians and agencies on the attached list who would provide related services and / or independent evaluations during the 2020- 2021 school year.
7. **WHEREAS**, pursuant to N.J.A.C. 6A:26A, the New Jersey Department of Education requires New Jersey School Districts to submit three-year maintenance plans documenting “required” maintenance activities for each of its public school facilities; and  
**WHEREAS**, the required maintenance activities as listed in the attached document for the various school facilities of the Teaneck Board of Education are consistent with these requirements; and  
**WHEREAS**, all past and planned activities are reasonable to keep school facilities open and safe for use or in their original condition and to keep their system warranties valid;  
**NOW THEREFORE BE IT RESOLVED**, that the Teaneck Board of Education hereby authorizes and directs the School Business Administrator to submit the attached Comprehensive Maintenance Plan and M-1 in compliance with New Jersey Department of Education requirements.
8. that the Board approve the following transportation quoted contract for the 2020-2021 school year to provide transportation to athletic events on an as needed basis:

Route ID #	Description	Company	Amount per Bus for 3hrs	Add'l amount over the 3hrs	If Aide Needed on Bus
ALL Trips Mon-Sun	Athletic Trips TBD	First Student	\$310.00	\$25.00 add'l quarter hour	\$100.00

9. **Whereas**, The Board of Education of Teaneck in the County of Bergen, New Jersey (the

“Board”), desires to proceed with a school facilities project consisting generally of:

“Other Capital” projects at:

- Teaneck High School,
- Benjamin Franklin Middle School,
- James Russell Lowell Elementary School,
- John Greenleaf Whittier Elementary School,
- Nathaniel Hawthorne Elementary School,
- Thomas Jefferson Middle School, and
- William Cullen Bryant Elementary School

**Whereas**, the Board now seeks to take the following steps in connection with the Project:

**NOW, THEREFORE, BE IT RESOLVED** BY THE BOARD OF EDUCATION OF TEANECK IN THE COUNTY OF BERGEN, STATE OF NEW JERSEY, as follows:

Section 1. In accordance with the requirements of Section 6A:26-3 of the New Jersey Administrative Code, the Board hereby approves the Schematic Plans prepared in connection with the Project and the Board further authorizes the submission of same to the Bergen County Superintendent of Schools and the New Jersey Department of Education for approval. The Board further authorizes the submission of the Schematic Plans to the Municipal planning board for its review. This project is designated “Other Capital” and the Board is not seeking an SDA Grant.

Section 2. The School Administration and such other officers and agents of the Board as are necessary, including the Board attorney, bond counsel and architect, are hereby authorized to perform such other acts, to execute such other documents and to do such other things as are necessary to implement the determinations of the Board set forth in this resolution. Including the submission of Information to the New Jersey Department of Education as applicable to the proposed Project.

Section 3. This resolution shall take effect immediately.

10. that the Board approve the State Department of Education Certified Per Pupil Cost Tuition Rates for the 2018-2019 school year.

Preschool - K	\$16,912	Grades 1-5	\$17,300
Grades 6-8 -	\$18,575	Grades 9-12	\$18,932
Learning &LLD	\$28,465	Behavioral Disabilities	\$37,419
Multiple Disability	\$36,102	Preschool Dis. PT	\$31,501
Preschool Disability	FT - \$44,102		

11. that the Board accept student #105796 to attend Teaneck High School on an I-20 (F-1 Visa) for the 2020-2021 school year. The parent would pay the tuition (State Department per pupil rate), in the amount of \$18,932 in accordance with district Policy 5111 (Eligibility of Resident/Non-Resident Students).

12. that the Board approve the Stipulation of Settlement between the parents of Student ID#98268 and the Teaneck Board of Education in the amount of \$12,000.00 tuition each year to Delphian School (Residential High School) for the 2020-2021 and 2021-2022 school year.
13. that the Board approve the 2020-2021 Nursing Services Plan. The annually adopted Nursing Services Plan will be kept at the Board office and a copy of the plan is appended to and made a part of the Minutes.
14. that the Board approve payment to JHAHEART, LL.C, (Jabari Hall, Speaker) for presenting " SCHOLAR PRESENTATION | #BullyingStopsNow to K students" to the students of Theodora Smiley Lacey School. The speaker will present virtually on October 8, 2020, at 10 am, at a cost not to exceed \$600. School year 2020-2021, Title IV Purchased Educational Services account #20-280-100-320-73-50-I-0 will be utilized.
15. that the Board approve payment to DHIFI, Inc., for two presentations of "Project Flaunt." Assemblies and Programming are to take place on October 9, 2020 (times TBD). Assemblies are to be given via live stream by Meg Zucker, Founder & President of Don't Hide It, Flaunt It (DHIFI, Inc.) to the students of Benjamin Franklin Middle School, at a cost not to exceed \$2,000. School year 2020-2021, Title IV Purchased Educational Services account #20-280-100-320-73-50-I-0 will be utilized.
16. that the Board approve payment to American Educational Consultants for conducting a formal Disproportionality Analysis in Special Education Programming. The analysis process would commence only after board approval and will not exceed the cost of \$24,900. This project would be funded with 2020-2021 IDEA CCEIS Mandatory Reserve Funds. Upon approval of the project, a deposit of \$2,400 will be invoiced to Teaneck Public Schools. The remainder of the project costs would be billed at the completion of the project. The account number to be utilized would be a 200-300 account for External Consultants Working with Staff.
17. the Board approve the additional funding of \$14,930 for **Chapter 192/193** in accordance with the fees approved by the NJDOE.

## **BOARD OPERATIONS**

**OCTOBER 7, 2020**

Be It Resolved, that the Teaneck Board of Education, upon the recommendation of the Superintendent of Schools, approves the following Board Operations resolutions:

1. that the Board approve the following non-certificated staff appointments, following a 90-day probationary period, effective dates as indicated, pending criminal history review:
  - a. Natacha Rodriguez, Part-Time Technology Support Specialist Level 1, at an hourly rate of \$20 per hour (off-guide), not to exceed 29 hours per week, assigned to Central Administration Office, effective October 16, 2020 through June 30, 2021, new position.
  - b. Ernesto Taveras, Part-Time Technology Support Specialist Level 1, at an hourly rate of \$20 per hour (off-guide), not to exceed 29 hours per week, assigned to Central Administration Office, effective October 16, 2020 through June 30, 2021, new position.
  
2. that the Board approve the following certificated staff transfers/reassignments for the 2020-2021 school year, effective September 21, 2020:
  - a. Jennifer Martin, Special Education Teacher at Lowell Elementary School transferred to Grade 4 Teacher at Lowell Elementary School.
  - b. Curt Buckler, Grade 4 Teacher at Lowell Elementary School transferred to Special Education Teacher at Lowell Elementary School.
  
3. that the Board approve the following leave of absences for the dates and reasons stated:
  - a. Employee #0688, unpaid maternity leave of absence with benefits from October 30, 2020 through November 20, 2020, under NJFLA.
  - b. Employee #1510, paid maternity leave of absence with benefits using 27 personal illness days from October 5, 2020 through November 13, 2020, under FMLA.
  - c. Employee #5387, paid paternity leave of absence with benefits using 2 personal illness days and 8 vacation days from October 22, 2020 through November 4, 2020, under FMLA and NJFLA.
  - d. Employee #4581, paid maternity leave of absence with benefits using 8.50 personal illness days from November 13, 2020 through November 27, 2020, under FMLA. November 30, 2020 through January 13, 2021, unpaid under FMLA. January 14, 2021 through February 11, 2021, unpaid under FMLA and NJFLA. February 12, 2021 through March 18, 2021, unpaid under NJFLA.

4. that the Board approve the following teachers serving as teacher mentors to provisionally certified novice teachers as required under the New Jersey Department of Education Provisional Teaching Process:

<b><u>Novice Teacher</u></b>	<b><u>Mentor Teacher</u></b>	<b><u>School</u></b>
a. Joseph Murphy	Teri Wilcox	Thomas Jefferson Middle School
b. Karissa Melfi	Christie Prepis	Teaneck High School
c. Michael Miuccio	Katierose Augustine	Teaneck High School
d. Jennifer Martin	Jennifer Ahearn	Lowell Elementary
e. Clexy Fernandez	Melinka Ramirez	Benjamin Franklin Middle School

5. that the Board accept the resignation of the following staff members:
- a. Katherine Philip, Grade 4 Teacher, Lowell Elementary School, effective September 21, 2020.
  - b. Marc Trama, Grounds Crew, Operation and Maintenance, effective October 14, 2020.

6. that the Board approve the following long term substitute teacher at \$260 per-diem, after twenty-one days of employment, assigned to a non-tenure track position, effective date as indicated, pending criminal history review:
- a. Samara Yegelwel, TBD through June 18, 2021, with benefits, assigned to Hawthorne Elementary School, replacing employee #3947.

7. that the Board approve the following Extra Work for Extra Pay assignments, at Benjamin Franklin Middle School, for the 2020-2021 school year, stipend in accordance with TTEA contract:

<b><u>Staff Member</u></b>	<b><u>Activity</u></b>	<b><u>Stipend Amount</u></b>
a.	Band 5th & 6th Grade	\$2,094.00
b.	Book & Supply Room	\$2,388.00
c.	Chorus 5th & 6th Grade	\$2,094.00
d.	Chorus 7th & 8th Grade	\$2,094.00
e.	Treasurer	\$2,388.00
f.	Yearbook Advisor	\$1,840.00

**TOTAL: \$12,898.00**

8. that the Board approve the following Extra Work for Extra Pay assignments, at Thomas Jefferson Middle School, for the 2020-2021 school year, stipend in accordance with TTEA contract:

<u>Staff Member</u>	<u>Activity</u>	<u>Stipend Amount</u>
a.	Band 5th & 6th Grade	\$2,094.00
b.	Book & Supply Room	\$2,388.00
c.	Chorus 5th & 6th Grade	\$2,094.00
d.	Chorus 7th & 8th Grade	\$2,094.00
e.	Treasurer	\$2,388.00
f.	Yearbook Advisor	\$1,840.00
<b>TOTAL:</b>		<b>\$12,898.00</b>

9. that the Board approve the following Extra Work for Extra Pay assignments, for the 2020-2021 school year at Teaneck High School, stipend in accordance with the TTEA contract:

<u>Staff Member</u>	<u>Activity</u>	<u>Stipend Amount</u>
a.	Black Youth Organization	\$1,098.00
b.	Bookroom & Processing English	\$2,805.00
c.	Bookroom & Processing Mathematics	\$1,240.00
d.	Bookroom & Processing Science	\$2,805.00
e.	Bookroom & Processing Social Studies	\$2,805.00
f.	Bookroom & Processing World Language	\$1,240.00
g.	HEAL	\$2,731.00
h.	Israel Club	\$1,098.00
i.	Majorettes (Fall)	\$1,098.50
j.	Marching Band Director (Fall)	\$4,799.00
k.	Marching Band Assistant (Fall)	\$3,154.00
l.	Senior Class Advisor	\$2,772.00
m.	Spectrum	\$1,098.00
n.	Student Activities Director	\$7,346.00
o.	Treasurer	\$8,596.00
p.	Yearbook Advisor	\$4,945.00
q.	Yearbook Business & Advertising	\$2,473.00
<b>TOTAL:</b>		<b>\$52,103.50</b>

10. that the Board approve the following Extra Work for Extra Pay assignments, for the 2020-2021 school year, at Whittier Elementary School, stipend in accordance with TTEA contract:

**Staff Member Activity Stipend Amount**

a. Treasurer \$1,092.00

**TOTAL: \$1,092.00**

11. that the Board approve the following Extra Work for Extra Pay assignments, for the 2020-2021 school year, at Bryant Elementary School, stipend in accordance with TTEA contract:

**Staff Member Activity Stipend Amount**

a. Treasurer \$1,092.00

**TOTAL: \$1,092.00**

12. that the Board approve the following Extra Work for Extra Pay assignments, for the 2020-2021 school year, at Lowell Elementary School, stipend in accordance with TTEA contract:

**Staff Member Activity Stipend Amount**

a. Treasurer \$1,092.00

**TOTAL: \$1,092.00**

13. that the Board approve the following Extra Work for Extra Pay assignments, for the 2020-2021 school year, at Hawthorne Elementary School, stipend in accordance with TTEA contract:

**Staff Member Activity Stipend Amount**

a. Treasurer \$1,092.00

**TOTAL: \$1,092.00**

14. that the Board approve the following Extra Pay for Extra Work assignments, for the 2020-2021 school year, at Theodora Smiley Lacey Elementary School, stipend in accordance with TTEA contract:

**Staff Member Activity Stipend Amount**

a. Treasurer \$1,092.00

**TOTAL: \$1,092.00**

15. that the Board approve the following staff members for District Tutoring assignments, effective November 2, 2020 through June 4, 2021:

\$50 per hour (Per the TTEA contract) - \$4500 stipend for instruction, if the entire program is completed

\$50 per hour (Per the TTEA contract) - \$200 stipend for professional development hours

**Staff Member Location Stipend Amount**

a.	Whittier	\$ TBD
b.	Whittier	\$
c.	Whittier	\$
d.	Whittier	\$
e.	Whittier	\$
f.	Whittier	\$
g.	Lowell	\$
h.	Lowell	\$
i.	Lowell	\$
j.	Lowell	\$
k.	Lowell	\$
l.	Lowell	\$
m.	Hawthorne	\$
n.	Hawthorne	\$
o.	Hawthorne	\$
p.	Hawthorne	\$
q.	Hawthorne	\$
r.	Hawthorne	\$
s.	TJMS	\$
t.	TJMS	\$
u.	TJMS	\$
v.	TJMS	\$
w.	BFMS	\$
x.	BFMS	\$



y.	BFMS	\$
z.	BFMS	\$
aa.	THS	\$
bb.	THS	\$
cc.	THS	\$
dd.	THS	\$

**TOTAL:** \$TBD

16. that the Board approve the following staff members for Tutoring Coordinator assignments, effective November 2, 2020 through June 4, 2021:

<u>Staff Member</u>	<u>Activity</u>	<u>Location</u>	<u>Stipend Amount (Not to exceed)</u>
a.	Tutoring Coordinator	Whittier	\$3,000.00
b.	Tutoring Coordinator	Lowell	\$3,000.00
c.	Tutoring Coordinator	Hawthorne	\$3,000.00
d.	Tutoring Coordinator	TJMS	\$3,000.00
e.	Tutoring Coordinator	BFMS	\$3,000.00
f.	Tutoring Coordinator	THS	\$3,000.00
<b>TOTAL:</b>			<b>\$18,000.00</b>

17. that the Board approve the following athletic coach for the 2020-2021 school year, stipend in accordance with the TTEA contract:

<u>Sport</u>	<u>Position</u>	<u>Name</u>	<u>Stipend Amount</u>
a. Cross Country	Volunteer	Lauren Fowler	\$0.00

18. that the Board approve Eric Johnson as Music Production Program Advisor assigned to Teaneck High School, Thomas Jefferson Middle School and Benjamin Franklin Middle School, Extra Work for Extra Pay stipend of \$8,000 in accordance with the TTEA Contract Agreement, for the 2020-2021 school year.

19. that the Board approve Rita Urevitch as Lead Nurse, Extra Work for Extra Pay stipend of \$3,271 for the 2020-2021 school year.

20. that the Board approve the annual stipend of \$9,000 for the position of Affirmative Action Officer, and compensate Tunde Adedoyin, Manager of Human Resource Management and Compliance for the 2020-2021 school year.
21. that the Board approve 2 hours of compensation at a rate of \$50 p/h to plan and present a workshop for families of English language learners on navigating and understanding Google Classroom and Google Classroom procedures. The following teachers will plan and lead the parent presentation:
- a. Adrianna Lagomarsino
  - b. Jennifer Cortez
  - c. Joseph Murphy
  - d. Diana Sanchez
  - e. Teri Wilcox
22. that the Board approve 15 hours of compensation at a rate of \$50 p/h for four district teachers who will participate in the Amistad, Holocaust, LGBT & Persons with Disabilities Committee. This committee will work alongside administrators to review current curricula in order to provide short term and long term goals for fulfilling these curricular mandates.
- a. Lisa Brown
  - b. Nicole Cooper
  - c. Dr. Amy Moran
  - d. Christine Mayers
23. that the Board rescind the Superintendent's recommendation to terminate the following personnel:

<b><u>Name</u></b>	<b><u>Position</u></b>	<b><u>Salary</u></b>
a. Nicolas Campestre	Coordinator	\$77,104.00
b. Yris Acevedo	Counselor	\$58,310.00
c. Victoria Alexander	Counselor	\$55,150.00
d. Giannil Hidalgo	Counselor	\$55,150.00
e. Yvonne Witter	Employment Counselor Receptionist/Adm.	\$58,088.00
f. Owen Barnes	Assistant	\$41,102.00

***Personnel 01 thru 23***

## Report Period 1

School	Incident Total	Violence	Vandalism	Substances	Weapons	HIB Confirmed	Other Incidents Leading to Removal	HIB Alleged
<a href="#">(050) TEANECK SR HIGH</a>	37	16	3	15	2	1	10	1
<a href="#">(060) BENJAMIN FRANKLIN MIDDLE</a>	6	1	1	1	3	0	6	1
<a href="#">(070) THOMAS JEFFERSON MIDDLE</a>	6	4	1	0	1	0	8	1
<a href="#">(080) BRYANT</a>	1	0	0	0	0	1	0	0
<a href="#">(110) HAWTHORNE</a>	0	0	0	0	0	0	1	0
<a href="#">(130) LOWELL</a>	0	0	0	0	0	0	0	0
<a href="#">(150) WHITTIER</a>	0	0	0	0	0	0	0	0
<b>Total</b>	50	21	5	16	6	2	25	3

## Report Period 2

School	Incident Total	Violence	Vandalism	Substances	Weapons	HIB Confirmed	Other Incidents Leading to Removal	HIB Alleged
<a href="#">(050) TEANECK SR HIGH</a>	14	10	2	0	2	0	14	0
<a href="#">(060) BENJAMIN FRANKLIN MIDDLE</a>	9	6	0	3	0	0	11	0
<a href="#">(070) THOMAS JEFFERSON MIDDLE</a>	2	1	0	0	1	0	14	0
<a href="#">(080) BRYANT</a>	0	0	0	0	0	0	0	0
<a href="#">(110) HAWTHORNE</a>	0	0	0	0	0	0	0	0
<a href="#">(130) LOWELL</a>	0	0	0	0	0	0	0	0
<a href="#">(150) WHITTIER</a>	0	0	0	0	0	0	0	0
<b>Total</b>	25	17	2	3	3	0	39	0

## 2019-20 School Year

School	Incident Total	Violence	Vandalism	Substances	Weapons	HIB Confirmed	Other Incidents Leading to Removal	HIB Alleged
<a href="#">(050) TEANECK SR HIGH</a>	51	26	5	15	4	1	24	1
<a href="#">(060) BENJAMIN FRANKLIN MIDDLE</a>	15	7	1	4	3	0	17	1
<a href="#">(070) THOMAS JEFFERSON MIDDLE</a>	8	5	1	0	2	0	22	1
<a href="#">(080) BRYANT</a>	1	0	0	0	0	1	0	0
<a href="#">(110) HAWTHORNE</a>	0	0	0	0	0	0	1	0
<a href="#">(130) LOWELL</a>	0	0	0	0	0	0	0	0
<a href="#">(150) WHITTIER</a>	0	0	0	0	0	0	0	0
<b>Total</b>	75	38	7	19	9	2	64	3

Incident Total = Violence, Vandalism, Substances, Weapons, HIB Confirmed

Violence = Assault, Fight, Kidnapping, Robbery/Extortion, Sexual Assault, Sexual Contact, Threat/Simple, Threat/Criminal

Vandalism = Arson, Computer Trespass, Damage to Property, False Public Alarm, Theft, Trespass

Incident category totals may differ from total incidents due to multiple offenses selected for one incident.



## SUSTAINABLE JERSEY FOR SCHOOLS:

- Advances and supports sustainable practices in schools and prepares the next generation of children to address sustainability issues
- Identifies actions that schools can implement to become certified
- Provides guidance and tools to enable schools to make progress on each action
- Provides access to grants and identifies funding opportunities for schools to make progress toward the actions

## SUSTAINABLE JERSEY FOR SCHOOLS AT-A-GLANCE

- New Jersey schools/districts apply for certification. Certification is achieved at individual school level.
- There is no fee for the certification, the use of the program tools or participation in the training workshops. The certification is valid for three years.
- The program is voluntary.
- There are two certification levels: bronze level requires a total of 150 points and silver level requires a total of 350 points.

## Sustainable Jersey for Schools

is a certification program for New Jersey public schools that want to go green, conserve resources and take steps to create a brighter future, one school at a time.

### CERTIFICATION BENEFITS

Sustainable Jersey certification is a prestigious designation. Registration is free and grants will be available. The program provides a framework for collaboration between schools and with the school district. Don't miss your chance to be part of the first schools to be certified and to:

#### Save money. Get money.

Schools will implement practices that lead to cost savings in energy, water and garbage bills. The program will help improve efficiency, cut waste and free up money for the classroom. Participating schools/districts will be alerted to available grant money.

#### Gain access to training, tools and expert guidance.

Participating schools will have access to clear guidance and NJ specific tools and resources for developing a comprehensive sustainable school program. Training workshops, webinars and leadership meetings will provide your school with the opportunity to connect with experts in important school sustainability issues.

#### Get recognized. Promote your school.

Participants in the Sustainable Jersey for Schools program are promoted on our website, in our publications, in the media and at events. Schools that achieve certification are provided a customized logo that can be used on the school's promotional materials. Schools will be honored at an annual event and awards recognize those schools that excel in leadership, innovation and collaboration. Program participation will enhance your efforts to achieve U.S. Department of Energy Green Ribbon recognition and/or EcoSchools Green Flag status.

#### Improve your school and district.

Research shows that sustainable practices positively impact student academic performance. Kids learn best when there is good natural classroom light and excellent indoor air quality. Sustainable practices help create healthier learning environments that lower illness and absenteeism.

#### Conserve valuable resources. Protect the environment.

New Jersey is facing issues of climate change, energy crises, water shortages and environmental pollution. Schools need to be a part of the solution to these challenges and demonstrate their commitment to environmental stewardship. Participants in the program will provide an opportunity for students to connect with curricula in environmental and science technology engineering and mathematics (STEM) education which can also serve as a tool for interactive lessons. By becoming certified, you align your school/district with your community's values while saving your resources as well as nature's.

# CERTIFICATION STEPS

Get started today! The online certification program allows you to pursue a balanced sustainability program one policy, program or resource audit at a time. Your school can start slowly and see how each small step yields economic and community gains.

**Step 1:** School district adopts a resolution of participation and registers at the Sustainable Jersey for Schools website. (A sample resolution can be downloaded from the website.) The superintendent invites the district's school principals to participate.

**Step 2:** School principals register their individual school by uploading a letter of participation signed by the principal and superintendent.

**Step 3:** Green team is created at the district or school level depending upon how activities will be coordinated. The green team is the only mandatory action.

**Step 4:** School districts and schools complete actions on behalf of schools totaling at least 150 points; each action includes guidance about who should be involved, resources, what to do, submission requirements and other information related to completing the action successfully.

**Step 5:** School documents, associated with completed actions, are uploaded to meet submission requirements. Sustainable Jersey certification is awarded after review of application materials.

To promote a comprehensive and results oriented approach to sustainability, the certification application is based on a check list of 87 actions in 17 categories. The certification process is flexible, allowing your school to choose from a broad range of actions.

## 17 ACTION CATEGORIES

### PROSPERITY

- Board Leadership & Planning
- Energy Efficiency
- Innovation Projects
- Learning Environment
- Student Learning

### PLANET

- Climate Mitigation & Renewable Energy
- Green Cleaning
- Green Design
- Green Purchasing
- School Grounds
- Waste Management & Recycling

### PEOPLE

- Diversity & Equity
- Food & Nutrition
- Healthy School Environments
- Student Safety
- Student & Community Outreach
- Student & Staff Wellness

To learn more visit

[www.SustainableJerseySchools.com](http://www.SustainableJerseySchools.com)

 SustainableJersey

 SJ\_Schools





**FOR SCHOOLS**

**SUSTAINABLE  
JERSEY®**

**A BRIGHTER FUTURE,  
ONE SCHOOL AT A TIME**



[www.SustainableJerseySchools.com](http://www.SustainableJerseySchools.com)



A certification program for New Jersey public schools that want to go green, conserve resources and take steps to create a brighter future,

## ONE SCHOOL AT A TIME.

### SUSTAINABLE JERSEY FOR SCHOOLS:

- Advances and supports sustainable practices in schools and prepares the next generation to address sustainability issues
- Identifies actions that schools can implement to become certified
- Provides guidance and tools to enable schools to make progress on each action
- Provides access to grants and identifies funding opportunities for schools to make progress toward the actions
- Encompasses the three equal, interrelated components of sustainability:

**People** – Contribute to a strong civil society that provides opportunity for all

**Prosperity** – Support local economies and wise use of community resources

**Planet** – Practice responsible environmental management and conservation

School participation is strictly voluntary and never mandated. Certification actions are developed through an ongoing process of discussion and research that includes the participation of many New Jersey leaders and experts from school districts, state agencies, academia, government, the non-profit sector and the business community.

### ACTIONS FOR SCHOOLS:



The bronze level of certification requires the establishment of a mandatory **green team**, implementation of 2 out of 11 **PRIORITY ACTIONS\*** and a total of 150 points. Actions must be completed in 6 of 19 categories.



The silver level of certification requires the establishment of a mandatory **green team**, implementation of 3 out of 11 **PRIORITY ACTIONS\*** and a total of 350 points. Actions must be completed in 8 of 19 categories.

To become certified, schools must complete and document actions from this list.

## PEOPLE

DIVERSITY & EQUITY			Points
Accessible Communications	🔔 🏛️		10
Breakfast After The Bell	🔔 🏛️		20
Diversity on District Task Forces & Committees	🏛️		10
FOOD & NUTRITION			
Healthy Food Choices	🔔 🏛️		10
Promote Locally Grown Foods	🔔 🏛️		10
School Gardens	🔔		10-30
HEALTHY SCHOOL ENVIRONMENTS			
<b>Indoor Air Quality Review</b> ★	🔔		15
Access to Healthy Water in Schools	🔔		20
Anti-Idling Education & Enforcement	👥 🔔 🏛️		10
Asthma Friendly Schools	🔔		10
Classroom Chemical Purchase, Storage & Disposal Policy	🔔 🏛️		15
Classroom Cleanup Policy & Practices	🔔 🏛️		10
Integrated Pest Management-Education & Organic Lawn Care	🔔		10
Outdoor Air Quality Awareness	🔔 🏛️		10
Radon Testing, Education and Mitigation	🔔		10-20
Reporting Process for Indoor Air Quality Concerns	🔔		10
SCHOOL CULTURE & CLIMATE			
Inclusive Environment Where All Can Thrive	🔔		10
School Culture & Climate Needs Assessment	🔔		20
Social Emotional Learning Integrated Unit	🔔		10
STUDENT & COMMUNITY OUTREACH			
<b>Green Team</b> ▲			10-15
<b>Community Education &amp; Outreach</b> ★	👥 🔔		10
Civic & Stewardship Volunteer Initiatives	👥 🔔		10
Enrichment Programs through Partnership	🔔		10
Green Challenges	👥 🔔		10
Green Fair	👥 🔔		10
“Green” Your Green Fair or School Event	👥 🔔		10
STUDENT SAFETY			
Pedestrian and Bicycle Safety & Promotion Initiatives	👥 🔔		10
Safe Driving Awareness Programs for High School Students	🔔		10
Safe Routes to School District Policy	👥 🏛️		10
School Travel Plan for Walking & Biking	👥 🔔		10
STUDENT & STAFF WELLNESS			
<b>School Wellness Council</b> ★	🔔		20
Policies to Promote Physical Activity	🏛️		10
Programs to Promote Physical Activity	🔔		10
Staff Wellness Program	🔔 🏛️		10

**PROSPERITY**

<b>BOARD LEADERSHIP &amp; PLANNING</b>		<b>Points</b>
<b>District Sustainability Policy</b> ★	🏛️	10
<b>Professional Development for Sustainability</b> ★	🔔 🏛️	5-20
Green Enhancement of District Strategic Plans	🏛️	10
School Community Asset Mapping	👥 🔔 🏛️	10
School District Foundation	🔔 🏛️	10
Strategic Plan Implementation of Green Initiatives	🏛️	10
<b>ENERGY EFFICIENCY</b>		
<b>Energy Efficiency for School Facilities</b> ★	🔔 🏛️	5-50
Behavior-Based Energy Conservation Programs	🔔	10
Energy Tracking & Management	🔔	10-20
<b>INNOVATION PROJECTS</b>		
Innovative Project #1	🔔 🏛️	10
Innovative Project #2	🔔 🏛️	10
<b>INTEGRATED SCIENCE, TECHNOLOGY, ENGINEERING, ARTS &amp; MATH</b>		
iSTEAM Planning & Implementation	🔔 🏛️	15
iSTEAM Strategic Plan Indicators/iSTEAM Policy	🏛️	10
iSTEAM Collaborative Units of Study	🔔	10-50
iSTEAM Professional Development Plan	🔔 🏛️	5-20
<b>LEARNING ENVIRONMENT</b>		
All Arts Disciplines Offered	🏛️	10
Curriculum Mapping	🔔 🏛️	15-30
Future Ready Schools Certification	🔔	10-15
Outdoor Classroom	🔔	10
Student Participation in the Arts	🏛️	10
<b>STUDENT LEARNING</b> ★		
<i>(One approved action in this category counts toward priority requirements)</i>		
<b>Education for Sustainability Integrated Unit</b>	🔔	10-50
<b>Education for Sustainability Pre K-3</b>	🔔	5
<b>Education for Sustainability Grades 4-12 Creativity/Arts</b>	🔔	5
<b>Education for Sustainability Grades 4-12 Career and Technical Education</b>	🔔	5
<b>Education for Sustainability Grades 4-12 English Language Arts</b>	🔔	5
<b>Education for Sustainability Grades 4-12 Health</b>	🔔	5
<b>Education for Sustainability Grades 4-12 Math</b>	🔔	5
<b>Education for Sustainability Grades 4-12 Science</b>	🔔	5
<b>Education for Sustainability Grades 4-12 Social Studies</b>	🔔	5
<b>Education for Sustainability Grades 4-12 Technology</b>	🔔	5

**PLANET**

<b>CLIMATE MITIGATION &amp; RENEWABLE ENERGY</b>		<b>Points</b>
<b>School Carbon Footprint</b> ★	🔔 🏛️	10
Buy Renewable Electricity	🔔	10
On-site Renewable Generation System-Geothermal	🔔	10
On-site Renewable Generation System-Solar	🔔	5-40
<b>GREEN CLEANING</b>		
Green Cleaning Equipment	🔔 🏛️	10
Green Cleaning Policy & Plan	🔔 🏛️	10
Green Cleaning Supplies	🔔 🏛️	10
Green Cleaning Training & Education Programs	🔔 🏛️	10
<b>GREEN DESIGN</b>		
<b>Green Building Policy</b> ★	🏛️	10
Design/Build/Certify New Construction & Major Renovations using Green Standard	🔔	10-50
Green Building Training	🔔 🏛️	10
<b>GREEN PURCHASING</b>		
<b>Green Purchasing Policy</b> ★	🏛️	10
EPEAT Certified IT Purchases	🔔 🏛️	10
Recycled Paper Purchase	🔔 🏛️	10
Sustainable Fleets	🏛️	5-15
<b>SCHOOL GROUNDS</b>		
Biodiversity Audit & Management Plan	🔔	10
Biodiversity Project	🔔	10
Green Infrastructure Assessment & Plan	🔔	10
Green Infrastructure Installation	🔔	10
<b>WASTE MANAGEMENT &amp; RECYCLING</b>		
<b>Waste Audit</b> ★	🔔	10
Document Recycling Rates	🔔	10
EPA Waste Wi\$e	🔔	5
Food Waste Management	🔔	15
Materials Reuse	🔔	10
Recycling Non-Mandated Materials	👥 🔔	5-20

- ★ Signifies a Priority action. Schools must complete at least two priority actions to achieve certification.
- ⚠️ Signifies a Mandatory action. In order to participate in the program a district or school must complete this step.
- 🏛️ Signifies a district only action. District actions earn points for all registered schools in the district.
- 🔔 Signifies a school only action
- 👥 Signifies a parallel action in the Sustainable Jersey municipal certification program. Visit the participating town map at [www.SustainableJersey.com](http://www.SustainableJersey.com) to find contact information for your local municipal green team to explore working with them on this action.

**To learn more visit [www.SustainableJerseySchools.com](http://www.SustainableJerseySchools.com)**

Please note: Program actions and points may be subject to change. For the current official list of actions and points visit the website.





Sustainable Jersey® is a nonprofit organization dedicated to assisting schools and local governments pursue sustainability initiatives by providing a robust certification program supported by training, technical assistance and small grants. We would like to thank the state and federal agencies, professional associations, non-profit organizations, academic institutions, public schools and businesses that have collaborated with us to create the program.

## GETTING STARTED

To start the program, a school board must adopt a resolution of participation and then register at the Sustainable Jersey for Schools website. Then each school in that district may register on the program website. The website provides the list of sustainability actions and implementation tools available.

## BENEFITS OF PARTICIPATION

Sustainable Jersey certification is a prestigious designation for schools in New Jersey. Registered and certified schools gain priority access to grant programs and are eligible to apply for the Sustainable Jersey for Schools Small Grants program. By registering or gaining certification, your school will receive updates on special events and news about the latest resources to assist you on your journey to becoming a more sustainable school.

For inquiries or to join the e-list, contact [schools@sustainablejersey.com](mailto:schools@sustainablejersey.com)

SustainableJersey

SJ\_Schools

### SUSTAINABLE JERSEY FOR SCHOOLS IS UNDERWRITTEN BY



### GRANTS PROGRAM UNDERWRITERS



### CORPORATE SPONSORS

#### Platinum Sponsors



Founding Sponsor



Founding Sponsor

#### Gold Sponsor



Founding Sponsor

#### Silver Sponsor



#### Bronze Sponsors



### Special Thanks to our Program Partners



This Agreement number **17060FY21A** (the “Agreement”), and associated license for the use of copyrighted materials, is entered into as of the 22<sup>nd</sup> day of September, 2020, by and between:

**Teaneck**, One Merrison Street, Teaneck, NJ 07666 (the “District”)

and

**University of Pittsburgh – Of the Commonwealth System of Higher Education, Institute for Learning**, Learning Research and Development Center, 3939 O’Hara Street, Pittsburgh, PA 15260 (the “University”)

1. As part of this Agreement, in exchange for payment of the Institute for Learning (“IFL”) membership fees, the University shall provide:
  - a. IFL Fellow consultation of offsite support and feedback; additional services can be purchased and will be billed separately. (*Refer to attached schedule for more detail.*)
    - i.) English Language Arts
      - (1) Twelve (12) Virtual Professional Development Sessions
      - (2) Five (5) Virtual Support and Consultation
      - (3) Three (3) Virtual Grade-Level Lesson Planning Sessions
    - ii.) Mathematics
      - (1) Twenty-eight (28) Virtual Professional Development Sessions
      - (2) Six (6) Virtual Grade-Level Lesson Planning Sessions
      - (3) Six (6) Assessment Audits for Alignment
  - b. IFL products to support instruction in the district; additional products can be purchased and will be billed separately. (*Refer to attached schedule for more detail.*)
    - i.) Mathematics – Forty-four (44) Math Planning Essential (MPEs)
2. All reports, studies, information, data statistics, forms, designs, plans, procedures, systems, computer programs, software, inventions or copyrightable work and any other materials created, developed or produced by the University under this Agreement (“IFL Materials”) shall be the sole and exclusive property of the University, and the District agrees to assign all rights it may have therein to the University. No such IFL Materials produced in whole or in part under this Agreement shall be used by the District in the United States or in any other country without the express written consent of the University, except that the District shall have the nonexclusive right to use the IFL Materials internally for education purposes.
3. The University shall have unrestricted authority to publish, disclose, distribute and otherwise use, copyright or patent, in whole or in part, any such reports, studies, data, statistics, forms or other materials or properties produced under this Agreement. The University may request the District to create videotape on District property in order to perform the services covered under this Agreement. When the District creates such videotape at the University’s request, the University shall retain a non-exclusive right to use the videotape for the services covered under this Agreement, in addition to other IFL educational purposes. The District shall cooperate with the University to ensure that all permissions are in place to use the content contained in any videotape created by the District.

4. As the owner or assignee of the IFL Materials, the University shall have unrestricted authority to publish, disclose, distribute and otherwise use, copyright or patent, in whole or in part, any such IFL Materials.
5. No changes in the responsibility of the District and/or the University to be performed hereunder shall become effective until mutually agreed upon by the District and the University in writing. Such changes as are mutually agreed to by the District and the University which require additional services or a reduction of services to be performed by the University under the Agreement and an adjustment to the amount to be paid to the University as provided herein shall be incorporated in written amendments to this Agreement.
6. To the extent that any terms or provisions of the Agreement and any other agreements between the parties conflict and/or cannot be reconciled, the terms and provisions of this Agreement shall be controlling.
7. Fees: Unless otherwise indicated below, the following fees are due upon execution of the Agreement, and payable according to the schedule set forth in paragraph 8:

Offsite Support Services	\$49,150.00
Products	\$6,600.00
University Coordination and Planning	\$4,915.00
<b>Total cost</b>	<b>\$60,665.00</b>

8. The District agrees to pay the above fees on the following schedule:  
 Invoiced 1<sup>st</sup> of each month for services received
9. All requests by the District to reschedule any trainings must be in writing. The University will work in good faith with the District to reschedule any trainings in a manner that will mitigate costs to the District. If the District and the University are unable to identify a mutually acceptable date and time during the Term to reschedule any trainings, then that portion of the Fees that was allocated to any such trainings shall be reallocated to the District's purchase of additional Curriculum Materials from the University. In this instance, the District and the University will execute a written amendment to this Agreement. For the avoidance of doubt, no Fees owed by the District to the University shall be prorated or changed without a written amendment to this Agreement that has been duly executed by both the District and the University.
10. The District will receive an invoice at least thirty (30) days prior to the payment due date. The staff of the IFL will not be able to continue work within the District if payments are past due.
11. The University shall not be responsible or liable for any injuries or losses which may result from the implementation or use by District or others of the results from the Institute for Learning or research data generated by University.
12. The District agrees to indemnify, defend and hold harmless the University, its trustees, officers, agents and employees with respect to any expense, claim, liability, loss, damage, or costs (including attorneys' fees) in connection with or in any way arising out of the use of the data or results from the University's Institute for Learning.

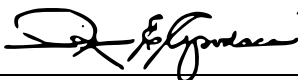
- 13. All information, materials and services furnished by University pursuant to this Agreement are on an "as is" basis. University makes no warranties of any kind, either express or implied, as to any matter, including but not limited to warranty of fitness for a particular purpose, merchantability, patentability, or that use by District of the results obtained will be free from infringement of patents, copyrights, trademarks or other rights of third parties. In no event shall University be liable to District for indirect, special, or consequential damages, such as loss of profits or inability to use the results obtained or any applications and derivations thereof.
- 14. Term. The term of this Agreement shall commence on September 22, 2020, and shall continue until June 30, 2021.
- 15. Notice. All documents and/or questions about this Agreement should be directed to:

Rosita Apodaca  
Executive Director, Institute for Learning  
University of Pittsburgh  
3939 O'Hara Street, LRDC 315  
Pittsburgh, PA 15260  
Telephone: (412) 624-8319  
Facsimile: (412) 624-1470  
Email: rea4@pitt.edu

WITNESS:

UNIVERSITY OF PITTSBURGH – OF THE  
COMMONWEALTH SYSTEM OF HIGHER EDUCATION


\_\_\_\_\_

By:   
Name: Rosita Apodaca  
Title: Executive Director  
Date: \_\_\_\_\_

WITNESS:

DISTRICT

\_\_\_\_\_

By:   
Name: Dr. Christopher Irving  
Title: Superintendent of the Teaneck Public Schools  
Date: \_\_\_\_\_

Digitally signed by Dr. Christopher Irving  
DN: cn=Dr. Christopher Irving,  
c=US, o=Teaneck Public Schools,  
ou=Superintendent,  
email=cirving@teaneckschools.org  
Date: 2020.09.23 14:39:19 -04'00'

## **Institute for Learning Learning Plan for Teaneck Public Schools School Year 2020–2021**

The Institute for Learning (IFL) proposes to continue our partnership with Teaneck Public Schools to address the needs identified by Superintendent Christopher Irving, EdD, and Assistant Superintendent of Curriculum & Instruction Christine Johnson. Supporting academically rigorous instruction requires a multi-faceted approach that includes providing access to high-level tasks, implementing high-leverage instructional practices, and using fair and credible evaluation measures. To continue our support of the Teaneck Public Schools in understanding and implementing high-level, research-based English language arts and mathematics instruction and learning for every student, we have developed the following plan.

The goals of the plan are to

- apply research and best practices about pedagogy to literacy and mathematics instruction;
- understand the importance of talk and questions in literacy and mathematics instruction;
- learn how to use talk, writing, student-centered routines, and representations (in mathematics) to make student thinking visible and to allow for formative assessment to effectively provide the support all students need to engage in high-level tasks; and
- improve and increase the opportunities students have to think and reason, ensuring equity in opportunities to engage in meaningful work.

Additionally, this plan takes into consideration the shift to online learning and travel and social distancing restrictions due to COVID-19. The plan allows for a variety of learning opportunities including IFL-facilitated virtual professional development sessions; IFL-facilitated virtual lesson studies; instructional materials to serve as models to support educators as they bridge theory and practice; and support for instructional leaders in the form of virtual planning, tools, materials, and, in mathematics, an assessment audit and artifact coding

The recommendations in this plan, if agreed to and implemented with integrity, can result in more equitable instruction and are likely to lead to increases in academic performance, particularly on state mathematics tests and in reading comprehension data.

### **Supporting English Language Arts Teaching and Learning**

There are four critical components of the elementary ELA work:

- IFL-facilitated virtual professional development sessions
- Ongoing formative assessment of teacher learning
- Supporting teachers and instructional leaders in the form of educative units
- Supporting teachers and instructional leaders in the form of virtual planning
- Supporting teachers and instructional leaders through one-on-one or small group consultation on teacher-identified challenges

**English Language Arts  
Elementary**

During the 2019–2020 school year, the IFL began a partnership with Teaneck Public Schools by introducing K–2 teachers to a vision of research-based, high-quality ELA instruction. Teachers engaged in professional development on the important role complex texts, cognitively demanding tasks, and productive talk play in building the foundation for high-quality ELA instruction. The IFL proposes to build on that foundational work by supporting K–2 teachers to implement an IFL unit, drawing attention to the educative features that allow for student and teacher growth. This work reinforces the work of last year by providing exemplar texts and tasks that target comprehension, interpretation, and analysis. It also prepares teachers to select and design curricular resources by providing a model of high-quality instruction coupled with professional learning around the features of high-quality ELA curriculum. We will be asking participants to reflect on and submit the texts and tasks that they will be using in the classroom in order to gauge participants’ learning and determine instructional next steps. We have included an opportunity for virtual lesson planning so that teachers can study the design and implementation of high-quality literacy lessons in Teaneck classrooms. The virtual lesson planning process provides teachers with the opportunity to work together to select complex texts, design a lesson that includes cognitively demanding tasks, implement the lesson, and then reflect on that experience. We will use this data to determine the progress of the design and implementation of these high-level tasks and inform next steps. We also aim to grow the work by introducing Grades 3–5 teachers to foundational learning in ELA in preparation for vertically expanding the work during the 2021–2022 school year.

To deepen work and maximize learning, we will utilize IFL-created units, virtual professional learning, job-embedded learning, and consultations. District and school administrators will participate in the training, build foundational capacity to observe, and support the use of high-leverage practices in discipline-specific ways, not as add-on work, but as a way of working in classrooms to advance learning.

<b>BUILDING CAPACITY TO IMPLEMENT AND DESIGN HIGH-QUALITY ELA UNITS FOR K TO 2 TEACHERS: VIRTUAL PROFESSIONAL DEVELOPMENT SESSIONS</b>	
<b>Audience</b>	K–Grade 2 ELA teachers and instructional leaders
<b>Duration</b>	<ul style="list-style-type: none"> <li>• Nine (9) 90-minute virtual professional development sessions (3 sessions per grade level, K–2)</li> <li>• Five (5) hours of virtual support and consultation</li> </ul>
<b>Description</b>	<p>Teachers and instructional leaders will engage in a series of three virtual professional development sessions, three per grade level:</p> <p><b>Session 1: Review Components of High-Quality ELA Instruction and Reflect on Implementation of These Components</b></p> <p>We will review the foundational work covered last year by reflecting on high-quality ELA instruction, including the Principles of Learning, high-level questions, and Accountable Talk® practices.</p>

® Accountable Talk is a registered trademark of the University of Pittsburgh.



BUILDING CAPACITY TO IMPLEMENT AND DESIGN HIGH-QUALITY ELA UNITS FOR K TO 2 TEACHERS: VIRTUAL PROFESSIONAL DEVELOPMENT SESSIONS	
	<p>Participants will be asked to bring a text and a high-level task that they created to reflect on how last year’s work is influencing their lessons. The IFL facilitator will collect these artifacts to determine how the work on texts, task, and talk is being implemented in Teaneck classrooms.</p> <p><b>Sessions 2: Prepare for Unit Implementation</b> Participants will prepare to implement an IFL unit and to grow their understanding of high-quality ELA curriculum. Participants will be introduced to high-level design principles for educative curriculum materials and identify the various educative components in IFL units and learn how they support implementation and design. Participants will also have a chance to ask questions and discuss the unit in preparation for implementation.</p> <p><b>Session 3: Reflect on Unit Implementation</b> The last session will allow participants a chance to reflect on unit implementation, identifying successes, challenges, and additional needs. Participants also will bring a text and a high-level task they recently created and will be using in the upcoming weeks to determine the level to which they are applying their learning from both the foundational work and the implementation of the units to the design of their original lessons.</p> <p><b>Virtual Support and Consultation</b> In addition to the virtual professional development sessions, we will support K–2 teachers through one-on-one or small group virtual consultations. This time is meant for problem solving, planning, and addressing teachers’ specific problems of practice.</p>
<b>Learning Outcomes</b>	<p>Participants will be better able to do the following:</p> <ul style="list-style-type: none"> <li>• Identify and implement student-centered routines that support students to engage with complex texts and cognitively demanding tasks.</li> <li>• Recognize the features of educative curriculum and apply these understandings to lesson design.</li> <li>• Use <i>Accountable Talk</i> moves to provide students with opportunities to think more deeply about texts and to support their ideas through productive talk.</li> <li>• Use student artifacts to formatively assess student learning and create instructional next steps.</li> </ul>
<b>Work Required</b>	<p>Session 1: Participants will bring and submit a text and a high-level task that they created.</p> <p>Session 2: Participants will read unit texts, tasks, learning targets, and scoring rubric to prepare for unit implementation.</p> <p>Session 3: Participants will bring and submit a text and a high-level task that they created for an upcoming lesson.</p>
<b>Facilitators</b>	1 IFL fellow

Quantity	Item	Rate	Total Cost
3	Session 1: Review Components of High-Quality ELA Instruction and Reflect on Implementation of These Components	\$750.00	\$2,250.00
3	Session 2: Prepare for Unit Implementation	\$750.00	\$2,250.00
3	Session 3: Reflection on Unit Implementation	\$750.00	\$2,250.00
5	Virtual Support and Consultation	\$500.00	\$2,500.00

VIRTUAL GRADE-LEVEL LESSON PLANNING SESSIONS	
<b>Audience</b>	K–Grade 2 ELA teachers and instructional leaders
<b>Duration</b>	Three (3) grade-level lesson planning sessions (1 experience per grade level, K–2)
<b>Description</b>	Virtual grade-level lesson planning sessions allow participants to co-plan a lesson for a task that requires thinking and reasoning to be taught online, individually implement the lesson during online instruction, and then engage in a collaborative lesson debriefing. Virtual grade-level lesson planning sessions help transfer learning from professional development sessions to in-school or online instruction. The debriefing makes use of the district’s greatest assets, the teachers and students, and allows the insights gained by individual teachers to be leveraged to further the learning of all of the teachers at that grade level.
<b>Learning Outcomes</b>	<p>Participants will gain a better understanding of the following:</p> <ul style="list-style-type: none"> <li>• What is required to successfully plan for and facilitate rigorous literacy instruction by considering the role of the text, task, and student-centered routines</li> <li>• How to design and/or modify tasks that require thinking and reasoning for use during online instruction</li> <li>• How to use student artifacts such as quick writes and transcripts to formatively assess student learning</li> <li>• How to use <i>Accountable Talk</i> moves in a virtual setting to promote student thinking and reasoning</li> <li>• How reflection supports and enhances teaching, learning, and curriculum design</li> </ul>
<b>Work Required</b>	<p>All aspects of the grade-level planning sessions are conducted virtually.</p> <p>Teachers will engage in IFL-facilitated collaborative planning of a high-level task from one of the tasks they brought to the first professional development session. Teachers will then implement the lesson according to the co-constructed plan and bring back artifacts from the lesson to engage in reflection.</p> <p>Teachers are expected to do the following:</p> <ul style="list-style-type: none"> <li>• Attend all phases of the grade-level planning session.</li> </ul>



VIRTUAL GRADE-LEVEL LESSON PLANNING SESSIONS	
	<ul style="list-style-type: none"> <li>Implement the co-constructed lesson plan.</li> <li>Bring back artifacts for collaborative study.</li> </ul> <p>Building/district leadership are expected to work collaboratively with the IFL fellow to ensure that teachers have time to plan with the IFL fellow in advance of the lesson and debrief with the IFL fellow following the lesson.</p>
<b>Facilitators</b>	1 IFL fellow

Quantity	Item	Rate	Total Cost
3	Virtual Grade-Level Lesson Planning Sessions	\$1,400.00	\$4,200.00

BUILDING FOUNDATIONS FOR HIGH-QUALITY LITERACY CLASSROOMS FOR GRADES 3 TO 5 TEACHERS VIRTUAL PROFESSIONAL DEVELOPMENT SESSION	
<b>Audience</b>	Grades 3–5 ELA teachers and instructional leaders
<b>Duration</b>	Three (3) 3-hour virtual professional development sessions (1 session per grade level, 3–5)
<b>Description</b>	<p>This session introduces participants to the characteristics that reflect high-quality ELA instruction. Building on last year’s foundational work with the IFL math team, participants will identify how the Principles of Learning work together in ELA classrooms to invite effort and support rigor for all students. Participants will take a closer look at one of the Principles of Learning, <i>Accountable Talk</i> practices, and understand how <i>Accountable Talk</i> discussions deepen students’ understanding of complex texts and expand their thinking.</p> <p>This session will serve as a foundation for work that will continue during the 2021–2022 school year.</p>
<b>Learning Outcomes</b>	<p>Participants will be better able to do the following:</p> <ul style="list-style-type: none"> <li>Identify the Principles of Learning in action and explain how they work together to support equitable and high-quality ELA instruction.</li> <li>Understand the role that talk plays in advancing thinking and reasoning.</li> </ul>
<b>Work Required</b>	Participants may be asked to complete a reading prior to the session.
<b>Facilitators</b>	1 IFL fellow

Quantity	Item	Rate	Total Cost
3	Building Foundations for High-Quality Literacy Classroom for Grades 3 to 5 Teachers Virtual Professional Development Session	\$1,500.00	\$4,500.00

### Supporting Mathematics Teaching and Learning

There are four critical components of the mathematics work:

- IFL-facilitated virtual grade-level professional development sessions and lesson planning
- Measurement of conceptual understanding through the strategic integration of performance-based assessments into the scope and sequence to measure students’ conceptual understanding and use of the mathematical practices
- Support for instructional leaders and math enrichment teachers in the form of virtual planning, materials, and an assessment audit

### Professional Development and Materials for Teachers

Through the work outlined in the plan, teachers in Grade 3–5 continue the work they began last year, and teachers in Grades 6–8 enter into the work. The intent is to support mathematics teachers as they refine their use of high-leverage instructional practices, practices that can be used during virtual or in-person instruction. High-leverage practices include but are not limited to facilitating meaningful mathematics discussions, using and connecting mathematical representations, and providing opportunities for writing about mathematical reasoning. These practices align with the research-based effective teaching practices from the National Council of Teachers of Mathematics that are known to support students’ mathematical understanding.

BUILDING CONCEPTUAL UNDERSTANDING IN MATHEMATICS FOR GRADES 3 TO 5 VIRTUAL PROFESSIONAL DEVELOPMENT SESSIONS	
<b>Audience</b>	Grades 3–5 mathematics teachers and instructional leaders
<b>Duration</b>	Four (4) virtual professional development sessions (up to 90 minutes) for each grade (12 total sessions)
<b>Description</b>	<p>Participants will engage in a series of virtual professional development sessions, four sessions per grade, to gain further insight into teaching and learning in mathematics with a particular focus on utilizing effective teaching practices during virtual instruction. The virtual sessions provide opportunities for participants to build on the knowledge they gained during the 2019–2020 school year. During the sessions, participants will deepen their understanding of content while further exploring and refining pedagogical practices that can be used when teaching virtually or in-person.</p> <p><b>Associated Materials</b></p> <ul style="list-style-type: none"> <li>• Understanding and Operating with Multiplication and Division in the Operations &amp; Algebraic Thinking Domain Math Planning Essentials                             <ul style="list-style-type: none"> <li>– Understanding the Meaning of Multiplication (Grades 3 and 4; 3 sets of 10 for 30 copies)</li> <li>– Understanding and Using Multiplication Properties of Operations (Grades 3 and 4; 3 sets of 10 for 30 copies)</li> <li>– Understanding the Meaning of Division (Grades 3 and 4; 3 sets of 10 for 30 copies)</li> </ul> </li> </ul>

BUILDING CONCEPTUAL UNDERSTANDING IN MATHEMATICS FOR GRADES 3 TO 5 VIRTUAL PROFESSIONAL DEVELOPMENT SESSIONS	
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understanding &amp; Operating with Fractions in the Number &amp; Operations– Fractions Domain Math Planning Essentials                             <ul style="list-style-type: none"> <li>– Understanding Fractions as Numbers (Grades 3 and 4; 3 sets of 10 for 30 copies)</li> <li>– Comparing Fractions (Grades 3 and 4; 3 sets of 10 for 30 copies)</li> <li>– Adding and Subtracting with Fractions (Grades 4 and 5; 3 sets of 10 for 30 copies)</li> <li>– Multiplying with Fractions (Grades 4 and 5; 3 sets of 10 for 30 copies)</li> <li>– Dividing with Fractions (Grades 5 and 6; 3 sets of 10 for 30 copies)</li> </ul> </li> </ul> <p>Participants will gain a better understanding of the following:</p> <ul style="list-style-type: none"> <li>• Virtual implementation of tasks that require thinking and reasoning about mathematics and the characteristics of such tasks</li> <li>• Importance of mathematical learning goals and their association to essential understandings of mathematics and representations</li> <li>• Types of questions that work to elicit student thinking, require students to use and make connections between mathematical representations, and press for mathematical reasoning</li> <li>• Role of performance-based assessments in measuring conceptual understanding</li> </ul>
<b>Work Required</b>	<p>Participants will</p> <ul style="list-style-type: none"> <li>• attend each of their assigned virtual professional development sessions and</li> <li>• engage fully in the session by solving and analyzing tasks, analyzing student work, and reflecting on classroom examples of teaching and learning.</li> </ul> <p>District instructional leaders for mathematics or other designated personnel will</p> <ul style="list-style-type: none"> <li>• provide time and coverage to ensure that participants are able to attend their virtual professional development sessions and</li> <li>• attend virtual professional development sessions and engage in ways to gain insight about teaching and learning in mathematics.</li> </ul>
<b>Facilitators</b>	1 IFL fellow

Quantity	Item	Rate	Total Cost
4	Building Conceptual Understanding in Mathematics, Virtual Professional Development, Grade 3	\$750.00	\$3,000.00
4	Building Conceptual Understanding in Mathematics, Virtual Professional Development, Grade 4	\$750.00	\$3,000.00
4	Building Conceptual Understanding in Mathematics, Virtual Professional Development, Grade 5	\$750.00	\$3,000.00

Mathematics Materials

Quantity	Item	Rate	Total Cost
<b>Understanding and Operating with Multiplication and Division in the Operations &amp; Algebraic Thinking Domain</b>			
3	Understanding the Meaning of Multiplication MPE	\$150.00	\$450.00
3	Understanding and Using Multiplication Properties of Operations MPE	\$150.00	\$450.00
3	Understanding the Meaning of Division MPE	\$150.00	\$450.00
<b>Understanding &amp; Operating with Fractions in the Number &amp; Operations–Fractions Domain</b>			
3	Understanding Fractions as Numbers MPE	\$150.00	\$450.00
3	Comparing Fractions MPE	\$150.00	\$450.00
3	Adding and Subtracting with Fractions MPE	\$150.00	\$450.00
3	Multiplying with Fractions MPE	\$150.00	\$450.00
3	Dividing with Fractions MPE	\$150.00	\$450.00

<b>BUILDING CONCEPTUAL UNDERSTANDING IN MATHEMATICS FOR GRADES 6 TO 8 VIRTUAL PROFESSIONAL DEVELOPMENT</b>	
<b>Audience</b>	Grades 6–8 mathematics teachers and instructional leaders
<b>Duration</b>	Four (4) virtual professional development sessions (up to 90 minutes) for each grade (12 total sessions)
<b>Description</b>	<p>Participants will engage in a series of virtual professional development sessions, five sessions per grade, to gain insight into teaching and learning in mathematics with a particular focus on utilizing effective teaching practices during virtual instruction. The virtual sessions provide opportunities for participants to deepen their understanding of content while exploring pedagogical practices that can be used virtually or in-person to support student learning of mathematics.</p> <p><b>Associated Materials</b></p> <ul style="list-style-type: none"> <li>• Understanding Ratios &amp; Proportional Relationships in the Ratios &amp; Proportional Relationships Domain                             <ul style="list-style-type: none"> <li>– Understanding Different Types of Ratios (Grades 6 and 7; 2 sets of 10 for 20 copies )</li> <li>– Recognizing and Generating Equivalent Ratios (Grades 6 and 7; 2 sets of 10 for 20 copies</li> <li>– Identifying and Using Proportional Relationships (Grade 7; 1 set of 10 for 10 copies)</li> </ul> </li> </ul>

BUILDING CONCEPTUAL UNDERSTANDING IN MATHEMATICS FOR GRADES 6 TO 8 VIRTUAL PROFESSIONAL DEVELOPMENT	
	<ul style="list-style-type: none"> <li>• Understanding &amp; Operating with Negative Numbers in The Number System Domain                             <ul style="list-style-type: none"> <li>– Understanding, Ordering, and Comparing Negative Numbers (Grade 6; 1 set of 10 for 10 copies)</li> <li>– Adding and Subtracting with Negative Numbers (Grades 7 and 8; 2 sets of 10 for 20 copies)</li> <li>– Multiplying and Dividing with Negative Numbers (Grades 7 and 8; 2 sets of 10 for 20 copies)</li> </ul> </li> <li>• Understanding Expressions, Equations, &amp; Inequalities in the Expressions &amp; Equations Domain                             <ul style="list-style-type: none"> <li>– Writing, Interpreting, and Evaluating Expressions (Grades 6–8; 2 sets of 10 for 20 copies)</li> <li>– Solving One-Variable Equations (Grades 6 and 7; 2 sets of 10 for 20 copies)</li> <li>– Solving Two-Variable Equations (Grades 7 and 8; 2 sets of 10 for 20 copies)</li> <li>– Analyzing Linear Relationships (Grade 8; 1 set of 10 for 10 copies)</li> <li>– Solving Systems of Linear Equations (Grade 8; 1 set of 10 for 10 copies)</li> <li>– Solving Inequalities (Grades 6–8; 2 sets of 10 for 20 copies)</li> </ul> </li> </ul>
<b>Learning Outcomes</b>	<p>Participants will gain a better understanding of the following:</p> <ul style="list-style-type: none"> <li>• Virtual implementation of tasks that requires thinking and reasoning about mathematics and the characteristics of such tasks</li> <li>• Importance of mathematical learning goals and their association to essential understandings of mathematics and representations</li> <li>• Types of questions that work to elicit student thinking, require students to use and make connections between mathematical representations, and press for mathematical reasoning</li> <li>• Role of performance-based assessments in measuring conceptual understanding</li> </ul>
<b>Work Required</b>	<p>Participants will</p> <ul style="list-style-type: none"> <li>• attend each of their assigned virtual professional development sessions and</li> <li>• engage fully in the session by solving and analyzing tasks, analyzing student work, and reflecting on classroom examples of teaching and learning.</li> </ul> <p>District instructional leaders for mathematics or other designated personnel will</p> <ul style="list-style-type: none"> <li>• provide time and coverage to ensure that participants are able to attend their virtual professional development sessions and</li> <li>• attend virtual professional development sessions and engage in ways to gain insight about teaching and learning in mathematics.</li> </ul>
<b>Facilitators</b>	1 IFL fellow

Quantity	Item	Rate	Total Cost
4	Building Conceptual Understanding in Mathematics, Virtual Professional Development, Grade 6	\$750.00	\$3,000.00
4	Building Conceptual Understanding in Mathematics, Virtual Professional Development, Grade 7	\$750.00	\$3,000.00
4	Building Conceptual Understanding in Mathematics, Virtual Professional Development, Grade 8	\$750.00	\$3,000.00

**Mathematics Materials**

Quantity	Item	Rate	Total Cost
<b>Understanding Ratios &amp; Proportional Relationships in the Ratios &amp; Proportional Relationships Domain</b>			
2	Understanding Different Types of Ratios MPE	\$150.00	\$300.00
2	Recognizing and Generating Equivalent Ratios MPE	\$150.00	\$300.00
1	Identifying and Using Proportional Relationships MPE	\$150.00	\$150.00
<b>Understanding &amp; Operating with Negative Numbers in The Number System Domain</b>			
1	Understanding, Ordering, and Comparing Negative Numbers MPE	\$150.00	\$150.00
2	Adding and Subtracting with Negative Numbers MPE	\$150.00	\$300.00
2	Multiplying and Dividing with Negative Numbers MPE	\$150.00	\$300.00
<b>Understanding Expressions, Equations, &amp; Inequalities in the Expressions &amp; Equations Domain</b>			
2	Writing, Interpreting, and Evaluating Expressions MPE	\$150.00	\$300.00
2	Solving One-Variable Equations MPE	\$150.00	\$300.00
2	Solving Two-Variable Equations MPE	\$150.00	\$300.00
1	Analyzing Linear Relationships MPE	\$150.00	\$150.00
1	Solving Systems of Linear Equations MPE	\$150.00	\$150.00
2	Solving Inequalities MPE	\$150.00	\$300.00

VIRTUAL GRADE-LEVEL LESSON PLANNING SESSIONS	
<b>Audience</b>	Grades 3–8 mathematics teachers, Mathematics Enrichment Teachers (METs), and instructional leaders
<b>Duration</b>	Six (6) virtual grade-level lesson planning sessions (1 per grade level, Grades 3–8)
<b>Description</b>	Virtual grade-level lesson planning sessions allow participants to co-plan a lesson for a task that requires thinking and reasoning to be taught online, individually implement the lesson during online instruction, and then engage in a collaborative lesson debriefing. Virtual grade-level lesson planning sessions help transfer learning from professional development sessions to in-school or online instruction. The debriefing makes use of the district’s greatest assets, the teachers and students, and allows the insights gained by individual teachers to be leveraged to further the learning of all of the teachers at that grade level.
<b>Learning Outcomes</b>	<p>Participants will gain a better understanding of the following:</p> <ul style="list-style-type: none"> <li>• Using essential understandings of mathematics to formulate mathematical learning goals and the importance of identifying pedagogical goals that support the mathematical learning goal</li> <li>• Selecting/modifying tasks that require thinking and reasoning for use during online instruction</li> <li>• Using three different types of questions to elicit student thinking, require students to use and make connections between mathematical representations, and press for mathematical reasoning</li> <li>• Listening and looking for evidence of students’ mathematical reasoning</li> </ul>
<b>Work Required</b>	<p>All aspects of the grade-level planning sessions will be done virtually.</p> <p>Teachers will engage in IFL-facilitated collaborative planning of a high-level or focused task. Teachers will then implement the lesson according to the co-constructed plan. Teachers will bring back agreed-upon artifacts from the lesson to engage in reflection.</p> <p>Teachers are expected to do the following:</p> <ul style="list-style-type: none"> <li>• Attend all phases of the grade-level planning session.</li> <li>• Implement the co-constructed lesson plan.</li> <li>• Bring back agreed-upon artifacts for collaborative study.</li> </ul> <p>Building/district leadership are expected to work collaboratively with the IFL fellow to ensure that teachers have time to plan with the IFL fellow in advance of the lesson and debrief with the IFL fellow following the lesson.</p>
<b>Facilitators</b>	1 IFL fellow

Quantity	Item	Rate	Total Cost
6	Virtual Grade-Level Lesson Planning Sessions	\$1,400.00	\$8,400.00

**Professional Development, Support, and Materials for Instructional Leaders**

Teaching and learning in mathematics classrooms are greatly influenced by the school- and district-based instructional leaders. Because of this, the plan also includes professional development and planning opportunities for instructional leaders.

DEVELOPING AND MEASURING CONCEPTUAL UNDERSTANDING VIRTUAL PROFESSIONAL DEVELOPMENT SESSIONS	
<b>Audience</b>	District instructional leaders for mathematics, Mathematics Enrichment Teachers, building administrators, and other designated personnel
<b>Duration</b>	Four (4) 90-minute virtual professional development sessions
<b>Description</b>	<p>Educators will engage in virtual professional development sessions to deepen their understanding of the essential components of conceptual-based mathematics instruction and the role of performance-based assessments (PBAs) as a measure of conceptual understanding.</p> <p>As part of this work, participants will analyze pairs of IFL-designed PBAs, select and align high-level tasks from the IFL lesson sets to the PBAs, and integrate them into the Teaneck curriculum.</p>
<b>Learning Outcomes</b>	<p>Participants will gain a better understanding of the following:</p> <ul style="list-style-type: none"> <li>• Performance-based assessments and how pairs of performance-based assessments can be used to measure conceptual understanding</li> <li>• Process for scoring performance-based assessments and what counts as evidence of students' mathematical content understanding and their use of the mathematical practices</li> <li>• The relationship between performance-based assessments and the cognitive demand of instructional tasks with which students engage before taking the performance-based assessment</li> <li>• The roles mathematical representations and teacher questioning have in helping students develop conceptual understanding</li> </ul>
<b>Work Required</b>	<p>Participants will</p> <ul style="list-style-type: none"> <li>• attend virtual professional development sessions to which they have been assigned;</li> <li>• engage fully during the session by solving and analyzing performance-based assessments, reviewing samples student work, using and discussing scoring guides, and working with the district scope and sequence; and</li> <li>• complete work between sessions that has been agreed upon by the district and IFL.</li> </ul>
<b>Facilitators</b>	1 IFL fellow

Quantity	Item	Rate	Total Cost
4	Developing and Measuring Conceptual Understanding Virtual Professional Development Sessions	\$750.00	\$3,000.00

*Materials that will be used for the above sessions are accounted for in Quote #1008. The quote is to remain separate from the learning plan for budgetary purposes.*



**Assessment Audit for Alignment to Major Work of the Grade**

Assessments inform instruction, so it is important that assessments align with the major work of the grade, are conceptual in nature, and provide opportunities for students to share their mathematical reasoning. To this end, assessments should ask students to use, connect, and create representations to express their mathematical understanding as opposed to only multiple-choice questions.

<b>ASSESSMENT AUDIT FOR ALIGNMENT: BEGINNING OF THE YEAR ASSESSMENTS</b>	
<b>Duration</b>	One (1) assessment audits per grade level, Grades 3–8 (6 total)
<b>Description</b>	<p>The IFL will review the beginning of year (BOY) assessments for each grade and provides feedback to the supervisor of mathematics about</p> <ul style="list-style-type: none"> <li>• alignment to the NJ state standards with specific attention to the content considered the major work of the grade;</li> <li>• opportunities to share mathematical reasoning;</li> <li>• expectations for use and connection of representations.</li> </ul> <p>Note: Audits of middle of year (MOY) assessments for Grades 3–8 can be added to the plan at an additional cost.</p>
<b>Learning Outcomes</b>	The district will gain insight into the strengths of and areas for further development of their district-wide BOY assessments in Grades 3–8.
<b>Work Required</b>	Supervisor of Instructional Programs – Mathematics will send/share assessments with IFL fellow for review.
<b>Facilitators</b>	1 IFL fellow

<b>Quantity</b>	<b>Item</b>	<b>Rate</b>	<b>Total Cost</b>
6	Assessment Audits for Alignment: Beginning of the Year Assessments	\$300.00	\$1,800.00

**Cost Summary**

**Professional Development: Elementary English Language Arts**

Quantity	Description	Rate	Total Cost
3	Session 1: Review Components of High-Quality ELA Instruction and Reflect on Implementation of These Components	\$750.00	\$2,250.00
3	Sessions 2: Prepare for Unit Implementation	\$750.00	\$2,250.00
3	Session 3: Reflection on Unit Implementation	\$750.00	\$2,250.00
5	Virtual Support and Consultation	\$500.00	\$2,500.00
3	Virtual Grade-Level Lesson Planning Sessions	\$1,400.00	\$4,200.00
3	Building Foundations for High-Quality Literacy Classroom for Grades 3 to 5 Teachers Virtual Professional Development Session	\$1,500.00	\$4,500.00
		<b>Cost</b>	<b>\$17,950.00</b>

**Professional Development: Mathematics**

Quantity	Description	Rate	Total Cost
4	Building Conceptual Understanding in Mathematics, Virtual Professional Development, Grade 3	\$750.00	\$3,000.00
4	Building Conceptual Understanding in Mathematics, Virtual Professional Development, Grade 4	\$750.00	\$3,000.00
4	Building Conceptual Understanding in Mathematics, Virtual Professional Development, Grade 5	\$750.00	\$3,000.00
4	Building Conceptual Understanding in Mathematics, Virtual Professional Development, Grade 6	\$750.00	\$3,000.00
4	Building Conceptual Understanding in Mathematics, Virtual Professional Development, Grade 7	\$750.00	\$3,000.00
4	Building Conceptual Understanding in Mathematics, Virtual Professional Development, Grade 8	\$750.00	\$3,000.00
6	Virtual Grade-Level Lesson Planning Sessions	\$1,400.00	\$8,400.00
4	Developing and Measuring Conceptual Understanding Virtual Professional Development Sessions	\$750.00	\$3,000.00
6	Assessment Audits for Alignment: Beginning of the Year Assessments	\$300.00	\$1,800.00
		<b>Cost</b>	<b>\$31,200.00</b>

**Materials: Mathematics**

Quantity	Description	Rate	Total Cost
3	Understanding the Meaning of Multiplication MPE	\$150.00	\$450.00
3	Understanding and Using Multiplication Properties of Operations MPE	\$150.00	\$450.00
3	Understanding the Meaning of Division MPE	\$150.00	\$450.00
3	Understanding Fractions as Numbers MPE	\$150.00	\$450.00
3	Comparing Fractions MPE	\$150.00	\$450.00
3	Adding and Subtracting with Fractions MPE	\$150.00	\$450.00
3	Multiplying with Fractions MPE	\$150.00	\$450.00
3	Dividing with Fractions MPE	\$150.00	\$450.00
2	Understanding Different Types of Ratios MPE	\$150.00	\$300.00
2	Recognizing and Generating Equivalent Ratios MPE	\$150.00	\$300.00
1	Identifying and Using Proportional Relationships MPE	\$150.00	\$150.00
1	Understanding, Ordering, and Comparing Negative Numbers MPE	\$150.00	\$150.00
2	Adding and Subtracting with Negative Numbers MPE	\$150.00	\$300.00
2	Multiplying and Dividing with Negative Numbers MPE	\$150.00	\$300.00
2	Writing, Interpreting, and Evaluating Expressions MPE	\$150.00	\$300.00
2	Solving One-Variable Equations MPE	\$150.00	\$300.00
2	Solving Two-Variable Equations MPE	\$150.00	\$300.00
1	Analyzing Linear Relationships MPE	\$150.00	\$150.00
1	Solving Systems of Linear Equations MPE	\$150.00	\$150.00
2	Solving Inequalities MPE	\$150.00	\$300.00
		<b>Cost</b>	<b>\$6,600.00</b>
Professional Development			\$49,150.00
Materials: Mathematics			\$6,600.00
University of Pittsburgh Coordination and Planning			\$4,915.00
<b>Total Cost</b>			<b>\$60,665.00</b>

Teaneck Board of Education Transfer List  
Transfers 8/30/2020

ACCOUNT		DESCRIPTION	AMOUNT TRANSFERRED	
			From	To
18551	20-477-200-610-92-49-I-M	CARES ACT/SUPPL MAYANOT HS		5,403.00
18551	20-477-100-610-92-40-I-M	CARES ACT/INST TECH MAYANOT	(5,403.00)	
			<u>(\$5,403.00)</u>	\$5,403.00
EXPLANATION: NP Non Inst'l Supplies Adjustment				
18534	20-231-290-290-99-22-I-F	TITLE I/TPAF & FICA/BFMS		141.00
18534	20-231-290-290-99-22-I-F	TITLE I/TPAF & FICA/BFMS		200.00
18534	20-231-100-610-22-40-I-F	TITLE I/INST'L SUPPL/BFMS	(141.00)	
18534	20-231-200-100-22-15-I-F	TITLE I/STIPENDS/BFMS	(200.00)	
			<u>(\$341.00)</u>	\$341.00
EXPLANATION: TPAF FICA B.F.M.S. Adjustment				
18624	11-209-100-101-53-71-H-C	EXT SCH YR/TCH SAL/SP. ED		4,200.00
18624	11-212-100-101-53-71-H-C	EXT SCH YR/TEACHERS		13,000.00
18624	11-204-100-101-53-71-C-C	EXT SCH YR/TCH SAL/SP.ED	(4,200.00)	
18624	11-204-100-101-53-71-C-C	EXT SCH YR/TCH SAL/SP.ED	(13,000.00)	
			<u>(\$17,200.00)</u>	\$17,200.00
EXPLANATION: EXT SCH YR ADJ Adjustment				
18628	11-000-266-105-71-10-0-0	CONTR/SAL SECRETARIAL		21,030.80
18628	11-000-240-105-71-10-0-H	CONTR SAL/SECRETARIAL HS	(21,030.80)	
			<u>(\$21,030.80)</u>	\$21,030.80
EXPLANATION: CONTR SAL ADJ Adjustment				
18629	11-000-291-280-19-20-H-0	ED CRDT PLAN/OTHERS		27,000.00
18629	11-000-291-290-99-23-H-0	HEALTH BNFTS EMPLOYEE WAIVER	(27,000.00)	
			<u>(\$27,000.00)</u>	\$27,000.00
EXPLANATION: ED CRDT PLAN/OTHERS ADJ Adjustment				
18630	12-000-230-730-71-32-0-0	EQUIPMENT/CENTRAL OFFICE		15,600.00
18630	12-000-270-734-71-52-0-D	EQUIP. SCHOOL BUS/SPECIAL SVC	(15,600.00)	
			<u>(\$15,600.00)</u>	\$15,600.00
EXPLANATION: Equipment/Central Office Adjustment				
18631	20-477-200-320-57-50-I-0	CARES ACT/CONTRACTED SVC		55,380.70
18631	20-477-200-610-57-49-I-0	CARES ACT/NON INSTL SUPPLIES	(55,380.70)	
			<u>(\$55,380.70)</u>	\$55,380.70
EXPLANATION: Cares Act/Contracted Svc Adjustment				
18645	11-000-100-564-49-63-C-C	TUITN/VO TECVCH/SP'L ED	(4,733.81)	
18645	11-000-100-565-49-64-C-C	TUITN/BERGEN BOSS		4,733.81
			<u>(\$4,733.81)</u>	4,733.81
EXPLANATION: BERGEN COUNTY SPECIAL SVC TUITION				
18646	11-000-100-566-49-61-C-C	TUITN/PEIC SCH/SP'L ED	(120,205.00)	
18646	11-000-230-331-81-56-0-D	FEES LEGAL		\$120,205.00
EXPLANATION: LEGAL SERVICES				
18647	111-000-230-820-81-50-0-D	JUDGMENTS	(29,746.13)	
18647	11-000-230-530-86-51-2-D	UTILITIES/TELEPHONE, TELECOM		\$386.65
18647	11-000-230-530-75-51-2-D	INTERNET SERVICE		\$29,359.48
			<u>(\$29,746.13)</u>	\$29,746.13
EXPLANATION: INTERNET & PHONE SERVICES				

FINANCE COMMITTEE SIGNATURE

DATE

ACCOUNT		DESCRIPTION	AMOUNT TRANSFERRED	
			From	To
18271	11-000-223-105-46-10-0-C	CONT SAL/SEC/SP ED INSTR	(8,495.40)	
18271	11-000-223-320-85-58-R-D	PURCH/SRV/EDUC/L/STAFF DEVELOP	(1,900.00)	
18271	11-000-223-580-19-50-F-F	TRAVEL, CONF, WRKSHOPS/BF	(2,105.58)	
18271	11-000-223-580-19-50-I-D	TRAVEL & CONFERENCES/C&I	(11,348.60)	
18271	11-000-223-580-19-50-J-J	TRAVEL, CONF, WORKSHOPS/TJ	(1,646.00)	
18271	11-000-223-600-19-41-R-D	STF DVELPMT SUPPLIES/LA	(1,000.00)	
18271	11-000-223-610-85-49-Y-D	TCHR SUPPORT PRGM/SUPPLIES	(592.42)	
18271	11-000-223-890-85-50-I-0	OTHER EXP/DUES/MEMBERSHIPS	(912.00)	
18271	11-000-223-320-19-58-I-D	DISTRICT/STAFF TRAINING		912.00
18271	11-000-223-320-19-58-I-D	DISTRICT/STAFF TRAINING		592.42
18271	11-000-223-320-19-58-I-D	DISTRICT/STAFF TRAINING		1,000.00
18271	11-000-223-320-19-58-I-D	DISTRICT/STAFF TRAINING		1,646.00
18271	11-000-223-320-19-58-I-D	DISTRICT/STAFF TRAINING		11,348.60
18271	11-000-223-320-19-58-I-D	DISTRICT/STAFF TRAINING		2,105.58
18271	11-000-223-320-19-58-I-D	DISTRICT/STAFF TRAINING		1,900.00
18271	11-000-223-320-19-58-I-D	DISTRICT/STAFF TRAINING		8,495.40
			<u>(28,000.00)</u>	<u>\$28,000.00</u>
EXPLANATION: TEACHER GOOGLE TRAINING Adjustment				
18284	11-000-291-270-99-21-0-0	INS EMPL/GROUP HLTH BNFT	(76,000.00)	
18284	12-000-400-450-89-81-0-D	BLDG IMPR/RENO		76,000.00
			<u>(76,000.00)</u>	<u>76,000.00</u>
EXPLANATION: LACEY SIDEWALK REPAIRS Adjustment				
18345	11-000-230-530-86-51-2-D	UTILITIES/TELEPHONE, TELECOM	(745.00)	
18345	11-000-230-530-86-51-2-D	UTILITIES/TELEPHONE, TELECOM	(4,436.80)	
18345	11-000-230-530-75-51-2-D	INTERNET SERVICE		745.00
18345	11-000-230-334-89-50-1-D	ARCHITECTURAL/ENGINEERING SERV		4,436.80
			<u>(5,181.80)</u>	<u>5,181.80</u>
EXPLANATION: Adj Neg Bal 11000230 Adjustment				
18552	11-190-100-610-61-49-K-K	INSTR SUPPL/THEODORA LACEY SCH	(27,401.00)	-
18552	12-110-100-730-18-31-K-K	EQUIPMENT/THEODORA LACEY SCH		27,401.00
			<u>(27,401.00)</u>	<u>27,401.00</u>
EXPLANATION: TRANSFER TO EQUIP Adjustment				
18563	11-000-100-564-49-63-C-C	TUITN/VO TECVCH/SP'L ED	(4,733.81)	
18563	11-000-100-565-49-64-C-C	TUITN/BERGEN BOSS		4,733.81
			<u>(4,733.81)</u>	<u>4,733.81</u>
EXPLANATION: BERGEN COUNTY SPECIAL SVC TUITION				
18635	11-000-216-320-72-58-C-0	PURCH'D PROF'L SERV/PT	(36,573.00)	
18635	12-000-452-450-93-93-1-D	THEODORA LACY SCH. RENOV.		36,573.00
			<u>(36,573.00)</u>	<u>36,573.00</u>
EXPLANATION: THEODORA LACY SCH RENOV ADJ Adjustment				
18639	11-402-100-100-26-15-A-A	STIPENDS/SERV FOR ATHL EVENTS	(4,216.30)	
18639	11-402-100-100-26-15-A-A	STIPENDS/SERV FOR ATHL EVENTS	(11,819.88)	
18639	11-401-100-100-29-15-H-J	EX WK,PAY/CLUBS,ETC/TJ		4,216.30
18639	11-401-100-100-29-15-H-H	EX WK,PAY/CLUBS,ETC/HS		11,819.88
			<u>(16,036.18)</u>	<u>\$16,036.18</u>
EXPLANATION: EXWK/PAY_clubsTJHS adj Adjustment				
18640	11-000-219-320-72-58-C-C	PRCH SERV/CST CONSULTANTS	(5,524.52)	
18640	11-000-219-104-72-15-H-C	STIPENDS/CLIN SERV/CST		5,524.52
			<u>(5,524.52)</u>	<u>5,524.52</u>
EXPLANATION: STIPENDS/CLIN SERV/CST ADJ Adjustment				

18643	20-231-100-610-22-40-I-F	TITLE I INST'L SUPPLIES BFMS	(294.79)	
18643	20-231-290-290-99-22-I-F	TITLE I TPAF/FICA BFMS		294.79
			<u>(\$294.79)</u>	<u>294.79</u>

EXPLANATION: INSTRUCTIONAL STAFF TPAF & FICA REIMB.

18644	11-000-230-531-71-50-K-K	POSTAGE/THEODORA LACEY SCH	(1,000.00)	
18644	11-000-230-590-82-50-S-0	PROF'L DEVELOPMENT/SUPT	(1,000.00)	
18644	11-000-230-590-82-50-S-S	AUTO ALLOWANCE/SUPT	(1,665.00)	
18644	11-000-230-630-81-49-0-0	BOE TRAINING/MEETING SUPPLIES	(1,154.69)	
18644	11-000-230-590-85-55-S-0	COPIER LEASE/SUPT	(817.87)	
18644	11-000-230-340-82-50-S-D	PURCH TECHNICAL SERVICES/SUPT	(700.00)	
18644	11-000-230-890-72-50-C-D	OTHER ADM EXP/SP ED	(699.42)	
18644	11-000-230-890-81-49-0-D	OTHER EXP/BOE	(689.42)	
18644	11-000-230-610-82-49-S-D	SUPPLIES/SUPT	(295.35)	
18644	11-000-230-530-86-51-2-D	UTILITIES/TELEPHONE, TELECOM		8,021.75
			<u>(\$8,021.75)</u>	<u>8,021.75</u>

EXPLANATION: HOTSPOTS - VIRTUAL CLASSROOM

\_\_\_\_\_  
FINANCE COMMITTEE SIGNATURE

\_\_\_\_\_  
DATE

---

## Professional Development

---

Name: Dr. Lottie Watson

School or Department: Central Office (School Climate Transformation Grant)

Conference/Seminar/Workshop: Leadership Series #7: Leading for and Equity Revolution: Learning From Our New Realities

Location: Virtual

Dates: 11/12/2020, 11/17/2020, and 11/23/2020 (9 am to 1 pm each day)

Estimated Cost: \$450.00 (Funded with School Climate Transformation Grant professional development funds)

---

Name: Dr. Lottie Watson

School or Department: Central Office (School Climate Transformation Grant)

Conference/Seminar/Workshop: Strengthening Community In Your Middle and High Schools

Dates: 11/16/2020 (9 am to 3 pm)

Estimated Cost: \$100.00 (Funded with School Climate Transformation Grant professional development funds)

---

---

**Professional Development**

---

Name: Danica Davidman

School or Department: Bryant School Principal

Conference/Seminar/Workshop: Leadership Academy Resident Orientation and Training Series

Location: Virtual Orientation and Training

Dates: September 23, 2020, October 5, 2020, October 22, 2020, November 12, 2020, November 30, 2020 (1/2 days)

Estimated Cost: \$0.00 – Substitute Not Required (No Funding Required)

---



Tuition

<b>Student ID#</b>	<b>Placement</b>	<b>Tuition</b>	<b>Start Date</b>	<b>1:1 Aide</b>
96025	Cresskill Board of Education	\$58,872.00	9/3/2020	
96948	Cresskill Board of Education	\$66,860.00	9/3/2020	
96248	Leonia Public Schools	\$46,066.00	9/3/2020	
97313	River Dell Regional School District Board of Education	\$27,293.00	9/2/2020	
96037	River Dell Regional School District Board of Education	\$27,293.00	9/2/2020	
93706	Bancroft Neuro Health	\$83,095.52	7/6/2020	
	Total	\$309,479.52		

Clinicians

<b>Student ID#</b>	<b>Placement</b>	<b>Discipline/Rate</b>	<b>NOT TO EXCEED</b>	<b>Start Date</b>
96025	Cresskill Board of Education	OT \$60 per 30min sessions, 1 time per month	\$600.00	9/3/2020
96025	Cresskill Board of Education	Counseling \$30 per 30min session , 20 times per year	\$600.00	9/3/2020
96248	Leonia Public Schools	OT \$65 per 30 minute session	\$2,800.00	9/3/2020
96248	Leonia Public Schools	PT \$65 per 30 minute session	\$2,800.00	9/3/2020
		Total	\$6,800.00	

Legal Settlement

<u>Student ID#</u>	<u>Placement</u>	<u>NOT TO EXCEED</u>	<u>Start Date</u>
98268	Delphian School (Residential High School)	\$12,000.00	9/1/2020

# Teaneck District Nursing Services Plan

## 2020-2021

(N.J.A.C. 6A:16-2.1 through 2.5)

**District Name: Teaneck Public Schools**

**School Year: 2020-2021**

**Board of Education Approval Date: October 14, 2020 - pending board approval (as per N.J.A.C. 6A:16-2.1 (b))**

**District Contact Person: Dr. Christopher C. Irving, Superintendent**

**I. Description of Basic Nursing Services Provided to All Students: (N.J.A.C. 6A:16-2.2)**

**Basic services: N.J.A.C. 6A and N.J.S.A. 18A:40, federal law (such as FERPA- 20 U.S.C.§1232g, 34 CFR Part 99) and N.J. Sanitation Code. Under the direction of the School Physician, the following services are provided to students:**

A. Health Records (N.J.A.C. 8:57-4.1 through 4.20)	
1. Maintain and review student health documents	(N.J.A.C. 6A:16-2.2 (g))
a) State of New Jersey Health History and Appraisal record i.e., A-45 cards	
b) Immunization record	(N.J.A.C. 6A:16-2.2 (a))
c) Medical history	
d) Conduct and record health screenings (i.e., height, weight, hearing, vision, scoliosis and blood pressure as per current NJ statutes)	(N.J.A.C. 6A:16-2.2(g))
e) Physical examinations for:	
(1) Athletic Pre-Participation Physical Examination Form Part A & B as part of student’s health record	(N.J.S.A. 18A: 40-41.9 and N.J.A.C. 6A:16-2.2(h)1)
(a) Distribution of educational fact sheet annually to parents or guardians of students of <b>Sports-Related Eye Injuries</b>	
(2) New or transfer student	(N.J.A.C. 6A:16-2.2 (h)2ii)
(3) Working Papers health exam	(N.J.A.C. 6A:16-2.2 (h)3)
(4) Comprehensive child study team evaluation	(N.J.A.C. 6A:16-2.2 (h)4)
(5) Evaluation of student suspected of being under the influence of alcohol or a controlled dangerous substance	(N.J.A.C. 6A:16-2.2(h)5)

f)	Transference and request of health records i.e. A-45 and current physical exam	(N.J.A.C. 6A:16-2.4(d))
g)	Adherence to Family Education Rights and Privacy Act	(FERPA- 20 U.S.C.§1232g, 34 CFR Part 99, N.J.A.C. 6A:16-2.4 (c))
2.	Determine student status for admission or retention with unacceptable evidence of immunizations	(N.J.A.C. 6A:16-2.2(b))
3.	Conduct tuberculosis testing as directed by the NJ DHSS	(N.J.S.A.18A:40-16 & N.J.A.C. 6A:16-2.2(c))
B.	Medications, health care treatments, procedures and care:	
1.	Administer authorized medications, health care treatments and care	(N.J.A.C. 6A:16-2.1(a) 2)
2.	Approval of self-administered medications	(N.J.S.A.18A:40-12.3 & 12.4 & N.J.A.C. 6A:16-2.1(a) 2.v)
3.	Designate and train annually epinephrine and glucagon auto injector delegates	(N.J.A.C. 6A:16-2.1(a)2.vi N.J.S.A. 18A:40-12.5; 12.6 & 12.14)
4.	Permit the school nurse or trained designee to administer epinephrine via a pre-filled auto-injector mechanism to any student without a known history of anaphylaxis when the nurse or trained designee in good faith believes the student is having an anaphylactic reaction <u>or</u> any student whose parent has <u>not</u> : a) Provided written authorization for the administration of epinephrine; b) Provided written orders from the physician or advanced practice nurse that the student requires epinephrine for anaphylaxis; c) Received written notice from the board of education (BOE) or nonpublic school chief school administrator that the agencies and their employees or agents have no liability as a result of an injury arising from the administration of epinephrine; and d) Signed a statement releasing the BOE or nonpublic school of liability.	(N.J.S.A. 18A:40-12.5a-d and N.J.S.A. 18A:40-12.6)
C.	Review and create IHP/IEHP for Do Not Resuscitate (DNR) orders	(N.J.A.C. 6A:16-2.1(a)3)
D.	Provide Health Care	(N.J.A.C. 6A:16-2.1(a) 4)
1.	Provide nursing health care and execute medical regimens to students as per: NJ Nurse Practice Act, District Collaborative Standing Orders, IHP, IEHP and Medical Home Practitioner’s orders.	(N.J.A.C. 6A:16-2.1(a)10 (N.J.S.A. 45:11-23)- New Jersey Board of Nursing Statutes
2.	Isolate, exclude and re-admit any student or employee with a communicable disease	(N.J.A.C. 6A:16-2.4 (a))
3.	Report “Reportable Communicable Disease” to County health officer	(N.J.A.C. 8:57-1 & N.J.A.C. 6A:16-2.2(d))

4.	Arrange for transportation and supervision of students in need of emergency health care	(N.J.A.C. 6A:16-2.1(a) 4(iv)
5.	Notify parents of need for emergency care	(N.J.A.C. 6A:16-2.1(a)4(v)
6.	Administer emergency medications i.e., anaphylaxis (epinephrine) or asthma medications etc.	(N.J.A.C. 6A:16-2.1 (a) 4)
7.	Write and update annually student individualized health care plans (IHP's) and individualized emergency health care plan (IEHP's) for student's medical needs and instruction of staff.	(N.J.A.C. 6A:16-2.1(a)10 and (N.J.A.C. 6A:16-2.3(b)3(xii))
8.	Establish, annually review and implement Standards of Care/Collaborative Standing Orders with the School physician for deliverance of daily and emergency health care.	(N.J.A.C 6A:16-2.3(b)3(i))
E.	Administer asthma related care	
1.	Obtain training for administration of medication via nebulizer	(N.J.S.A.18A:40-12.8(a) & (N.J.A.C. 6A:16-2.1(a).5.ii)
2.	Maintain one nebulizer per school	(N.J.A.C. 6A:16-2.2(e))
3.	Require Students to have a current "Asthma Action Plan	(N.J.A.C. 6A:16-2.1(a)5.iii)
F.	Health history and examinations	(N.J.S.A. 18A:40-4, N.J.S.A. 18A:35-4.8, N.J.A.C. 6A:16-2.2 and N.J.A.C. 6A:16-2.1(a)6)
1.	Provide health examination for students without medical homes	(N.J.A.C. 6A:16-2.2(f))
G.	Establish and maintain procedures for universal precautions	(N.J.A.C. 6A:16-2.1(a)7)
H.	Provide nursing services to nonpublic school located in district	(N.J.A.C. 6A:16-2.1(a)8)
I.	Instruct students/ teachers/staff:	(N.J.A.C. 6A:9-13.3, N.J.S.A. 18A:40-3; and N.J.A.C. 6A:16-2.3 (b)3. xv
1.	Communicable diseases, blood borne pathogens	
2.	Asthma management	
3.	Anaphylaxis and symptoms of hyperglycemia and hypoglycemia	
4.	Classroom health curriculum (not CSN with a "Non-Instructional" certificate)	
5.	Other health concerns	
J.	Provide information for:	
1.	NJ Family Care program	(N.J.A.C. 6A:16-2.2(j))
K.	Implementation of the Nurse Practice Act by.....	
L.	Certified School Nurse Functions as Certified School Nurse (CSN) and Registered Nurse	N.J.S.A. 45:11-23.- New Jersey Board of Nursing Statutes
1.	Nursing Diagnosis /Case-finding of actual or potential physical health problems	

2. Provision of nursing care for actual or potential emotional health problems	
3. Health teaching in health office	
4. Health teaching in classroom	
5. Health counseling	

## II. Summary of Nursing Services Required to Address Specific Health Care Needs of Individual Students (N.J.A.C. 6A:16-2.3(b)3)

Services Required to Address Specific Health Care Needs of Individual Students with acute care needs, chronic illness, special health needs, procedures and administration of medications, procedures or treatments.	Bryant Pre-K - K	Hawthorne K - 4	Lowe K - 4	Whittier K - 4	TJ 5 - 8	BF 5 - 8	THS
First-Aid / Office Visits / month	135	420	250	350	500	650	865
Dental: tooth avulsion, caries, braces, etc. / month	0	5	10	5	6	5	4
Health Screenings Ht., Wt., & BP yearly	259	350	245	149	519	562	1205
Visual Acuity screening K,2,4,6,8,10	340	350	245	113	274	204	305
Auditory screening K,1,2,3,7,11	88	350	275	127	140	107	315
Scoliosis screening biennially age 10-18	0	0	0	0	245	0	698
Diabetic Glucose testing, insulin pump management	0	1 student	0	0	1 student	0	5 students
Mantoux/PPD testing	0	0	0	0	0	0	0
Medication Administration- daily	3	2	2	2	1	4	0
Medication Administration - PRN	13	19	1	19	13	23	74
Nebulizer/inhalers/peak flow measurements	7	21	22	19	18	24	28
Tube feedings	0	0	0	0	0	0	0
Urinary catheterizations	0	0	0	0	0	0	0
Ventilator care	0	0	0	0	0	0	0
Referral for vision evaluations	2	55	12	15	74	53	35
Referral for hearing evaluations	0	5	1	0	0	9	2
Referral for Alcohol and drug use/abuse testing	0	0	0	0	0	5	29
Referral for pregnancy	0	0	0	0	0	0	2



Nursing Diagnosis /Case-finding of actual or potential physical health problems per month		3	2	2	2	7	6	3
Provision of nursing care for actual or potential emotional health problems / month		4	4	2	5	2	15	4
Case finding		3	2	2	2	3	2	54
Health teaching in health office		Daily	Daily	Daily	Daily	Daily	Daily	Daily
Health teaching in classroom		0	Upon request	Upon request	22 classes	Upon request	0	0
Health counseling		Daily	Daily	Daily	Daily	Daily	Daily	Daily
Hearing aid check / daily		0	0	0	0	0	0	0
<b>Other:</b>								
Attendance/Late passes		2 x's/day	Yes	Yes	Yes	n/a	n/a	n/a

### **III. Emergency Management (N.J.A.C. 6A:16-2.1(a)4)**

#### **A. Acute Care Management Plan:**

1. Creation and maintenance of an Emergency Management Kit (“Go-bag”) for utilization in Crisis, Emergency Evacuations, or and Shelter-In-Place situations
2. Cardiac or Respiratory Distress Action Plan
  - a) AEDs (Automatic External Defibrillators) deployment and delegates trained (reference Janet’s Law Requirement)
  - b) CPR trained school nurse
  - c) Asthma Nebulizer trained nurses
  - d) Universal Precautions trained staff
  - e) CPR trained coaches/athletic trainers/teachers/staff

#### **B. IEHPs/Chronic Care Management Plans:**

1. Epinephrine Auto-Injector/ Anaphylaxis IEHP
2. Asthma Action Plan IEHP
3. Diabetic Action Plan / IEHP
4. Sickle Cell Anemia Action Plan / IEHP
5. Seizure Action Plan / IEHP
6. Pacemaker Action Plan / IEHP
7. Emergency Evacuation of Students with Disabilities Plan / IEHP

#### **C. District Crisis Management Plan:**

1. Triage Action Plans in District Crisis Management Plan

#### **D. Community Rescue Squad and Emergency Paramedic Services**

1. 911 is called by either the nurse or staff member. Teaneck Township responds with police, ambulance, paramedics and/or fire department. Sick or injured are usually transported to Holy Name Hospital, which is located in Teaneck.

#### IV. Detailed Nursing Assignments Sufficient to Provide Health Services (N.J.A.C. 6A:16-2.3(b))

Schools →		Bryant	Theodora Smiley Lacey	Hawthorne	Lowell	Whittier	TJ	BF	THS
Grade levels		Pre K	K	K – 4	K – 4	K – 4	5 – 8	5 – 8	9 – 12, 18-21
Enrollment number as of Oct. 1 <sup>st</sup> .		237	133	303	336	333	510	557	1210
<b>Number of students receiving:</b>									
Special Services/ IEPs		89	23	65	72	63	111	164	310
504s		0	0	4	4	2	9	16	31
I&Rs		0	0	0	23	32	0	43	6
IHPs		13		58	22	48	30	48	10
IEHPs		13		58	22	48	30	48	10
Emergency Evacuation Accommodations Plan for students with disabilities		0		0	1	0	0	6	6
<b>Nursing Assignments- number of:</b>									
N.J.A.C. 6A:9-13.3	Certified School Nurse- CSN	1		1	1	1	1	1	1
	Registered Nurse- not CSN	0		0	0	0	0	0	0
	Licensed Practice Nurse- LPN	0		0	0	0	0	0	0
N.J.A.C. 6 A:9-13.3 (b)	CPR Certified	1		1	1	1	1	1	1
N.J.A.C. 6A:9-13.3 (b)	AED Certified	1		1	1	1	1	1	1
N.J.A.C. 6A:16-2.1(a)5iii	Asthma Nebulizer trained	1		1	1	1	1	1	1
<b>Unlicensed Assistive Personnel Assignments</b>									
Nursing Assistants		0		0	0	0	0	0	0
Health Aides		0		0	0	0	0	0	0

**V. Nursing Services and Additional Medical Services provided to Non-Public Schools**  
**[<http://www.nj.gov/education/nonpublic/health/>]**

**Non-public nursing services (N.J.A.C. 6A:16-2.1(a)8)**

**1. Non-public nursing services are [Bergen County Region V](#):**

[Academy of Greatness and Excellence](#)

[Academy of Sault UI Furgan](#)

[Heichel HaTorah](#)

[Ma'Ayanot Yeshiva High School](#)

[Wilbert F. Mays SDA School](#)

[Torah Academy of Bergen County](#)

[Yeshivat He'Atid](#)

**(Please submit to Executive County Business Official):**

**A. A written statement verifying that the required conference was held with the nonpublic school;**

**B. A copy of the contract with another agency to provide services, if applicable, and approved minutes of the district board of education meeting approving the contract, which describes the methods by which the health services to nonpublic school students will be provided for the ensuing year, including a rationale for the distribution of funds; and**

**C. A description of the type and number of services that were provided during the previous school year on a form approved by the Commissioner of Education.**

**VI. Additional District Nursing Services Information:**

Add any additional data that your school district requires be disclosed in this Nursing Services Plan

**Nursing Services Plan reviewed by:**

<b>Dr. Barry Weissman</b>			
<b>School Physician Name</b>		<b>Signature</b>	<b>Date</b>
<b>Rita F. Urevitch, RN</b>			
<b>Lead Nurse Name</b>		<b>Signature</b>	<b>Date</b>
<b>Dr. Christopher C. Irving</b>			
<b>CSA Name</b>		<b>Signature</b>	<b>Date</b>



CH192/193 Funding Statement and Additional Funding Request

09/22/2020

*UNOFFICIAL Funding Statement \**

County: 03-BERGEN

District: 5150-TEANECK TWP

2020-21 FUNDING STATEMENT FOR SERVICES UNDER CHAPTERS 192 & 193 LAWS OF 1977 AS AMENDED

STATE AID AMOUNTS FOR SERVICES UNDER CHAPTER 192

<u>Program</u>	<u>2020-21 Rate/Pupil</u>	<u>Pupils</u>	<u>Alloc. for each Service 2020-21</u>	<u>Add'l Pupils</u>	<u>Additional 2020-21 Funding</u>	<u>Total 2020-21 Funding to Date</u>
Compensatory Education*	\$995.33 X	76 =	\$56,734.00	20	\$14,930.00	\$71,664.00
E.S.L.*	\$1,015.00 X	24 =	\$18,270.00	0	\$0.00	\$18,270.00
Transportation*			\$15,338.00		\$0.00	\$15,338.00
<b>Total Alloc. for CH.192 Services - 2020-21</b>			<b>\$90,342.00</b>		<b>\$14,930.00</b>	<b>\$105,272.00 (A)</b>

\* Prorated at 75%

STATE AID AMOUNTS FOR SERVICES UNDER CHAPTER 193

<u>Program</u>	<u>2020-21 Rate/Pupil</u>	<u>Pupils</u>	<u>Alloc. for each Service 2020-21</u>	<u>Add'l Pupils</u>	<u>Additional 2020-21 Funding</u>	<u>Total 2020-21 Funding to Date</u>
Initial Exam & Class.*	\$1,326.17 X	113 =	\$146,860.00	0	\$0.00	\$146,860.00
Annual Exam & Class.*	\$380.00 X	113 =	\$42,081.00	0	\$0.00	\$42,081.00
Corrective Speech*	\$930.00 X	68 =	\$61,975.00	0	\$0.00	\$61,975.00
Supplemental Instr.*	\$826.00 X	127 =	\$102,804.00	0	\$0.00	\$102,804.00
<b>Total Alloc. for CH.193 Services - 2020-21</b>			<b>\$353,720.00</b>		<b>\$0.00</b>	<b>\$353,720.00 (B)</b>

\* Prorated at 98%

Total CH. 192/193 Allocation Payable (A + B):

\$458,992.00

Calculated Monthly Payments:

SEP	\$44,406.00	NOV	\$46,065.00	JAN	\$46,065.00	MAR	\$46,065.00	MAY	\$46,065.00
OCT	\$46,065.00	DEC	\$46,065.00	FEB	\$46,065.00	APR	\$46,065.00	JUN	\$46,066.00

[Back to Report Menu](#)

[Print](#)

*\*Official monthly Funding Statements are available through [School Aid - School Aid Payments and Notices](#) website on the homeroom after requests have been certified and the payment is processed each month.*