

Minutes of the proceedings of the **PUBLIC WORK MEETING** held on Wednesday, October 12, 2022, in the virtually via zoom located on the district website, at 8:00 PM. *Sebastian Rodriguez, Board President, presided.*

**I. Salute to the Flag**

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

"I hereby call to order the Public Work Session Meeting of the Teaneck Board of Education, held on Wednesday, October 12, 2022, virtually via zoom located on the district website, at 8:00 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 January 14, 2022."

**III. Roll Call**

<b><i>Board Member</i></b>	<b><i>Present</i></b>	<b><i>Absent</i></b>
Mrs. Burns (Linda)	x	
Ms. Fisher (Victoria)-Vice President	x	
Mrs. Gee (Danielle)		x
Dr. Klein (Dennis)	x	
Mr. Rodriguez (Jonathan)	x	
Mr. Rodriguez (Sebastian)-President	x	
Ms. Sanders (Denise) arrived @ 8:05	x	
Ms. Vatsky (Sharon)	x	
Ms. Williams (Clara)	x	

**IV. Reaffirmation of District Goals**

**V. Superintendent's Report**

Please click below to view the Superintendent's Report:

<https://www.eduvision.tv/?etgLDgO>

**VI. Public Comment (Agenda and Non-Agenda Items)**

Please click below to view the public comments:

<https://www.eduvision.tv/?etgLDgy>

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

NONE

## VIII. Board Committee Reports (as available)

Please click below to view the Board committee reports:

<https://www.eduvision.tv/l/?etgLDLR>

## IX. Agenda Items

Please click below to view the public meeting:

<https://www.eduvision.tv/l/?etgLDOt>

## X. Executive Session

Ms. Fisher motioned to adjourn the public meeting and convene into the executive session at 9:49pm to discuss Personnel matters and Negotiations. Said motion was seconded by Ms. Sanders and carried by a unanimous vote.

<b><i>Motion: V. Fisher</i></b>	<b><i>Second: D. Sanders</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>
Mrs. Burns (Linda)	x			
Ms. Fisher (Victoria)-Vice President	x			
Mrs. Gee (Danielle)				x
Dr. Klein (Dennis)	x			
Mr. Rodriguez (Jonathan)	x			
Mr. Rodriguez (Sebastian)-President	x			
Ms. Sanders (Denise)	x			
Ms. Vatsky (Sharon)	x			
Ms. Williams (Clara)	x			

Ms. Fisher motioned to adjourn the executive session meeting and convene back into the public meeting at 11:28pm. Said motion was seconded by Mr. Rodriguez and carried by a unanimous vote.

<b><i>Motion: V. Fisher</i></b>	<b><i>Second: J. Rodriguez</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>
Mrs. Burns (Linda)	x			
Ms. Fisher (Victoria)-Vice President	x			
Mrs. Gee (Danielle)				x
Dr. Klein (Dennis)	x			
Mr. Rodriguez (Jonathan)	x			
Mr. Rodriguez (Sebastian)-President	x			

Ms. Sanders (Denise)	x			
Ms. Vatsky (Sharon)	x			
Ms. Williams (Clara)	x			

## **XI. Adjournment**

Ms. Fisher motioned to adjourn the public meeting at 11:29 pm. Said motion was seconded by Ms. Williams and carried by a unanimous vote.

<b><i>Motion: V. Fisher</i></b>	<b><i>Second: C. Williams</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>
Mrs. Burns (Linda)	x			
Ms. Fisher (Victoria)-Vice President	x			
Mrs. Gee (Danielle)				x
Dr. Klein (Dennis)	x			
Mr. Rodriguez (Jonathan)	x			
Mr. Rodriguez (Sebastian)-President	x			
Ms. Sanders (Denise)	x			
Ms. Vatsky (Sharon)	x			
Ms. Williams (Clara)	x			

Respectfully submitted,

Dora E. Zeno  
Interim Business Administrator

## **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

### **Board Goals**

**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.



Be It Resolved, that the Teaneck Board of Education, upon the recommendation of the Interim Superintendent of Schools, approves the FIRST OR SECOND READING following revised or new **Board Policies / Regulations** resolution:

1. that the Board approve the **SECOND READING** of the following *New or Revised* Board Policies:

Policy 5512 - Harassment, Intimidation & Bullying - Mandated - Revised

Policy 2415.04 - Title 1 Districtwide Parent & Family Engagement - Mandated - Revised

Policy 2415.50 - Theodora Smiley Lacey School Title 1 School Parent & Family Engagement - Mandated - New

Policy 2415.51 - Hawthorne Elementary School Title 1 School Parent & Family Engagement - Mandated - New

Policy 2415.52 - Lowell Elementary School Title 1 School Parent & Family Engagement - Mandated - New

Policy 2415.53 - Whittier Elementary School Title 1 School Parent & Family Engagement - Mandated - New

Policy 2415.54 - Benjamin Franklin Middle School Title 1 School Parent & Family Engagement - Mandated - New

Policy 2415.55 - Thomas Jefferson Middle School Title 1 School Parent & Family Engagement - Mandated - New

Policy 2415.56 - Teaneck High School Title 1 School Parent & Family Engagement - Mandated - New

2. that the Board approve the **SECOND READING** of the following *New* or *Revised* Board Policies:

Policy 1648.15 - Recordkeeping for Healthcare Settings in School Buildings COVID-19  
- Mandated - New

Policy 2417 - Student Intervention and Referral Services - Mandated -Revised

Policy 7410 - Maintenance Repair - Mandated - Revised

Policy 8420 - Emergency and Crisis Situation - Mandated - Revised

Policy 9320 - Cooperation with Law Enforcement Agencies - Mandated - Revised

ByLaw 0143.2 - High School Student Representative to the Board of Education -  
Mandated - Revised

Policy 1511 - Board of Education Website Accessibility - Mandated - Revised

Policy 5513 - Care of School Property - Mandated - Revised

Policy 5722 - Student Journalism - Mandated - Revised

3. **WHEREAS**, the legal requirements set forth in Policy and Regulation Guides 2432 are now addressed in P5722 – Student Journalism and;

**WHEREAS**, there is no need for a separate Policy or Regulation Guide and both Policy and Regulation 2432 should be abolished.

**BE IT RESOLVED** that Policy and Regulation Guides 2432 be abolished as the legal requirements set forth therein are addressed by other Policy and Regulation Guides and are therefore no longer necessary.

## BOARD OPERATIONS

OCTOBER 12, 2022

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

1. that the Board approve the minutes of the workshop and the regular public meeting held on Wednesday, September 7, 2022 and Wednesday, September 14, 2022 respectively, and the Special Public meetings held on Thursday, September 15, and Thursday, September 29, 2022.
2. that the Board waive the provisions of Board Policy #7510 - Use of School Facilities for the 2022-2023 school year at no cost to the NJ in Color, a tevMedia publication for the use of Cheryl Miller-Porter student center at Teaneck High School on Thursday, November 4, 2022.
3. **Resolution to Urge NJ Governor Murphy and the NJ Legislature to Restore School Based Youth Services Programs**

**Whereas** the Governor of the State of New Jersey has proposed in his budget to defund the School Based Youth Services Programs under the Department of Children and Families for fiscal year 2024; and

**Whereas** the School Based Youth Services Programs provide Teaneck's youth via the FORUM with walk-in and appointed critical mental health counseling, employment counseling, substance abuse education and prevention, health awareness, primary medical linkages, learning support, healthy youth development, recreation, and information and referral to local community resources; and

**Whereas** these services and supports delivered by the FORUM occurs at Teaneck High School where the students and families are, which helps to destigmatize the access of these services and at the same time there is a convenience of being able to walk a few feet within the building to get the needed care; and

**Whereas** these critical mental health services are needed now more than ever due to the loss of family and friends from Covid 19, especially as our lower income and Black and Brown families have been disproportionately impacted by Covid 19;

**Whereas** these critical mental health services are needed now more than ever as our country, our state, and specifically our community is facing a reckoning of racism and the ensuing trauma not seen since the 1960s; and

**Whereas** diverting funds from the regular the Teaneck Public Schools budget will necessitate cuts to other critical and core services for students; and

**Now, Therefore, Be It Resolved** that the Teaneck Board of Education strongly opposes the defunding of the School Based Youth Services Programs; and

**And Be Further Resolved** that the Teaneck Board of Education urges Governor Murphy and Assembly Budget Chair Pintor Marin and Senate Budget Chair Sarlo to immediately restore the \$11M funding to the School Based Youth Services Programs operating in 100 school districts, and to add funding to meet the mental health needs that the pandemic of racism and Covid 19 has ravaged across New Jersey.

4. **WHEREAS**, the TEANECK Board of Education recognizes according to youth.gov, mentoring has been known to increase high school graduation rates, lower high school dropout rates and promote an overall better attitude toward attending school; and **WHEREAS**, on August 1, 2022 Governor Phil Murphy signed into law legislation requiring all public school districts to create school-based threat assessment teams to help identify and assess students at risk of committing violent acts or other harmful activity; and **WHEREAS**, threat assessment is recognized as the current best practice for preventing targeted school-based violence and helping to maintain school safety; and **WHEREAS**, mentoring advances social emotional learning in students, which can have a profound impact on the safety and security of not only the school community but the greater community at large; and **WHEREAS**, mentoring helps create healthier relationships and lifestyle choices for students; and **WHEREAS**, mentoring can enhance self-esteem and self-confidence; and **WHEREAS**, mentoring builds stronger relationships with parents, teachers, and peers through improved interpersonal skills and behavior; and **WHEREAS**, mentoring decreases the likelihood of drug and alcohol use; and
- WHEREAS**, a school-based mentoring program advances the family/school connection while instilling a sense of student belonging to the school community; and **WHEREAS**, school-based mentors additionally serve as liaisons between families and schools; and
- NOW, THEREFORE BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the TEANECK Board of Education affirms the positive effects of mentoring on students, physically, intellectually, emotionally, and socially; and **BE IT FURTHER RESOLVED**, that the TEANECK Board of Education respectfully requests sustainable funding to further mentoring programs in public schools so that more students can benefit from the positive outcomes and schools can be safe and free from violence; and
- BE IT FURTHER RESOLVED**, that a copy of this Resolution shall be forwarded to the members of the 36th, 37th, 38th, 39th and 40th Legislative District Delegations, Assembly Speaker Craig J. Coughlin, Senate President Nick Scutari, Governor Phil Murphy, and to the New Jersey School Boards Association and Bergen County School Boards Association President Michael Jacobs at [pres.BCSBA@gmail.com](mailto:pres.BCSBA@gmail.com).

**SCHOOL OPERATIONS and  
CURRICULUM**

**OCTOBER 12, 2022**

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

1. that the Board approve the annual update of the Uniform State Memorandum of Agreement between Education and the Law Enforcement Officials for the 2022-2023 School year.
2. that the Board approve the 2021-2022 District Report of Student Safety Data (attached). The annual observance of the Week of Respect, October 3 - 7, 2022, and School Violence Awareness Week, October 17 - 21, 2022. A copy of the report is appended to and made a part of the Minutes.
3. that the Board approve the 2022-2023 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. (Contract attached)
4. Whereas, the Board approve the agreement between Kean University and Teaneck Public Schools to receive Speech Pathology Practicum/Externship interns. Clinical placement of Kean University graduate school Speech Language Therapist certification program to fulfill clinical hours pending medical clearance and criminal review. (Contract Attached)

5. that the Board approve the volunteers for the 2022-2023 school year.

<b>Last Name</b>	<b>First Name</b>
Baran	Shari
Charles	Ann
Cohen	Karen
D'Ambrosio	Nadine
Falberg	Rita
Friedman	Ira
Greditor	Beverly
Kanrich	Susan
Koransky	Madeleine
Nanus	Wendy
Ray	Ellen
Rubin	Carolyn
Wexler	Linda
Williams	Rina

## FINANCE AND BUDGET

OCTOBER 12, 2022

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

1. that the Board approve payment of the following 2022-2023 bills and payroll, as detailed in lists attached to the Minutes of this meeting, including adjustments to previously approved bill payments, and that the Interim 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.

### **September 1, 2022 through September 30, 2022**

General	\$9,380,572.87
Special Revenue	\$ 533,609.00
Enterprise	\$ 23,558.49
Food Service	\$ 515,168.76
Capital Outlay	\$ 62,214.86

**Total of Approved Payments \$10,515,123.98**

2. **WHEREAS**, the Board of Education has received the Report of the Interim Board Secretary for the month of July 2022; 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 it's 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).
3. that the Board approve 2022-2023 budget transfers for the month of September 2022 which are attached and a part of the official record.

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 (District funded \$2,219.72) (Title I funded \$6,802.48) (Title II funded \$2,234.39) total cost of \$11,256.59.
5. that the Board approve the attached list of Student Field Trips, as approved by the Superintendent (District Funded \$6,826) (Parent Funded \$2,100) (Grant funded \$0) total cost \$8,926.
6. that the Board approve the attached list of Student Fundraising activities by school.
7. that the Board approve the contracts, for out-of-district tuition, for students who would require a Special Education program during the 2022-2023 school year, as per the attached list.
8. that the Board approve contracts with clinicians and agencies on the attached list who would provide related services and/or independent evaluations during the 2022-2023 school year.
9. **Whereas**, the Finance Committee recommended that the district issue a RFP for Auditing Services;

**Whereas**, RFP's were distributed to multiple auditing firms with a return date of September 28, 2022;

**Whereas**, two proposals were received and these firms were interviewed and references were checked;

**Whereas**, both firms have been in business for forty plus years;

**Whereas**, both firms include current school district clients with comparable sized budgets;

**Whereas**, based on the review of the proposals, the criteria, and the interviews by the Business Office Staff who met with the partner(s),

**Now, Therefore, Be It Resolved**, that the Finance Committee makes the recommendation to the full Board of Trustees to appoint Supplee, Clooney & Company, Certified Public Accountants, as the Public School Auditors to provide auditing services of the 2021-2022 school year at a fee of \$50,000.



10.

**Award of Contract; Substitute Teacher Services  
Proposal No. CC 02-23**

Be It Resolved, that the Teaneck Board of Education, upon the recommendation of the Superintendent of Schools, and the Interim School Business Administrator/Board Secretary awards the contract for Substitute Teacher Services to ESS, LLC.

**Total Cost of the Contract**

The total cost of the contract is estimated to be \$504,000 which will fluctuate depending on the need for the services.

**Term of Contract:**

The term of the contract will begin October 13, 2022 through June 30, 2023. The contract may be renewed by the Board of Education for an additional two years in accordance with N.J.S.A. 18A:18A-42. It is to be noted that if the contract is renewed in any subsequent year, the term would span 12 months, with the intent to include the Extended School Year program. See attached summary report.

11. that the Board accept the annual grant funds from the New Jersey Department of Children and Families, Division of Family and Community Partnerships under the School-Based Youth Services Grant, for the FORUM in the amount of \$11,330 for the period July 1, 2022 through June 30, 2023.
12. that the Board accepts with grateful appreciation a check in the amount of \$5,000 raised by Mel England and the Presbyterian Church of Teaneck during its annual golf outing this past June. The funds will be donated to our 18-21 STARS program.
13. that the Board approve the Stipulation of Settlement between the parents of Student ID# 99569 and the Teaneck Board of Education in the amount of \$80,000.00 each year for the school years of 2022-2023, 2023-2024, 2024-2025 and 2025-2026 to Sinai.
14. that the Board approve the Stipulation of Settlement between the parents of Student ID#107536 and the Teaneck Board of Education in the amount of \$70,000.00 each year for the school years of 2022-2023, 2023-2024, 2024-2025 and 2025-2026 to SAR Academy in Riverdale, NY.
15. that the Board approve the Stipulation of Settlement between the parents of Student ID#107521 and the Teaneck Board of Education in the amount of \$60,437.02 each year for the school years of 2022-2023, 2023-2024, 2024-2025 and 2025-2026 to Shefa.

16. that the Board approve the Stipulation of Settlement between the parents of Student ID#107520 and the Teaneck Board of Education in the amount of \$60,437.02 each year for the school years of 2022-2023, 2023-2024, 2024-2025 and 2025-2026 to Shefa.
17. that the Board approve the Stipulation of Settlement between the parents of Student ID#102551 and the Teaneck Board of Education in the amount of \$60,437.02 each year for the school years of 2022-2023, 2023-2024, and 2024-2025 to Shefa.
18. that the Board approve the Stipulation of Settlement between the parents of Student ID#107467 and the Teaneck Board of Education in the amount of \$74,409.50 each year for the school years of 2022-2023, 2023-2024, 2024-2025 and 2025-2026 to Yeshivat Shalshelet in Paramus, NJ.
19. that the Board approve the Stipulation of Settlement between the parents of Student ID# 103102 and the Teaneck Board of Education in the amount of \$78,760.43 each year for the school years of 2022-2023, 2023-2024, 2024-2025 and 2025-2026 to Sinai.
20. that the Board approve the Stipulation of Settlement between the parents of Student ID# 107530 and the Teaneck Board of Education in the amount of \$46,700.00 each year for the school years of 2022-2023, 2023-2024, 2024-2025, 2025-2026 and 2026-2027 to Barnstable.
21. **AMEND**  
**BE IT RESOLVED** that the Board approve the Agreement with Bergen County Special Services School District, for the 2022-2023 school year, to provide Chapter 192/193 Services (Compensatory Education, ESL, Home Instruction, Examination and Classification, Annual Review, Speech Correction, Supplemental Instruction and van/maintenance included), in accordance with the fees approved by the NJDOE.
22. that the Board approve submission of an amendment to the 2021-2022 School Security Grant (Alyssa's law). The original grant was BOE approved on 12/07/2021. The approved grant award is \$195,484.00. This amount will cover both reimbursements for future, approved expenditures as needed. The total expenditures reported in this amendment follow:

Original Allocation	Remaining Funds for Future Use	Expenditures Reported in this Amendment
\$195,484.00	\$82,048.00	\$46,266.00

23. that the Board approve payment to NewsEla to provide training to third, fourth, and fifth grade staff at Yeshivat He'Atid School focused on differentiated English language arts interventions and strategies. Training will take place 10/24/2022. Funds will come from Title II non-public account #: 20-270-200-320-92-50-I-9. Not to exceed \$1,500.00.
24. that the Board approve payment to Houghton Mifflin Harcourt (Math Expressions) to provide training to first and second grade staff at Yeshivat He'Atid School focused on mathematics Interventions and strategies. Training will take place virtually on 11/21/2022. Funds will come from Title II non-public account #: 20-270-200-320-92-50-I-9. Not to exceed \$800.00.
25. that the Board approve payment to The Art of Problem Solving to provide training to the mathematics teaching staff at Yeshivat He'Atid School focused on differentiated mathematics interventions and strategies for student enrichment. Training will take place 10/31/2022. Funds will come from Title II non-public account #: 20-270-200-320-92-50-I-9. Not to exceed \$750.00.
26. that the Board approve the following Title I After School Program for Thomas Jefferson Middle School (TJMS). Session #1 (8 weeks) 12/5/22 – 2/3/23 and Session #2 (8 weeks) 2/6/23 – 3/30/23. Combined, the sessions will require nineteen (19) teachers, 40 hours, at \$50 per hour for a total not to exceed \$38,000. In addition, combined, the sessions with require eight (8) hours of professional development for nineteen (19) teachers, at \$50 per hour for a total not to exceed \$7,600. Program staff will be identified and listed for approval at the November 2022, BOE meeting. The combined total for both sessions is not to exceed \$45,600.
27. that the Board approve compensation to Team Makers, to conduct two workshops at \$300.00 per workshop for the PASS Program (the FORUM Parents and Student/School Partnership Program). Students grades 9-12, on Monday October 24th, 2022 from 4:15- 5:15pm and students in grades 7-8 on October 20th, 2022 from 4:15- 5:15pm, in an amount not to exceed \$600. Account # 20-018-100-300-73-50-G-H FORUM/J. Justice Purchase Ed. Svs.
28. that the Board approve compensation to **JHasHeart** to present the “*Think Positive & Dream Big*” program in two sessions to middle school students in 7-8 grades enrolled in the **PASS** (Police/Parents and Student/School Partnership Program) program. Not to exceed **\$600**. The FORUM Juvenile Justice grant would fund this program. This event will take place at the high school on Tuesday October 25, 2022, and Tuesday November 1, 2022, from 4-7pm.  
Account # 20-018-100-300-73-50-G-H FORUM/J. Justice Purchase Ed. Svs

29. that the Board approve Team Life, Inc., to conduct two four hour CPR certification classes for high school students in grades 9-12 from 3-7pm on Tuesday October 25, 2022 and Wednesday October 26, 2022 in an amount not to exceed \$1,500.
30. that the Board approve compensation to Plethora Media Group to present 5 sessions of the "Picture of Success" program to 12 high school students(3 sessions) grades 9-12 and 12 middle school students(2 sessions) grades 7-8 enrolled in the PASS (Police/Parents and Student/School Partnership Program), \$300 per session in an amount not to exceed \$1,500. The FORUM Juvenile Justice grant would fund this program.  
Account # 20-018-100-300-73-50-G-H FORUM/J. Justice Purchase Ed. Svs  
Program dates: High School: November 7 & 28, and December 19, 2022  
Middle School: November 8 & 11, 2022
31. that the Board approve compensation to Dr. Daniel Jean to conduct two sessions on Motivation and Leadership. The first session October 26, 2022 for High School Students grades 9-12 and the second session on December 1, 2022 for Middle School students in grades 7-8 enrolled in the FORUM PASS Program. (Parents and Students/School Partnership Program) Amount of \$500 per session not to exceed \$1,000. Account # 20-010-100-300-73-50-G-H Township Forum Purchase Ed. Svs
32. **Whereas**, the Board approve the clinical placement of Kean University Graduate School Speech Therapist Certification Program student Gianna Farro, effective September 01, 2022 through June 30, 2023, to fulfill her clinical hours requirement, pending medical clearance and criminal history review.  
**Be It Resolved** that the Board approves Ms. Farro, to conduct her student practicum.
33. that the Board approve Mr. James Shoop of Shoop SBA, LLC to provide transportation consulting services during the 2022-2023 school year. Services will include but not limited to developing a Standard Operating Procedures manual, staff training, route development protocols, bid preparation training, guidance with reporting requirements and compliance with statutes. The fees for these services will be a not to exceed amount of \$7,500.

34. that the Board approve Edvocate, School Support Solutions, to provide the district with assistance in the procurement of custodial services for the Teaneck Public Schools for the 2022-2023 school year. Service will include but not limited to specification development, advertisement, pre-bid meetings, bid openings, proposal analysis and vendor award and contract development. The fees for managing the RFP process is \$10,875., with a 20% discount on fees, for a total of \$8,700. Fees are inclusive of all expenses.

35. **Whereas**, there are negative meal balances for students that accumulated through June 30, 2019, and

**Whereas**, the balance in food service account is sufficient to "write off" these outstanding meal balances;

**Now, Therefore Be it Resolved**, that the meal balance by the school be canceled through June 30, 2019 in the amount of \$24,219.14

Ms. Fisher motioned to approve items# 6, 9, and 10 on the Finance and Budget section. Said motion was seconded by Mr. J. Rodriguez and carried by a unanimous vote.

<b><i>Motion: V. Fisher</i></b>	<b><i>Second: J. Rodriguez</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>
Mrs. Burns (Linda)	x			
Ms. Fisher (Victoria)-Vice President	x			
Mrs. Gee (Danielle)				x
Dr. Klein (Dennis)	x			
Mr. Rodriguez (Jonathan)	x			
Mr. Rodriguez (Sebastian)-President	x			
Ms. Sanders (Denise)	x			
Ms. Vatsky (Sharon)	x			
Ms. Williams (Clara)	x			

## PERSONNEL

OCTOBER 12, 2022

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

1. that the Board approve the following certificated staff appointments, following a 90-day probationary period, effective dates as indicated or upon availability, pending criminal history review:
  - a. Asha Jagadeesh, PreK Special Education, at an annual salary of \$62,400 (TTEA / MA Step 2) assigned to Bryant Elementary School, effective October 24, 2022 through June 30, 2023, replacing Noemi Gomez Rodriguez, resigned (PC#: 10-06-36/bnj).
2. that the Board accept the resignations of the following staff members:
  - a. Christian Om, Technician Support Specialist I, effective September 30, 2022.
  - b. Noemi Gomez Rodriguez, Preschool Disabled Teacher, Bryant Elementary School, effective October 31, 2022.
3. that the Board approve the following Extra Pay for Extra Work assignments, for the 2022-2023 school year, at Benjamin Franklin Middle School, stipends in accordance with TTEA contract. (See attached)
4. that the Board approve the following Extra Pay for Extra Work assignments, for the 2022-2023 school year, at Thomas Jefferson Middle School, stipends in accordance with TTEA contract. (See attached)
5. that the Board approve the following Extra Pay for Extra Work assignments, for the 2022-2023 school year, at Teaneck High School, stipends in accordance with TTEA contract. (See attached)
6. that the following personnel are approved for Extra Work Extra Pay at Whittier School:

Staff Member	Activity	Stipend
Stephanie Baer	School Safety Patrol Person	\$1,000
Susan DeLisio	School Treasurer	\$1,100

7. that the Board approve the following leaves of absence for the dates and reasons indicated:
  - a. Employee ID# 5723, unpaid maternity leave of absence with benefits, from December 5, 2022 through February 24, 2023 under FMLA. Unpaid child rearing leave with benefits from February 27, 2023 through May 19, 2023 under NJFLA.
8. that the Board approve the salary guide reclassifications effective September 01, 2022 for teachers. See attached
9. that the Board approve the retirement of the following staff members:
  - a. Walter Hickey, Science Teacher, Benjamin Franklin Middle School, effective December 1, 2022, 20 years and 5 months of service.
  - b. Jerome Smart, Special Education - Social Studies Teacher, Teaneck High School, effective July 1, 2023, 16 years of service.

10. That the Board approve payment to the following high school teachers, for assuming a sixth period assignment, on a temporary basis, at their negotiated contractual per class rate, effective date as listed. Staff members will receive payment upon submission of appropriate payroll bill form for each pay date, and will receive their payment on the subsequent pay date:

Name:	Subject:	Rate:	Effective Date:
Katierose Augustine	Resource Center (Pd 3)	\$80.00 (MA+32)	September 7, 2022
Michael De Avila	Resource Center (Pd 2)	\$70.00 (MA)	September 7, 2022
Lavette Glanton	Environmental Science (Pd 8)	\$80.00 (MA+32)	September 7, 2022
Matthew Ramagli	Resource Center (Pd 6)	\$80.00 (MA+32)	September 7, 2022
William Zarro	Resource Center (Pd 5)	\$80.00 (MA+32)	September 7, 2022
Sharon Bellin	Algebra 1 (Pd 0)	\$80.00 (MA+32)	September 7, 2022
Michael Hofsaes	Algebra 1 (Pd 1)	\$60.00 (BA)	September 19, 2022
Sameera Baig	Practical Math (Pd 3)	\$80.00 (MA+32)	September 19, 2022
James Belluzzi	Practical Math (Pd 7)	\$80.00 (MA+32)	September 19, 2022
Anila Hoxha	Practical Math (Pd 8)	\$80.00 (MA+32)	September 19, 2022
Shanieka Smith	Algebra 1H (Pd 1)	\$70.00 (MA)	September 28, 2022
Ken Chung	Algebra 1 (Pd 3)	\$80.00 (MA+32)	September 28, 2022

11. that the Board approve payment to the following high school teachers, for assuming a seventh period assignment, on a temporary basis, at their negotiated contractual per class rate, effective date as listed, staff members will receive payment upon submission of appropriate payroll bill form for each pay date, and will receive their payment on the subsequent pay date:

Name:	Subject:	Rate:	Effective Date:
Michael Hofsaes	Algebra 1 (Pd 5)	\$60.00 (BA)	September 20, 2022
Jovana Vlajic-Mursic	Algebra 1 (Pd 57)	\$80.00 (Doc)	September 28, 2022



12. that the Board approve the following staff members to serve as Teacher Dean at Teaneck High School for the 2022 – 2023 school year, differential not to exceed \$6995.00 per the contract agreement between the Teaneck Township Education Association and the Board of Education:
  - a. Susie Cipriano
  - b. Greg Cooper
  - c. Natasha Green
  - d. Jason McDonald
  
13. that the Board approve the following staff to serve as chaperones at the Peer Leadership Retreat from Monday, August 22, 2022 through Wednesday, August 24, 2023. The retreat is being held at the Mont Lawn Retreat Center in Bushkill, PA. The chaperones will be compensated at \$498.00 for the trip.

Susie Cipriano
  
14. that the Board approve the following substitute custodian for the 2022-2023 school year:

Selbourne Blackhall
  
15. that the Board approve the following long term substitute teachers 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:
  - Cekuan James
  - Centryll Scott
  - Claudelina Baldera
  
16. that the Board approve the attached Teacher Rehires be adjusted according to the new TTEA 2022-2023 contract. See attached.
  
17. that the Board approve the following salaries of non-certificated staff for the 2022-2023 school year, effective July 01, 2022 through June 30, 2023 for twelve (12) month staff, and September 01, 2022 through June 30, 2023 for ten (10) month staff. See attached.
  
18. that the Board approve the attached job description of the School Business Administrator/Board Secretary.

19. that the Board approve payment to the following employees who separated from the district for unused vacation/sick days, not to exceed the information listed below:
- a. James Williams, Operations and Maintenance, 100 sick days at \$40.00 per day, total amount \$4,000; 124 sick days at \$60.00 per day, total amount \$7,440.00; 32 personal days at \$40.00 per day, total amount \$1,280.00, 26.5 vacation days at \$302.91 per day, total amount \$8,027.07; with the grand total payment of \$20,747.07.
  - b. Joshua Small, Technician, 4 vacation days at \$196.99 per day, total payment of \$787.95.
  - c. Ahmed Hanafy, Technician, 30.83 vacation days at \$329.14 per day, total payment of \$10,148.53.
  - d. Theresa Corallo, Central Office, 1 vacation day at \$416.50 per day, total amount \$416.50; 29 vacation days at \$428.99 per day, total amount \$12,440.76; 1.21 vacation days at \$441.86, total amount \$534.65; with the grand total payment of \$13,391.91.
  - e. Dorothy Singletary, Central Office, 40.17 vacation days at \$360.70 per day, total payment of \$14,488.28.

20. that the Board approve the following staff members as Home Instructors, on an as needed basis, at \$50.00 per hour, for the 2022-2023 school year:

Andres Munoz  
Katierose Augustine  
Joseph Laborde  
Anila Hoxha  
Abdoulaye Diallo  
Kiera Skerritt  
Summer Pirro  
Linea Rondael  
James Lagomarsino  
Matt Lynskey  
Ashley Barnes

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

22. that the Board approve the following individuals to be paid for work in the Teaneck Community Education's SACC (School Age Child Care) program, for the 2022-2023 school year, effective October 20, 2022 through June 16, 2023.

Colleen Collins-Reamer	SACC Aide	\$15.00
Grisel De La Rosa De Lantigua	SACC Aide	\$15.00
Faryal Lehra	SACC Aide	\$15.00
Chandler Davenport	SACC Aide	\$15.00
Barbara Carrera	SACC Aide	\$15.00
Jewel McKee	SACC Aide	\$15.00
Emily Gomez	SACC Aide	\$15.00
Jalen Harris	Site Supervisor	\$17.00

23. that the Board approve the appointment of the following staff members as Strive Site Supervisors, effective October 19, 2022 through June 08, 2023 to be funded by the FORUM/Township of Teaneck Grant, for up to 3 hours per week at a rate of \$50 per hour.

<b>Name</b>	<b>Position</b>	<b>Total Stipend (not to exceed):</b>
Summer Pirro	Site Supervisor	\$4,100

24. that the Board approve payment to the following FORUM staff member, to provide administrative support services in the PASS (Police/Parents and School Students) Partnership at a rate of \$50 per hour, not to exceed 20 hours and \$1,000. The program will take place October, 11 2022 through December 31, 2022.

Account#: 20-018-100-100-73-10-G-H FORUM/J.JUSTICE/Stipends

<b><u>Staff Member</u></b>	<b><u>Assignment</u></b>	<b><u>Hours</u></b>	<b><u>Max. Payment</u></b>
Jessica Murphy	Secretary	20	\$1,000

25. that the Board approve the following 11-month Child Study Team members working either the month of July 2022 or the month of August 2022 (reg salary +10%). See attached.

26. that the Board approve the following long term substitute teacher per diem assigned to a non-tenure track position, effective indicated, pending criminal history review:

Susan Soss, September 23, 2022 until filled, assigned to Teaneck High School, Mathematics Teacher.

27. that the Board approve the following staff members to participate in and teach the Tang Math Challenge Kickoff Event, effective October 13, 2022, from 6:15 PM to 8:45 PM, up to .5 hour of professional development, at \$50 per hour, up to .5 hour working without students, at \$50 per hour, up to 2 hours working with students for the Teachers, at \$50 per hour, and up to 3 hours working without students for Teachers\* (2), at \$50 per hour. Substitutes (2) are included in the event of staff absences up to .5 hour of professional development, at \$50 per hour, up to .5 hour working without students, at \$50 per hour, up to 2 hours working with students for the Teachers, at \$50 per hour.

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>STIPEND AMOUNT (not to exceed)</u></b>
Justine Lopez	Teacher	\$150
Jennifer Ahearn	Teacher	\$150
Estefany Gallardo	Teacher	\$150
Abigail Aleksa	Teacher	\$150
Scott Bushoven	Teacher	\$150
Mary Sandvig	Teacher	\$150
Dennis Hiel	Teacher	\$150
Nishat Hafeez	Teacher	\$150
Carrie Williams	Substitute Teacher	\$150 (*if needed)
Jennifer Connolly	Substitute Teacher	\$150 (*if needed)
	<b><u>TOTAL</u></b>	<b>\$1,200.00</b>

28. that the Board approve the following staff members to participate in and teach the Tang Math Challenge Kickoff Event, effective October 20, 2022, from 6:15 PM to 8:45 PM, with .5 hour of professional development, at \$50 per hour, .5 hour working without students, at \$50 per hour, 2 hours working with students for six (6) of the teachers, at \$50 per hour, and up to 3 hours working without students for two (2) teachers, at \$50 per hour.

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>STIPEND AMOUNT (not to exceed)</u></b>
Gerald Henry	Teacher	\$150
Kim Sullivan	Teacher	\$150
Nadeen Alawi	Teacher	\$150
James DiMicelli	Teacher	\$150
Alison Goerg	Teacher	\$150
Janine Lawler	Teacher	\$150
Tatiana Stripling	Teacher	\$150
Monique Williams	Teacher	\$150
TBD	Substitute Teacher	\$150 (if needed)
TBD	Substitute Teacher	\$150 (if needed)
	<b><u>TOTAL</u></b>	<b>\$1200.00</b>

29. that the Board approve the appointment of the following substitutes for the 2022-2023 school year at \$130 per diem:

Eugenia Cipriano-Garcia  
 Henry Grynberg  
 Fausto Encarnacion  
 Patrick Cao  
 Marissa Foster  
 Donald Bernard  
 Eric Griffen

Ms. Fisher motioned to approve item#s 1, 15, 26 and 29 under Personnel and said motion was seconded by Ms. Sanders and carried by a unanimous vote.

<b><i>Motion: V. Fisher</i></b>	<b><i>Second: D. Sanders</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>
Mrs. Burns (Linda)	x			
Ms. Fisher (Victoria)-Vice President	x			
Mrs. Gee (Danielle)				x
Dr. Klein (Dennis)	x			
Mr. Rodriguez (Jonathan)	x			
Mr. Rodriguez (Sebastian)-President	x			
Ms. Sanders (Denise)	x			
Ms. Vatsky (Sharon)	x			
Ms. Williams (Clara)	x			

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Apr 22  
M

[See **POLICY ALERT** Nos. **179, 180, 181, 182, 183, 188, 193, 194, 200, 216, and 227**]

## 5512 HARASSMENT, INTIMIDATION, AND BULLYING

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Harassment, Intimidation, and Bullying

- N. Reports to Board of Education and New Jersey Department of Education
- O. School and District Grading Requirements
- P. Reports to Law Enforcement
- Q. Collective Bargaining Agreements and Individual Contracts
- R. Students with Disabilities
- S. Approved Private Schools for Students with Disabilities (APSSD)

## A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s); ~~or~~ adoptive parent(s); legal guardian(s); foster parent(s); or parent surrogate(s) of a student. **When** ~~Where~~ parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided ~~such~~ parental rights have not been terminated by a court of appropriate jurisdiction.



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## Harassment, Intimidation, and Bullying

### B. Harassment, Intimidation, and Bullying Definition

“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
  - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to **their** ~~his/her~~ person or damage to **their** ~~his/her~~ property; or
  - b. Has the effect of insulting or demeaning any student or group of students; or
  - c. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).





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“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

## C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of students, staff, and community members.

Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students’ abilities to grow in self-discipline.

The Board expects that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;



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3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other students who:

1. Walk away from acts of harassment, intimidation, and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.



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## Harassment, Intimidation, and Bullying

### D. Consequences and Appropriate Remedial Actions

#### ~~Consequences and Appropriate Remedial Actions—Students~~

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

#### **Consequences – Students**

**Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board’s approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student’s disability, if any, and to the extent relevant; the developmental age of the student; and the student’s history of problem behaviors and performance consistent with the Board’s approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.**

#### **Factors for Determining Consequences – Student Considerations**

- 1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;**
- 2. Degrees of harm;**
- 3. Surrounding circumstances;**
- 4. Nature and severity of the behavior(s);**
- 5. Incidences of past or continuing patterns of behavior;**
- 6. Relationships between the parties involved; and**
- 7. Context in which the alleged incidents occurred.**



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## **Factors for Determining Consequences – School Considerations**

1. **School culture, climate, and general staff management of the learning environment;**
2. **Social, emotional, and behavioral supports;**
3. **Student-staff relationships and staff behavior toward the student;**
4. **Family, community, and neighborhood situation; and**
5. **Alignment with Board policy and regulations/procedures.**

## **Examples of Consequences**

1. **Admonishment;**
2. **Temporary removal from the classroom;**
3. **Deprivation of privileges;**
4. **Classroom or administrative detention;**
5. **Referral to disciplinarian;**
6. **In-school suspension;**
7. **Out-of-school suspension (short-term or long-term);**
8. **Reports to law enforcement or other legal action; or**
9. **Expulsion.**

**In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.**

## **Appropriate Remedial Actions – Students**

**Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of**



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problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

## ~~Factors for Determining Consequences—Student Considerations~~

- ~~1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;~~
- ~~2. Degrees of harm;~~
- ~~3. Surrounding circumstances;~~
- ~~4. Nature and severity of the behavior(s);~~
- ~~5. Incidences of past or continuing patterns of behavior;~~
- ~~6. Relationships between the parties involved; and~~
- ~~7. Context in which the alleged incidents occurred.~~

## ~~Factors for Determining Consequences—School Considerations~~

- ~~1. School culture, climate, and general staff management of the learning environment;~~
- ~~2. Social, emotional, and behavioral supports;~~
- ~~3. Student-staff relationships and staff behavior toward the student;~~
- ~~4. Family, community, and neighborhood situation; and~~
- ~~5. Alignment with Board policy and regulations/procedures.~~

## Factors for Determining Remedial Measures

### Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;
7. Extra-curricular activities;
8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.



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## Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

~~Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.~~

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

## Examples of Consequences

1. ~~Admonishment;~~
2. ~~Temporary removal from the classroom;~~
3. ~~Deprivation of privileges;~~
4. ~~Classroom or administrative detention;~~



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5. ~~Referral to disciplinarian;~~
6. ~~In school suspension;~~
7. ~~Out of school suspension (short term or long term);~~
8. ~~Reports to law enforcement or other legal action; or~~
9. ~~Expulsion.~~

## Examples of Remedial Measures

### Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways **they** ~~he or she~~ can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of **their** ~~his or her~~ actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.



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## Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure **they** ~~he or she~~ **do** ~~does~~ not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

## Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

## Examples of Remedial Measures – Environmental (Classroom, School Building, or School District)

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;





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12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.



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## Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

## Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victim's physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult "shadow" to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.



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## E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. **The written report shall be on a numbered form developed by the New Jersey Department of Education in accordance with N.J.S.A. 18A:37-15.b.(5). A copy of the form shall be submitted promptly by the Principal to the Superintendent.**

The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. **The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents.** The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report. **The district shall provide a means for a parent to complete an online numbered form developed by the New Jersey Department of Education to confidentially report an incident of harassment, intimidation, or bullying.**



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A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;



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- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
  - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
  - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
  - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

  - a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
  - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
  - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address



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issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and



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- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

## G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

### **[Option – Principal’s Preliminary Determination]**

However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14. ~~The Superintendent or designee may sign off on the preliminary determination.~~

**The Principal shall report to the Superintendent if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying. The Superintendent may require the Principal to conduct an investigation of the incident if the Superintendent determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, and bullying. The Superintendent shall notify the Principal of this determination in writing. An investigation required by the Superintendent must be**



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**completed as soon as possible, but not later than ten school days, from the date of the written notification from the Superintendent to the Principal.**

**The Principal shall complete the written report form developed by the New Jersey Department of Education, in accordance with N.J.S.A. 18A:37-15.b.(5), even if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to N.J.S.A. 18A:37-14. This written report form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal law.**

The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation, and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.

**The Superintendent shall provide annually to the Board of Education information on the number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of harassment, intimidation, or bullying for the purposes of the State's monitoring of the school district pursuant to N.J.S.A. 18A:17-46.]**





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The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. **The Superintendent or designee will appoint a staff member to complete investigations involving allegations against a staff member serving in a supervisory or administrative position.**

~~An investigation concerning a staff member shall not be conducted by a staff member who is supervised by the staff member being investigated or who is an administrator in the district. The Principal or designee, in consultation with the Superintendent or designee, will appoint a staff member to complete these investigations.~~

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling **as a result of the finding of the investigation**, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action **including seeking further information**, as necessary.



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The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination. **A redacted copy of the completed written report form developed by the New Jersey Department of Education that removes all student identification information shall be confidentially shared with the Board of Education after the conclusion of the investigation if a hearing with the Board of Education is requested by the parents pursuant to N.J.S.A. 18A:37-15.b.(6)(d).**



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At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

## H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:



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1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

## I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying



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or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds.

Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

## J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation



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may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.4~~5~~, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.



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## K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent **or designee** shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website. **The Superintendent or designee shall post the contact information for the New Jersey School Climate State Coordinator on the school district's and on each school's website in the same location as this Policy is posted.**

**The Superintendent or designee shall post on the school district's and each school's website the current version of "Guidance for Parents on the Anti-Bullying Bill of Rights Act" developed by the New Jersey Department of Education.**



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## L. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of





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character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 ~~et seq.~~

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment, and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with students.

The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools' Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public



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hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

**The Superintendent or designee and the Principal shall consult law enforcement, as appropriate, pursuant to the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.**

Some acts of harassment, intimidation, and bullying may be bias-related acts ~~and potentially bias crimes~~ and school officials must report to law enforcement officials **any bias related acts, in accordance with N.J.A.C. 6A:16-6.3(e), either serious acts or those which may be part of a larger pattern in accordance with** and pursuant to the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.



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Harassment, Intimidation, and Bullying

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-~~32~~**37**

N.J.A.C. 6A:16-7.1 et seq.; ~~6A:16-7.9 et seq.~~

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education

Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

Adopted:



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Title I – District-Wide **Parent and Family Parental  
Involvement Engagement**

Apr 22

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[See POLICY ALERT Nos. 191 and 227]

## 2415.04 TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT ENGAGEMENT

In support of strengthening student academic achievement, each school district that receives Title I, Part A funds must develop jointly with, agree on, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA). This Policy establishes the school district's expectations for parent and family engagement, describes how the school district will implement a number of specific parent and family engagement activities, and is incorporated into the school district's Annual School Plan (ASP).

### A. General Expectations

1. The school district agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with Section 1116 of the ESEA. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. Consistent with Section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
  - c. The school district will incorporate this district-wide parent and family engagement policy into its school district's plan developed under Section 1112 of the ESEA.



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Title I – District-Wide **Parent and Family Parental Involvement Engagement**

- d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- e. If the school district's plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan if requested by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserve goes directly to the schools.
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) "Parent and family engagement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child's learning;



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## Title I – District-Wide **Parent and Family Parental Involvement Engagement**

- (b) That parents are encouraged to be actively involved in their child's education at school;
- (c) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- (d) The carrying out of other activities, such as those described in Section 1116 of the ESEA.

- h. For states where a Parental Information and Resource Center is established, the school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

### B. Description of How District Will Implement Required District-Wide Parent and Family Engagement Policy Components

- 1. The school district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under Section 1112 of the ESEA:  
(List actions)

- a. Publicize information on the District website and through PTA/O committees.

- b. Parent/Teacher conferences

- 2. The school district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:  
(List actions)

- a. Curriculum articulation meetings with subject supervisors.

- b. Annual Parent Textbook Committee meeting.



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Title I – District-Wide **Parent and Family Parental Involvement Engagement**

- c. **Parent surveys.**
- 3. The school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:  
*(List activities)*
  - a. **Funding for evening family programs, such as Literacy Night.**
  - b. **Provide babysitting services for evening programs.**
  - c. **Parent/Teacher conferences and Back to School Nights.**
- 4. The school district will coordinate and integrate parent and family engagement strategies in Title I, Part A with parent and family engagement strategies under the following other programs (Such as: Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:  
*(List actions)*
  - a. **Hosting Parent/Family Literacy Nights.**
  - b. **Hosting Parent/Family Math Nights.**
- 5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for



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Title I – District-Wide **Parent and Family Parental Involvement Engagement**

more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)*

- a. A parent survey will be distributed through the schools and PTA/O.
- b. Survey results will influence changes/additions to the program to improve learning.
- c. The Assistant Superintendent or designee will be responsible for conducting the survey.

- 6. The school district will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - (1) The challenging State academic standards;
  - (2) The State and local academic assessments including alternate assessments;
  - (3) The requirements of Title I, Part A;
  - (4) How to monitor their child's progress; and





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### Title I – District-Wide **Parent and Family Parental Involvement Engagement**

- (5) How to work with educators:  
*(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)*

(a) Math and Literacy Workshops for parents.

- b. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:  
*(List activities)*

(1) Math and literacy resources for parents to assist them while working with their children.

(2) Explain the results of State assessments.

(3) Offer workshops for parents.

- c. The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:  
*(List activities)*

(1) Encourage communication through telephone, email, eBoards, one on one meetings and conferences.



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Title I – District-Wide **Parent and Family Parental Involvement Engagement**

- (2) Support PTA/O programs.
  - (3) District website allows for translation of documents posted.
- d. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
*(List activities)*
- (1) Offer opportunities for parents to volunteer in pre-school classes.
  - (2) Familiarize parents of new programs being utilized in the classroom.
  - (3) Inform parents of new programs being utilized in the classroom.
- e. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:  
*(List actions)*
- (1) Update the District website with current information.
  - (2) Inform parents of meetings with the Superintendent through the District website.



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Title I – District-Wide **Parent and Family Parental Involvement Engagement**

## (3) Post school activities on the website calendar.

### C. Discretionary District-Wide Parent and Family Engagement Policy Components

1. The District-Wide Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA:
  - a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
  - b. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
  - c. Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
  - d. Training parents to enhance the involvement of other parents;
  - e. In order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
  - f. Adopting and implementing model approaches to improving parent and family engagement;



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- g. Establishing a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs;
- h. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities; and
- i. Providing other reasonable support for parent and family engagement activities under Section 1116 as parents may request.

## D. Adoption

This Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Superintendent of Schools or designee. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of one year and will be updated as needed on an annual basis. The school district will distribute this Policy to all parents of participating Title I, Part A children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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Theodora Smiley Lacey School Title I – School Parent  
and Family Engagement

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[See POLICY ALERT No. 227]

## 2415.50 THEODORA SMILEY LACEY SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

### A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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Theodora Smiley Lacey School Title I – School Parent  
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- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;
    - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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Theodora Smiley Lacey School Title I – School Parent  
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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

*(List actions)*

a. Information about Title I is given at the annual Back to School Night.

b. Each September, the annual meeting is held and parents are presented Title I information.

c. Through parent representation on multiple school level committees.

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

*(Describe when and where the annual meeting will be held.)*

Information about Title I is given at the annual Back to School Night, each September, the annual meeting is held and parents are presented Title I information.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

*(Describe how flexibility is provided.)*



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Theodora Smiley Lacey School Title I – School Parent  
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Multiple meetings will be held at various times of the school year based on parent need. Childcare will be provided, if needed.

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:  
(List activities)
  - a. At staff meetings, ideas are regularly shared about how to best engage parents.
  - b. The annual district parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated.
  - c. Coordination of parent involvement activities at the site are done by a parent volunteer, PTA, an employee, a staff committee, and/or the school leadership team.
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;





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- (4) How to monitor their child's progress; and
  - (5) How to work with educators to improve the achievement of their children.  
*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*
    - (a) At parent-teacher conferences, assessment of information on student academic progress and grade level standards are shared with parents.
    - (b) Student progress in relation to state and priority standards and national norms will be explained to parents, including curriculum being used, grade level expectations for proficiency, data reporting for local assessment and available intervention in reading, language arts, and mathematics for students needing assistance.
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:  
*(List activities)*
    - (1) Training to enhance parents' abilities to support and assist their children's education. This may include activities such as: family nights to support math, ELA, science, etc. Such activities will support program goals.



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- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:  
*(List activities)*
  - (1) At staff meetings and grade-level teacher meetings, strategies to enhance parent involvement are discussed and integrated into our educational program.
  - (2) Staff receives ongoing training at staff meetings on working with parents as partners.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
*(List activities)*
  - (1) Our school, to the extent feasible and appropriate, will coordinate and integrate parental involvement programs and activities with other programs and activities with other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
  - (2) Our school provides opportunities for all parents to participate, including parents with limited English



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Theodora Smiley Lacey School Title I – School Parent  
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proficiency, parents with disabilities, and parents of  
migratory students.

- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*(List actions)*

- (1) To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.
- (2) All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, and Advisory & Information Meetings, as well as additional conferences when needed. Translators are provided for parents when needed.

7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:
- (List activities)*

- a. Programs are not applicable to our school.

8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in



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parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.
- c. All feedback and recommendations will be reviewed. Policy and program items needing to be updated will be addressed by the School's Principal.

9. The school will take the following actions to involve parents in the process of school review and improvement:

*(List activities)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:

*(List actions)*



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Theodora Smiley Lacey School Title I – School Parent  
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- a. Parents can submit comments through the school Principal if they are not satisfied with the program. Those comments will be shared with the District.

## C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:  
(List actions)

- a. School and Home Compact will be widely distributed electronically to all parents at the beginning of each school year. It will also be posted on our school's website.

## D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
  - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
  - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.



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- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- ~~i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:  
(List actions)~~
  - ~~(1) \_\_\_\_\_~~
  - ~~(2) \_\_\_\_\_~~
  - ~~(3) \_\_\_\_\_~~

## E. Accessibility

- 1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:



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Theodora Smiley Lacey School Title I – School Parent  
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*(List actions)*

- a. Our school will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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Hawthorne Elementary School Title I – School Parent  
and Family Engagement

Apr 22

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[See POLICY ALERT No. 227]

## 2415.51 HAWTHORNE ELEMENTARY SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

### A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.





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Hawthorne Elementary School Title I – School Parent  
and Family Engagement

- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;
    - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

*(List actions)*

a. Information about Title I is given at the annual Back to School Night.

b. Each September, the annual meeting is held and parents are presented Title I information.

c. Through parent representation on multiple school level committees.

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

*(Describe when and where the annual meeting will be held.)*

Information about Title I is given at the annual Back to School Night, each September, the annual meeting is held and parents are presented Title I information.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

*(Describe how flexibility is provided.)*



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Multiple meetings will be held at various times of the school year based on parent need. Childcare will be provided, if needed.

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:  
(List activities)
  - a. At staff meetings, ideas are regularly shared about how to best engage parents.
  - b. The annual district parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated.
  - c. Coordination of parent involvement activities at the site are done by a parent volunteer, PTA, an employee, a staff committee, and/or the school leadership team.
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;



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- (4) How to monitor their child's progress; and
  - (5) How to work with educators to improve the achievement of their children.  
*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*
    - (a) At parent-teacher conferences, assessment of information on student academic progress and grade level standards are shared with parents.
    - (b) Student progress in relation to state and priority standards and national norms will be explained to parents, including curriculum being used, grade level expectations for proficiency, data reporting for local assessment and available intervention in reading, language arts, and mathematics for students needing assistance.
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:  
*(List activities)*
    - (1) Training to enhance parents' abilities to support and assist their children's education. This may include activities such as: family nights to support math, ELA, science, etc. Such activities will support program goals.



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- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:  
*(List activities)*
  - (1) At staff meetings and grade-level teacher meetings, strategies to enhance parent involvement are discussed and integrated into our educational program.
  - (2) Staff receives ongoing training at staff meetings on working with parents as partners.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
*(List activities)*
  - (1) Our school, to the extent feasible and appropriate, will coordinate and integrate parental involvement programs and activities with other programs and activities with other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
  - (2) Our school provides opportunities for all parents to participate, including parents with limited English



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proficiency, parents with disabilities, and parents of  
migratory students.

- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*(List actions)*

- (1) To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.
- (2) All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, and Advisory & Information Meetings, as well as additional conferences when needed. Translators are provided for parents when needed.

7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:
- (List activities)*

a. Programs are not applicable to our school.

8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in



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parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.
- c. All feedback and recommendations will be reviewed. Policy and program items needing to be updated will be addressed by the School's Principal.

9. The school will take the following actions to involve parents in the process of school review and improvement:

*(List activities)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:

*(List actions)*



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- a. Parents can submit comments through the school Principal if they are not satisfied with the program. Those comments will be shared with the District.

## C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:  
(List actions)

- a. School and Home Compact will be widely distributed electronically to all parents at the beginning of each school year. It will also be posted on our school's website.

## D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
  - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
  - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.





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- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- ~~i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:  
(List actions)~~
  - ~~(1) \_\_\_\_\_~~
  - ~~(2) \_\_\_\_\_~~
  - ~~(3) \_\_\_\_\_~~

## E. Accessibility

- 1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:



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*(List actions)*

- a. Our school will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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*(List actions)*

- a. Our school will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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[See POLICY ALERT No. 227]

## 2415.52 LOWELL ELEMENTARY SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

### A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;
    - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

*(List actions)*

a. Information about Title I is given at the annual Back to School Night.

b. Each September, the annual meeting is held and parents are presented Title I information.

c. Through parent representation on multiple school level committees.

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

*(Describe when and where the annual meeting will be held.)*

Information about Title I is given at the annual Back to School Night, each September, the annual meeting is held and parents are presented Title I information.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

*(Describe how flexibility is provided.)*



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Multiple meetings will be held at various times of the school year based on parent need. Childcare will be provided, if needed.

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:  
(List activities)
  - a. At staff meetings, ideas are regularly shared about how to best engage parents.
  - b. The annual district parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated.
  - c. Coordination of parent involvement activities at the site are done by a parent volunteer, PTA, an employee, a staff committee, and/or the school leadership team.
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;



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- (4) How to monitor their child's progress; and
  - (5) How to work with educators to improve the achievement of their children.  
*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*
    - (a) At parent-teacher conferences, assessment of information on student academic progress and grade level standards are shared with parents.
    - (b) Student progress in relation to state and priority standards and national norms will be explained to parents, including curriculum being used, grade level expectations for proficiency, data reporting for local assessment and available intervention in reading, language arts, and mathematics for students needing assistance.
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:  
*(List activities)*
    - (1) Training to enhance parents' abilities to support and assist their children's education. This may include activities such as: family nights to support math, ELA, science, etc. Such activities will support program goals.





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- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:  
*(List activities)*
  - (1) At staff meetings and grade-level teacher meetings, strategies to enhance parent involvement are discussed and integrated into our educational program.
  - (2) Staff receives ongoing training at staff meetings on working with parents as partners.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
*(List activities)*
  - (1) Our school, to the extent feasible and appropriate, will coordinate and integrate parental involvement programs and activities with other programs and activities with other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
  - (2) Our school provides opportunities for all parents to participate, including parents with limited English



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proficiency, parents with disabilities, and parents of  
migratory students.

- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:  
(List actions)
  - (1) To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.
  - (2) All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, and Advisory & Information Meetings, as well as additional conferences when needed. Translators are provided for parents when needed.
7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:  
(List activities)
  - a. Programs are not applicable to our school.
8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in



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parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.
- c. All feedback and recommendations will be reviewed. Policy and program items needing to be updated will be addressed by the School's Principal.

9. The school will take the following actions to involve parents in the process of school review and improvement:

*(List activities)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:

*(List actions)*



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- a. Parents can submit comments through the school Principal if they are not satisfied with the program. Those comments will be shared with the District.

## C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:  
(List actions)

- a. School and Home Compact will be widely distributed electronically to all parents at the beginning of each school year. It will also be posted on our school's website.

## D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
  - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
  - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.



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- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- ~~i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:  
(List actions)~~
  - ~~(1) \_\_\_\_\_~~
  - ~~(2) \_\_\_\_\_~~
  - ~~(3) \_\_\_\_\_~~

## E. Accessibility

- 1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:



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*(List actions)*

- a. Our school will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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Whittier Elementary School Title I – School Parent  
and Family Engagement

Apr 22

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[See POLICY ALERT No. 227]

## 2415.53 WHITTIER ELEMENTARY SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

### A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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and Family Engagement

- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;
    - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and





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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

*(List actions)*

a. Information about Title I is given at the annual Back to School Night.

b. Each September, the annual meeting is held and parents are presented Title I information.

c. Through parent representation on multiple school level committees.

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

*(Describe when and where the annual meeting will be held.)*

Information about Title I is given at the annual Back to School Night, each September, the annual meeting is held and parents are presented Title I information.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

*(Describe how flexibility is provided.)*



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Multiple meetings will be held at various times of the school year based on parent need. Childcare will be provided, if needed.

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:  
(List activities)
  - a. At staff meetings, ideas are regularly shared about how to best engage parents.
  - b. The annual district parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated.
  - c. Coordination of parent involvement activities at the site are done by a parent volunteer, PTA, an employee, a staff committee, and/or the school leadership team.
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;



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Whittier Elementary School Title I – School Parent  
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- (4) How to monitor their child's progress; and
  - (5) How to work with educators to improve the achievement of their children.  
*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*
    - (a) At parent-teacher conferences, assessment of information on student academic progress and grade level standards are shared with parents.
    - (b) Student progress in relation to state and priority standards and national norms will be explained to parents, including curriculum being used, grade level expectations for proficiency, data reporting for local assessment and available intervention in reading, language arts, and mathematics for students needing assistance.
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:  
*(List activities)*
    - (1) Training to enhance parents' abilities to support and assist their children's education. This may include activities such as: family nights to support math, ELA, science, etc. Such activities will support program goals.



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Whittier Elementary School Title I – School Parent  
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- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:  
*(List activities)*
  - (1) At staff meetings and grade-level teacher meetings, strategies to enhance parent involvement are discussed and integrated into our educational program.
  - (2) Staff receives ongoing training at staff meetings on working with parents as partners.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
*(List activities)*
  - (1) Our school, to the extent feasible and appropriate, will coordinate and integrate parental involvement programs and activities with other programs and activities with other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
  - (2) Our school provides opportunities for all parents to participate, including parents with limited English



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proficiency, parents with disabilities, and parents of  
migratory students.

- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*(List actions)*

- (1) To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.
- (2) All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, and Advisory & Information Meetings, as well as additional conferences when needed. Translators are provided for parents when needed.

7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:
- (List activities)*

a. Programs are not applicable to our school.

8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in



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parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.
- c. All feedback and recommendations will be reviewed. Policy and program items needing to be updated will be addressed by the School's Principal.

9. The school will take the following actions to involve parents in the process of school review and improvement:

*(List activities)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:

*(List actions)*



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- a. Parents can submit comments through the school Principal if they are not satisfied with the program. Those comments will be shared with the District.

## C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:  
(List actions)

- a. School and Home Compact will be widely distributed electronically to all parents at the beginning of each school year. It will also be posted on our school's website.

## D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
  - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
  - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.



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- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- ~~i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:  
(List actions)~~
  - ~~(1) \_\_\_\_\_~~
  - ~~(2) \_\_\_\_\_~~
  - ~~(3) \_\_\_\_\_~~

## E. Accessibility

- 1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:





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Whittier Elementary School Title I – School Parent  
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*(List actions)*

- a. Our school will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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Benjamin Franklin Middle School Title I – School Parent  
and Family Engagement

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[See POLICY ALERT No. 227]

## 2415.54 BENJAMIN FRANKLIN MIDDLE SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

### A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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Benjamin Franklin Middle School Title I – School Parent  
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- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;
    - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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Benjamin Franklin Middle School Title I – School Parent  
and Family Engagement

(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

*(List actions)*

a. Information about Title I is given at the annual Back to School Night.

b. Each September, the annual meeting is held and parents are presented Title I information.

c. Through parent representation on multiple school level committees.

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

*(Describe when and where the annual meeting will be held.)*

Information about Title I is given at the annual Back to School Night, each September, the annual meeting is held and parents are presented Title I information.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

*(Describe how flexibility is provided.)*



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Benjamin Franklin Middle School Title I – School Parent  
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Multiple meetings will be held at various times of the school year based on parent need. Childcare will be provided, if needed.

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:  
(List activities)
  - a. At staff meetings, ideas are regularly shared about how to best engage parents.
  - b. The annual district parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated.
  - c. Coordination of parent involvement activities at the site are done by a parent volunteer, PTA, an employee, a staff committee, and/or the school leadership team.
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;



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Benjamin Franklin Middle School Title I – School Parent  
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- (4) How to monitor their child's progress; and
  - (5) How to work with educators to improve the achievement of their children.  
*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*
    - (a) At parent-teacher conferences, assessment of information on student academic progress and grade level standards are shared with parents.
    - (b) Student progress in relation to state and priority standards and national norms will be explained to parents, including curriculum being used, grade level expectations for proficiency, data reporting for local assessment and available intervention in reading, language arts, and mathematics for students needing assistance.
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:  
*(List activities)*
    - (1) Training to enhance parents' abilities to support and assist their children's education. This may include activities such as: family nights to support math, ELA, science, etc. Such activities will support program goals.



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Benjamin Franklin Middle School Title I – School Parent  
and Family Engagement

- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:  
*(List activities)*
  - (1) At staff meetings and grade-level teacher meetings, strategies to enhance parent involvement are discussed and integrated into our educational program.
  - (2) Staff receives ongoing training at staff meetings on working with parents as partners.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
*(List activities)*
  - (1) Our school, to the extent feasible and appropriate, will coordinate and integrate parental involvement programs and activities with other programs and activities with other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
  - (2) Our school provides opportunities for all parents to participate, including parents with limited English



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Benjamin Franklin Middle School Title I – School Parent  
and Family Engagement

proficiency, parents with disabilities, and parents of  
migratory students.

- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:  
*(List actions)*
  - (1) To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.
  - (2) All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, and Advisory & Information Meetings, as well as additional conferences when needed. Translators are provided for parents when needed.
7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:  
*(List activities)*
  - a. Programs are not applicable to our school.
8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in





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Benjamin Franklin Middle School Title I – School Parent  
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parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.
- c. All feedback and recommendations will be reviewed. Policy and program items needing to be updated will be addressed by the School's Principal.

9. The school will take the following actions to involve parents in the process of school review and improvement:

*(List activities)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:

*(List actions)*



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Benjamin Franklin Middle School Title I – School Parent  
and Family Engagement

- a. Parents can submit comments through the school Principal if they are not satisfied with the program. Those comments will be shared with the District.

## C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:  
(List actions)

- a. School and Home Compact will be widely distributed electronically to all parents at the beginning of each school year. It will also be posted on our school's website.

## D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
  - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
  - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.



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Benjamin Franklin Middle School Title I – School Parent  
and Family Engagement

- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- ~~i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:  
(List actions)~~
  - ~~(1) \_\_\_\_\_~~
  - ~~(2) \_\_\_\_\_~~
  - ~~(3) \_\_\_\_\_~~

## E. Accessibility

- 1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:



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Benjamin Franklin Middle School Title I – School Parent  
and Family Engagement

*(List actions)*

- a. Our school will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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Thomas Jefferson Middle School Title I – School Parent  
and Family Engagement

Apr 22

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[See POLICY ALERT No. 227]

## 2415.55 THOMAS JEFFERSON MIDDLE SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

### A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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Thomas Jefferson Middle School Title I – School Parent  
and Family Engagement

- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;
    - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

*(List actions)*

a. Information about Title I is given at the annual Back to School Night.

b. Each September, the annual meeting is held and parents are presented Title I information.

c. Through parent representation on multiple school level committees.

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

*(Describe when and where the annual meeting will be held.)*

Information about Title I is given at the annual Back to School Night, each September, the annual meeting is held and parents are presented Title I information.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

*(Describe how flexibility is provided.)*



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Multiple meetings will be held at various times of the school year based on parent need. Childcare will be provided, if needed.

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:  
(List activities)
  - a. At staff meetings, ideas are regularly shared about how to best engage parents.
  - b. The annual district parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated.
  - c. Coordination of parent involvement activities at the site are done by a parent volunteer, PTA, an employee, a staff committee, and/or the school leadership team.
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;





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- (4) How to monitor their child's progress; and
  - (5) How to work with educators to improve the achievement of their children.  
*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*
    - (a) At parent-teacher conferences, assessment of information on student academic progress and grade level standards are shared with parents.
    - (b) Student progress in relation to state and priority standards and national norms will be explained to parents, including curriculum being used, grade level expectations for proficiency, data reporting for local assessment and available intervention in reading, language arts, and mathematics for students needing assistance.
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:  
*(List activities)*
    - (1) Training to enhance parents' abilities to support and assist their children's education. This may include activities such as: family nights to support math, ELA, science, etc. Such activities will support program goals.



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- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:  
*(List activities)*
  - (1) At staff meetings and grade-level teacher meetings, strategies to enhance parent involvement are discussed and integrated into our educational program.
  - (2) Staff receives ongoing training at staff meetings on working with parents as partners.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
*(List activities)*
  - (1) Our school, to the extent feasible and appropriate, will coordinate and integrate parental involvement programs and activities with other programs and activities with other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
  - (2) Our school provides opportunities for all parents to participate, including parents with limited English



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proficiency, parents with disabilities, and parents of  
migratory students.

- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*(List actions)*

- (1) To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.
- (2) All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, and Advisory & Information Meetings, as well as additional conferences when needed. Translators are provided for parents when needed.

7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:
- (List activities)*

a. Programs are not applicable to our school.

8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in



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parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.
- c. All feedback and recommendations will be reviewed. Policy and program items needing to be updated will be addressed by the School's Principal.

9. The school will take the following actions to involve parents in the process of school review and improvement:

*(List activities)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:

*(List actions)*



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- a. Parents can submit comments through the school Principal if they are not satisfied with the program. Those comments will be shared with the District.

## C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:  
(List actions)

- a. School and Home Compact will be widely distributed electronically to all parents at the beginning of each school year. It will also be posted on our school's website.

## D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
  - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
  - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.



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- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- ~~i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:  
(List actions)~~
  - ~~(1) \_\_\_\_\_~~
  - ~~(2) \_\_\_\_\_~~
  - ~~(3) \_\_\_\_\_~~

## E. Accessibility

- 1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:



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*(List actions)*

- a. Our school will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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[See POLICY ALERT No. 227]

## 2415.56 TEANECK HIGH SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

### A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.





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- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;
    - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

*(List actions)*

a. Information about Title I is given at the annual Back to School Night.

b. Each September, the annual meeting is held and parents are presented Title I information.

c. Through parent representation on multiple school level committees.

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

*(Describe when and where the annual meeting will be held.)*

Information about Title I is given at the annual Back to School Night, each September, the annual meeting is held and parents are presented Title I information.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

*(Describe how flexibility is provided.)*



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Multiple meetings will be held at various times of the school year based on parent need. Childcare will be provided, if needed.

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:  
(List activities)
  - a. At staff meetings, ideas are regularly shared about how to best engage parents.
  - b. The annual district parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated.
  - c. Coordination of parent involvement activities at the site are done by a parent volunteer, PTA, an employee, a staff committee, and/or the school leadership team.
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;



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- (4) How to monitor their child's progress; and
  - (5) How to work with educators to improve the achievement of their children.  
*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*
    - (a) At parent-teacher conferences, assessment of information on student academic progress and grade level standards are shared with parents.
    - (b) Student progress in relation to state and priority standards and national norms will be explained to parents, including curriculum being used, grade level expectations for proficiency, data reporting for local assessment and available intervention in reading, language arts, and mathematics for students needing assistance.
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:  
*(List activities)*
    - (1) Training to enhance parents' abilities to support and assist their children's education. This may include activities such as: family nights to support math, ELA, science, etc. Such activities will support program goals.



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- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:  
*(List activities)*
  - (1) At staff meetings and grade-level teacher meetings, strategies to enhance parent involvement are discussed and integrated into our educational program.
  - (2) Staff receives ongoing training at staff meetings on working with parents as partners.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
*(List activities)*
  - (1) Our school, to the extent feasible and appropriate, will coordinate and integrate parental involvement programs and activities with other programs and activities with other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
  - (2) Our school provides opportunities for all parents to participate, including parents with limited English



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proficiency, parents with disabilities, and parents of  
migratory students.

- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*(List actions)*

- (1) To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.
- (2) All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, and Advisory & Information Meetings, as well as additional conferences when needed. Translators are provided for parents when needed.

7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:
- (List activities)*

- a. Programs are not applicable to our school.

8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in



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parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.
- c. All feedback and recommendations will be reviewed. Policy and program items needing to be updated will be addressed by the School's Principal.

9. The school will take the following actions to involve parents in the process of school review and improvement:

*(List activities)*

- a. Parents will participate in district-wide surveys that will provide opportunities for them to provide feedback and recommendations.
- b. Parents will participate in school level focus groups, as needed, to seek input and feedback.

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:

*(List actions)*



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- a. Parents can submit comments through the school Principal if they are not satisfied with the program. Those comments will be shared with the District.

## C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:  
(List actions)

- a. School and Home Compact will be widely distributed electronically to all parents at the beginning of each school year. It will also be posted on our school's website.

## D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
  - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
  - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.





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- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- ~~i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:  
(List actions)~~
  - ~~(1) \_\_\_\_\_~~
  - ~~(2) \_\_\_\_\_~~
  - ~~(3) \_\_\_\_\_~~

## E. Accessibility

- 1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:



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*(List actions)*

- a. Our school will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



# WEINER LAW GROUP<sub>LLP</sub>

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## **Summary of Policy 1648.15 – Recordkeeping for Healthcare Settings in School Buildings-Covid-19**

New Jersey's Public Employees Occupational Safety and Health (PEOSH) adopted the Emergency Temporary Standard (ETS) issued by the Federal Occupational Safety and Health Administration (OSHA) aimed at protecting workers facing the highest COVID-19 hazards – those working in healthcare settings where suspected or confirmed COVID-19 patients are treated. Strauss Esmay Associates developed Policy Guide 1648.14 in response to the ETS. Strauss Esmay was recently notified by the New Jersey Department of Health that the ETS is no longer effective. There are two sections of the ETS that are still in effect, the provisions addressing reporting requirements and recordkeeping. However, Strauss Esmay was informed by the New Jersey Department of Health that the recordkeeping provision is still in effect for public employers in the State of New Jersey, but not the reporting requirement.

Strauss Esmay developed Policy Guide 1648.15 to address the recordkeeping provisions required by the ETS. Policy Guide 1648.15 is **mandated**.

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Recordkeeping for Healthcare Settings  
in School Buildings – COVID-19

Apr 22

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[See POLICY ALERT No. 227]

## 1648.15 RECORDKEEPING FOR HEALTHCARE SETTINGS IN SCHOOL BUILDINGS – COVID-19

The Board of Education is committed to providing a safe and healthy workplace for all employees. The school district shall maintain its records in accordance with Occupational Safety and Health Act of 1970 (OSHA) COVID-19 Emergency Temporary Standard (ETS) published on June 21, 2021 as adopted by the Public Employees Occupational Safety and Health (PEOSH), the agency with jurisdiction over public employers in New Jersey. The provisions of the ETS have expired and are no longer in effect for school districts except for the provisions addressing recordkeeping, outlined in 29 CFR §1910.502(q). The ETS and this Policy are only applicable for employees working in the school nurse's office and any adjoining clinical areas in the school building.

For the purpose of this Policy, "employee" means any district employee or contracted service provider working in a healthcare setting where people with suspected or confirmed COVID-19 are reasonably expected to be present. Therefore, the provisions of the ETS and this Policy only apply to employees or contracted service providers working in a nurse's office or any adjoining clinical areas.

For the purpose of this Policy, "healthcare setting" means all settings in the school district where any employee or contracted service provider provides healthcare services or healthcare support services. Where a healthcare setting is embedded within a non-healthcare setting (i.e. school nurse's office and any adjoining clinical areas in a school building), the ETS and this Policy only apply to the embedded healthcare setting and not to the remainder of a school building.

The school district will retain all versions of Policy 1648.14 – Safety Plan for Healthcare Settings in School Buildings, to comply with the ETS while the ETS remains in effect, even after Policy 1648.14 has been abolished.



# POLICY GUIDE

## ADMINISTRATION

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### Recordkeeping for Healthcare Settings in School Buildings – COVID-19

The school district will establish and maintain a COVID-19 log to record each instance in which an employee is COVID-19 positive, regardless of whether the instance is connected to exposure to COVID-19 at work. The COVID-19 log will contain, for each instance, the employee's name, one form of contact information, occupation, location where the employee worked, the date of the employee's last day in the healthcare setting, the date of the positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced.

The school district will record the information in the COVID-19 log within twenty-four hours of learning the employee is COVID-19 positive. The school district will maintain the COVID-19 log as a confidential medical record and will not disclose it except as required by the ETS or other Federal law. The school district will maintain and preserve the COVID-19 log while the ETS remains in effect.

By the end of the next business day after a request, the school district will provide for examination and copying: all versions of Policy 1648.14; the individual COVID-19 log entry for a particular employee to that employee and to anyone having written authorized consent of that employee; and a version of the COVID-19 log that removes the names of employees, contact information, and occupation, and only includes, for each employee in the COVID-19 log, the location where the employee worked, the last day that the employee was in the healthcare setting before removal, the date of that employee's positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced, to all employees.

29 CFR §1910.502(q)

Adopted:



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## **Summary of Policy 2417 – Student Intervention and Referral Services**

N.J.A.C. 6A:16-8.1 and N.J.A.C. 6A:16-8.2 were recently revised requiring minor revisions to Policy Guide 2417. N.J.A.C. 6A:16-8.1 now requires that a school district “choose the appropriate multidisciplinary team approach, such as the Response to Intervention (RTI) or a Multi-Tiered System of Support (MTSS) model, for planning and delivering the services required” under the administrative code. In addition, child study team members and other specialists may now participate on intervention and referral service teams. The teams may be referred to by a different name, but all such teams and services are governed by N.J.A.C. 6A:16-8.1 and N.J.A.C. 6A:16-8.2.

Policy Guide 2417 is **mandated**.

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Student Intervention and Referral Services

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[See POLICY ALERT Nos. 177, 203, and 227]

## 2417 STUDENT INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board of Education shall choose the ~~adopts this~~ appropriate multidisciplinary team approach, **such as the Response to Intervention (RTI) or a Multi-Tiered System of Support (MTSS) model** for planning and delivering the services required under N.J.A.C. 6A:16-8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team.

The intervention and referral services shall be provided to **support** ~~aid~~ students in the general education program and may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individualized Education Program Team, as appropriate. **Child Study Team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6.**

The functions of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16-8.2(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.



# POLICY GUIDE

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Student Intervention and Referral Services

The I&RS Team **in each school building** shall review and assess the effectiveness of ~~the provisions of~~ each intervention and referral services action plan in achieving the **identified** outcomes, ~~identified in each action plan~~ and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.

At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2

Adopted:



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## **Summary of Policy 7410 – Maintenance and Repair**

Policy Guide 7410 has been re-written to reflect the State Board of Education relocating administrative code sections from N.J.A.C. 6A:26A to N.J.A.C. 6A:26. There were no substantive revisions when these code sections were relocated with most of the revisions referencing new code citations, which have been updated in Policy Guide 7410. Policy Guide 7410 now includes the requirement for a school district to employ a certified educational facilities manager. In addition, school districts must select an option in Policy Guide 7410 indicating if the district has two or less school buildings or three or more school buildings.

Policy Guide 7410 is **mandated** for all school districts.

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[See POLICY ALERT Nos. 182 and 227]

## 7410 MAINTENANCE AND REPAIR

The Board of Education recognizes the fixed assets of the school district represent a significant investment of this community and maintenance is a prime concern to the Board.

The school district is required to develop, approve, and implement a comprehensive maintenance plan in accordance with the requirements of N.J.A.C. 6A:26-20.5. A “comprehensive maintenance plan” means a school district’s multi-year maintenance plan covering required maintenance activities for each school facility in the school district adopted pursuant to N.J.A.C. 6A:26.

Required maintenance activities include those activities outlined in N.J.A.C. 6A:26-20.3. The school district shall determine the required maintenance activities to reasonably maintain each school facility in the school district, and shall report the activities in its annual comprehensive maintenance plan pursuant to N.J.A.C. 6A:26-20.5.

In accordance with N.J.A.C. 6A:26-20.4(a), expenditures for required maintenance activities set forth in N.J.A.C. 6A:26-20.3 shall qualify as investments in maintenance for purposes of calculating the required maintenance expenditure in N.J.A.C. 6A:26-20.4(d) and (e), the annual required maintenance budget amount pursuant to N.J.A.C. 6A:26-20.8, and the maintenance factor (M) in N.J.S.A. 18A:7G-9. Expenditures that qualify as required maintenance shall be in accordance with the provisions of N.J.A.C. 6A:26-20.4.

The school district’s comprehensive maintenance plan shall be submitted to the Executive County Superintendent by a Board of Education resolution every school year, pursuant N.J.A.C. 6A:26-20.5(a)1.

The required annual maintenance budget amount as reported in its comprehensive maintenance plan shall be included in the district’s annual budget certified for taxes in accordance with the provisions of N.J.A.C. 6A:26-20.8(a). The required annual maintenance budget amount shall be calculated and adjusted in accordance with the provisions of N.J.A.C. 6A:26-20.8(b). The Executive County Superintendent shall not approve the school district’s budget that does not comply with the provisions of N.J.A.C. 6A:26-20.1 et seq.



# POLICY GUIDE

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Maintenance and Repair

Commencing September 1, 2002, no person shall be employed by the Board of Education as a buildings and grounds supervisor, as defined in N.J.S.A. 18A:17-49, unless the person is a certified educational facilities manager pursuant to N.J.S.A. 18A:17-49 and 18A:17-50.

## **[Required for School Districts with Two or Less District Buildings]**

\_\_\_\_ Maintenance and repair requests and repairs shall be processed in accordance with the procedures as outlined in Regulation 7410.]

## **[Required for School Districts with Three or More District Buildings]**

\_\_\_\_ Facilities maintenance, repair scheduling and accounting shall be in accordance with the provisions of N.J.A.C. 6A:23A-6.9 and Regulation 7410.01.]

N.J.S.A. 18A:7G-9; 18A:17-49; 18A:17-50; 18A:18A-43; 18A:21-1

N.J.A.C. 6A:23A-6.9; 6A:26-1.1 et seq.; 6A:26-20.3; 6A:26-20.4; 6A:26-20.5;  
6A:26-20.6; 6A:26-20.8

Adopted:



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## **Summary of Policy 8420 – Emergency and Crisis Situations**

Policy Guide 8420 has been updated to include the new language in N.J.S.A. 18A:41-7a. regarding school security drills. This new law requires a school district to ensure a school security drill that occurs when students are present is only conducted after advance written notice has been provided to the parents and staff and does not expose the students to content or imaging that is not developmentally or age-appropriate. The new law also provides a school district may permit emergency personnel access to the buildings and grounds of its schools for school security drills that are scheduled outside of school hours and during such times when students are not present. A school district shall now review and update its school security drill procedures using a process that coincides with the review of the school safety and security plan developed pursuant to N.J.A.C. 6A:16-5.1 and shall also collect input from emergency personnel, parents, teachers and staff, mental health professionals, and student government representatives from multiple grade levels. The new law also requires a school district to annually track data on such measures and information as required by the Commissioner of Education and also report the data to the Commissioner.

Policy Guide 8420 is **mandated**.

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Emergency and Crisis Situations

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[See POLICY ALERT Nos. 189, 191, 221, 224, and 227]

### 8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district will develop and implement comprehensive written plans, procedures, and mechanisms to provide for the protection of health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and support services for staff, students, and their families.

“School security drill” means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The Superintendent of Schools or designee shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and community resources, as appropriate, in the development of the school district’s plans, procedures, and mechanisms for school safety and security. The plans, procedures, and mechanisms shall be consistent with the provisions of N.J.A.C. 6A:16-5.1 and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education and shall be reviewed annually, and updated as appropriate.

A copy of the school district’s school safety and security plan shall be disseminated to all school district employees. New employees shall receive a copy of the school district’s safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan.

The school district shall develop and provide an in-service training program for all school district employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the school district’s plans, procedures, and mechanisms for school safety and security and the provisions of N.J.A.C. 6A:16-5.1. New employees



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### Emergency and Crisis Situations

shall receive this in-service training, as appropriate, within sixty days of the effective date of their employment. This in-service training program shall be reviewed annually and updated, as appropriate.

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district's practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.

Every Principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual fire or school security emergency that occurs at a school during the month and that includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year. **Notwithstanding any other provision of law to the contrary, the school district shall ensure that a school security drill that occurs when students are present:**

1. **Includes clear, developmentally and age-appropriate messaging to students and staff at the conclusion of the drill that the event is a drill and that no current danger exists;**
2. **Does not expose students to content or imaging that is not developmentally or age-appropriate;**
3. **Is paired with trauma-informed approaches to address any student inquiries or concerns which may arise as a result of a school security drill;**



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### Emergency and Crisis Situations

4. Does not include the use of fake blood, real or prop firearms, or the simulations of gun shots, explosions, or other sounds or visuals that may induce panic or traumatic response from a student or school district employee;
5. Does not require a student to role play as a victim, but may include first aid training in which students participate; and
6. Is accessible to students with disabilities and mental health conditions, and provides all necessary accommodations for these students.

The Principal or designee shall provide written notification to the parent of a student enrolled in the school following completion of a school security drill, which notice shall be provided to the parent by no later than the end of the school day on which the school security drill is conducted.

The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1. The school district may permit emergency personnel access to the buildings and grounds of its schools for school security drills that are scheduled outside of school hours and during such times as students are not present.

The school district shall review and update its school security drill procedures using a process that coincides with the review of the school safety and security plan developed pursuant to N.J.A.C. 6A:16-5.1 and collects input from emergency personnel; parents of students enrolled in the school district; teachers and staff employed in the district; mental health professionals; and student government representatives from multiple grade levels.

The school district shall annually track data on such measures and information as required by the Commissioner of Education, and shall report the data to the Commissioner.



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### Emergency and Crisis Situations

Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds in accordance with N.J.A.C. 6A:16-5.1.

The school district will be required to annually submit a security drill statement of assurance to the New Jersey Department of Education by June 30 of each school year. Each school in the district will be required to complete a security drill record form as required by the New Jersey Department of Education.

N.J.S.A. 2C:33-3

N.J.S.A. 18A:41-1; 18A:41-2; 18A:41-6; 18A:41-7; 18A:41-7a.

N.J.A.C. 6A:16-5.1; ~~6A:27-11.2~~

Adopted:





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## **Summary of Policy 9320 – Cooperation with Law Enforcement Agencies**

Policy Guide 9320 has been re-written to align with N.J.A.C. 6A:16-6.2 which governs the development and implementation of policies and procedures for law enforcement operations in a school. All school districts must annually review, revise when appropriate, and adopt a “Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials” (MOA) pursuant to N.J.A.C. 6A:16-6.2(b)13 through 14. The MOA provides a much greater level of detail regarding N.J.A.C. 6A:16-6 and all of the requirements outlined therein.

Policy Guide 9320 has been re-written to reflect the required code language in N.J.A.C. 6A:16-6.2 and to incorporate the school district’s MOA by reference throughout the Guides. This provides school districts greater flexibility to address their MOA annually without having to revise and re-adopt Policy Guide 9320. This also ensures that as long as school districts annually review and adopt the MOA as required by law their Policy and Regulation 9320 will be up to date and accurate. If there are any subsequent changes to N.J.A.C. 6A:16-6.2, Strauss Esmay will revise Policy and Regulation Guides 9320 to reflect those changes. Policy and Regulation Guides 5530 also address requirements from the MOA and is referenced within Policy and Regulation Guides 9320 to ensure all aspects of N.J.A.C. 6A:16-6.2 are fully addressed.

Policy Guide 9320 is **mandated** and must be adopted by the Board.

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COMMUNITY

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Cooperation with Law Enforcement Agencies

Apr 22

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[See POLICY ALERT No. 227]

## 9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

The Board of Education recognizes that keeping students and staff safe and helping children understand and respect the law is best served by a close and cooperative relationship with local law enforcement.

The Board adopts this Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school staff and law enforcement authorities in all matters relating to the unlawful possession, distribution and disposition of controlled dangerous substances, including anabolic steroids, as defined in N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, drug paraphernalia as defined in N.J.S.A. 2C:36-1, alcoholic beverages; firearms, as defined in N.J.S.A. 2C:39-1.f.; and other deadly weapons as defined in N.J.S.A. 2C:39-1.r.

The Board adopts Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school district staff and law enforcement authorities in all matters relating to the planning and conduct of law enforcement activities and operations occurring on school grounds, including arrest procedures, undercover school operations, and mandatory reporting the offenses listed in the Memorandum of Agreement between Education and Law Enforcement Officials (MOA).

The Superintendent or designee shall institute a program of such communication and cooperation with law enforcement in accordance with N.J.A.C. 6A:16-6.1.

This Policy and Regulation 9320 shall be submitted for review and approval to the Executive County Superintendent in accordance with N.J.A.C. 6A:16-6.2(a)2.

The Superintendent or designee shall annually review the MOA as adopted by the Board to ensure this Policy and Regulation 9320 are in accordance with the requirements outlined therein.

N.J.A.C. 6A:16-6.1.; 6A:16-6.2; 6A:16-6.4.

Adopted:



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## **Summary of Bylaw 0143.2 – High School Student Representative to the Board of Education**

Bylaw Guide 0143.2 has been rewritten to reflect the requirements outlined in P.L. 2021, c.446, which was signed into law on January 18, 2022 and codified at N.J.S.A. 18A:12-1.3 and N.J.S.A. 18A:36A-11.2. This new law requires school districts with any of the grades nine through twelve to include a minimum of one student selected by the student body to serve as a nonvoting student representative on the Board of Education. This new law states the student body shall appoint or elect the student representative in a process to be determined by the Superintendent and shall consider input from the student body. N.J.S.A. 18A:12-1.3 and N.J.S.A. 18A:36A-11.2 also outline the duties of the student representative to the Board. A school district with Bylaw 0143.2 adopted in their district should replace it with this new Bylaw Guide 0143.2. Bylaw Guide 0143.2 is now mandated for any district with grades nine through twelve and optional for all others.

Bylaw Guide 0143.2 sets forth an update to an existing Board Bylaw. This Bylaw is **mandated**.

# BYLAW GUIDE

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[See POLICY ALERT No. 228]

## 0143.2 HIGH SCHOOL STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION

The Board of Education recognizes that experience gained by and input from students in the school district is a valued source for improving the operation of the school district. To this end, and in accordance with N.J.S.A. 18A:12-1.3 and N.J.S.A. 18A:36A-11.2, the Board authorizes the appointment of a minimum of one student selected by the student body to serve as a nonvoting student representative on the Board. The student representative must be selected from one of the grades nine through twelve.

The student body may elect or appoint the student representative to the Board in a process to be determined by the Superintendent or designee. When developing the process the Superintendent or designee shall consider input provided by the student body.

The student representative shall serve for a one school year term and their duties shall include:

1. Attending all Board meetings, excluding any discussions of the Board involving subjects which are confidential;
2. Representing all high school students within the district and presenting student proposals and concerns to the Board for its consideration; and
3. Keeping high school students informed of the business of the Board by providing a monthly report to the Student Council concerning the activities of the Board.

The student representative shall rotate each school year among the high schools in the district if the district has more than one high school.



# BYLAW GUIDE

BYLAWS

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High School Student Representative to the  
Board of Education

Student representatives are expected to adhere to all bylaws, policies, and regulations of the Board in their role. The Board in no way relinquishes any of its authority, powers, prerogatives, or responsibilities, but rather adds to its membership a nonvoting student representative(s) for the mutual benefit of the Board, student body, and the school district.

N.J.S.A. 18A:12-1.3; 18A:36A-11.2

Adopted:



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## Summary of Policy 1511 – Board of Education Website Accessibility

Policy Guide 1511 was developed in 2017 as a result of the United States Department of Education (USDOE), Office of Civil Rights (OCR) requirement for a school district's website content and functionality to be accessible for people with disabilities. Policy Guide 1511 was accepted by the OCR as part of a settlement agreement with several New Jersey school districts. School districts that receive Federal funding have been required to comply with the provisions of the Federal Law and the provisions of Policy Guide 1511. Recently, N.J.S.A. 18A:36-35.1 was approved by the New Jersey legislature and signed by the Governor requiring a school district's Internet website or webservice be in compliance with the same Web Content Accessibility Guidelines as required by the USDOE OCR.

In summary, school district websites, including online content offered by third-party vendors to the public, must be in compliance with these Guidelines as per Federal regulations and State statute. The existing OCR requirements and recent New Jersey requirements outlined in this Policy Guide 1511 are technical and require additional information technology (IT) work for a school district to be in compliance. The OCR regulations provide an exception for a school district when compliance would impose an undue burden or create a fundamental alteration of the district's websites. **However, the New Jersey statute, N.J.S.A. 18A:36-35.1, does not provide such exception.** Therefore, the exception provision in the Federal OCR regulations has been removed as an option for school districts. In addition, the OCR regulations and N.J.S.A. 18A:36-35.1 require compliance by third party vendors who provide web services to students and the public on behalf of the school district.

The OCR regulations and N.J.S.A. 18A:36-35.1 do not mandate a policy, but compliance is required; therefore, Policy Guide 1511 is **mandated**.

# POLICY GUIDE

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Board of Education Website Accessibility

June 22

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[See POLICY ALERT Nos. 212 and 228]

## 1511 BOARD OF EDUCATION WEBSITE ACCESSIBILITY

It is the goal of the Board of Education that the information on the school district's **internet** websites **are** is accessible to individuals with disabilities in compliance with the requirements of **Federal law** (Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35) **and New Jersey law** (N.J.S.A. 18A:36-35.1).

### A. Federal Law – American with Disabilities Act (ADA)

1. For the purposes of ~~this Policy~~ **the Federal law - Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35 and this Policy**, "school district website" includes, but is not limited to, the internet home page, all subordinate pages, school or school district department pages, intranet pages and sites, and includes online content and functionality, developed by, maintained by, or offered through a third-party vendor or by using open sources.
2. The accessibility of online content and functionality will be measured according to the **most up-to-date version of the** World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) ~~2.0 Level AA~~ and the Web Accessibility Initiative Accessible Rich Internet Application Suite (WAI-ARIA) 1.0 for web content (benchmarks for measuring accessibility).
3. By conforming to the benchmarks for measuring accessibility set forth above, the Board of Education will ensure that people with disabilities have an opportunity equal to that of their nondisabled peers to access the information on the district's website; ~~except where doing so would impose an undue burden or create a fundamental alteration of the district's website. When~~



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### Board of Education Website Accessibility

~~fundamental alteration or undue burden defenses apply, the district will make reasonable modifications/accommodations for individuals with disabilities in order to provide equally effective alternate access. In providing such access, the district will ensure that to the maximum extent possible individuals with disabilities receive the same benefits or services as their nondisabled peers. To provide equally effective alternate access, alternates are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement.~~

4. To ensure that the district's website conforms with the above benchmarks for measuring accessibility, ~~except where doing so would impose an undue burden or create a fundamental alteration of the district's website,~~ the Superintendent of Schools will designate a school staff member to act as the Website Accessibility Coordinator. The Coordinator will:
  - a1. Ensure that in-house staff and contractors responsible for webpages and webpage content development are properly trained on the Board of Education's website accessibility policy and procedures;
  - b2. Ensure that all new, newly added, and modified online content and functionality is accessible to people with disabilities as measured by conformance to the above benchmarks by, among other things:
    - (1)a. Checking the hypertext markup language (HTML) of all new webpages on the website to make sure that accessible elements are used, including "alt" tags, long descriptions, and captions, as needed;
    - (2)b. Ensuring that webpages are designed in a manner that allows them to be displayed using a visitor's own settings for color and fonts, and can be navigated with a keyboard;





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### Board of Education Website Accessibility

- (3)e- If images are used, including photos, graphics, scanned images, or image maps, making sure to include text equivalents for them, using "alt" tags and/or long descriptions for each and ensuring the text equivalents convey the meaningful information presented visually by the image;
- (4)d- If online forms and tables are used, making those elements accessible;
- (5)e- Ensuring that videos appearing on the website include appropriately synchronized audio description and captions;
- (6)f- Ensuring when posting new documents on the website, the documents shall be provided in HTML or another text-based format (even if they are provided in another format, such as portable document format (PDF)). If documents are provided in both formats, provide both formats at the same time so people with disabilities have the same degree of access as others;
- (7)g- Periodically enlisting people with a variety of disabilities to test the Board of Education's webpages for accessibility and ease of use and use this information to increase the Board's website accessibility;
- (8)h- Periodically coordinating the audit of existing content and functionality of the website to identify online content or functionality that is inaccessible to persons with disabilities; and
- (9)i- Developing and carrying out a corrective action plan, when necessary, for making the district's existing web content accessible.



# POLICY GUIDE

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## ADMINISTRATION

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### Board of Education Website Accessibility

- c3. Ensure that alternative means are available for people with disabilities to access information, programs, and services that are normally provided on the Board's website.

#### B. New Jersey Law – N.J.S.A. 18A:36-35.1

1. For the purpose of New Jersey law – N.J.S.A. 18A:36-35.1 and this Policy, “internet website or web service” includes any webpage, website, web service, online curriculum, or online third party or open educational resource product that is made available to enrolled students or the public by the school district.
2. Pursuant to N.J.S.A. 18A:36-35.1, no school district shall make available to the enrolled students of the district or school or to the public an Internet website or web service unless the Internet website or web service complies with the most up-to-date version of the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) if the Guidelines are approved by the Commissioner of Education, or any other applicable guidelines or requirements as may be designed or approved by the Commissioner of Education.
3. In accordance with N.J.S.A. 18A:36-35.1.a. and b., the school district is required to submit a statement of assurance attesting to compliance with N.J.S.A. 18A:36-35.1 as required by the Commissioner of Education.

This Policy establishes minimum standards for the accessibility of web-based information and services considered necessary to meet the district's goals and ensure compliance with applicable **Federal and State** laws.

Section 504 of the Rehabilitation Act of 1973  
Title II of the Americans with Disabilities Act of 1990  
34 C.F.R. Part 104; 28 C.F.R. Part 35  
**N.J.S.A. 18A:36-35.1**

Adopted:



# WEINER LAW GROUP<sub>LLP</sub>

629 Parsippany Road  
Parsippany, New Jersey 07054  
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## **Summary of Policy 5513 – Care of School Property**

Policy Guide 5513 has been revised to update language and include an updated legal citation. N.J.A.C. 6A:23-6.6 has been moved to N.J.A.C. 6A:23A-20. This code section addresses the school district's right to reimbursement for damaged, lost, or destroyed textbooks loaned to a student. There are also several minor revisions to the language of Policy Guide 5513.

Policy Guide updates an existing Board Policy. Policy Guide 5513 is **mandated**.

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[See POLICY ALERT No. 228]

## 5513 CARE OF SCHOOL PROPERTY

The Board of Education believes ~~that~~ the schools **district** should help students learn to respect property and **instill** ~~to develop~~ feelings of pride in **their school community institutions**. The Board **requires** ~~charges~~ each student ~~enrolled in the~~ **this district to responsibly** ~~with responsibility for the proper care for~~ of school property and the school supplies and equipment entrusted to **the student** ~~his/her use by the school district~~.

Students who cause damage to **or lose** school property **may** ~~will~~ be subject to disciplinary measures. The Board authorizes the imposition of a fine for the loss, damage, or **destruction** ~~defacement~~ of a textbook and reserves the right to withhold a report card or diploma from any student whose payment of a fine is in arrears.

A student who demonstrates chronic and/or serious disregard for property may be referred to the Child Study Team.

The Superintendent shall develop rules for the safekeeping and accounting of textbooks and prepare a schedule of fines for lost, ~~and~~ damaged, **and destroyed** textbooks.

N.J.S.A. 18A:34-2; 18A:37-3  
N.J.A.C. 6A:~~23A-20.623-6.6~~

Cross reference: Policy Guide Nos. 2520, 7610, 8461, 9260

Adopted:



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## Summary of Policy 5722 – Student Journalism

P.L. 2021, c. 309 was recently signed into law and codified at N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45. The new statutes require school districts to adopt a written policy concerning student freedom of expression in accordance with the provisions of the new statutes. The new statutes include definitions; indicates a student journalist has the right to exercise freedom of speech and of the press in school-sponsored media; provides student expression that is not protected expression by a student journalist; includes a process school officials must follow when it is believed the student expression in school-sponsored media is not protected; and provides an appeal process of a school official's decision restraining student expression. In accordance with the new statutes, the Superintendent or designee shall determine reasonable provisions for the time, place, and manner of student expression for the purposes of school-sponsored media. Schools continue to have the right to determine the time, place, and manner of school-sponsored media as these provisions are locally determined and are unique to each school district's student media program.

Many of the provisions in the new statutes are currently addressed in Strauss Esmay's current Policy Guide 2432 – School Sponsored Publications; however, **now that New Jersey statutes address school-sponsored publications and student journalists, Strauss Esmay recommends Policy and Regulation 2432 be abolished** and the Board adopt this new Policy Guide 5722. Most of the information included in Strauss Esmay's existing Policy and Regulation 2432 has been incorporated into the new Policy Guide 5722.

Many New Jersey school districts recently received an email and Model Policy on this subject from the Student Press Law Center (SPLC), a Washington, D.C. non-profit organization that promotes, supports, and defends the First Amendment and press freedom of student journalists and their advisors. Sections of the SPLC Model Policy are directly from the New Jersey statutes and are included in this new Policy Guide 5722, while some sections in the SPLC Model Policy are not included in the New Jersey statutes. **Strauss Esmay's Policy Guide 5722 incorporates all the provisions in the New Jersey statutes with the addition of a student appeal process, which is not a requirement in the New Jersey statutes, but makes sense to include in Policy Guide 5722.**

Policy Guide 5722 is new and is **mandated** for a school district that has student journalists and school-sponsored media as defined in the New Jersey statutes and this Policy Guide.

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[See POLICY ALERT No. 228]

## 5722 STUDENT JOURNALISM

The Board of Education believes it is important to afford students the opportunity to exercise their creativity, passion, and constitutionally-protected freedom of speech. However, the Board also believes this opportunity must be balanced between ensuring students have the right to speak freely while also preserving the ability of district staff to maintain the safe and orderly operation of the school district. The Board adopts this Policy granting students the right to exercise freedom of speech and of the press in accordance with N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45.

For the purpose of this Policy, the following terms shall mean:

“Prior restraint” means a school official informing a student journalist(s) the news, opinion, feature, and advertising content of school-sponsored media, subject to the restrictions listed in N.J.S.A. 18A:36-45.b., N.J.S.A. 18A:36-45.c., and the provisions of this Policy, cannot be published in school-sponsored media or a school official takes any action to prevent a student from doing so.

“Prior review” means a school official reviewing school sponsored media before it is published, broadcast by a student journalist at school or distributed, or generally made available to members of the student body.

“School official” means the Principal or designee or an administrative staff member designated by the Superintendent.

“School-sponsored media” means any material that is prepared, substantially written, published, or broadcast by a student journalist at school, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. School-sponsored media does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

“Student journalist” means a student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.



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Student Journalism

“Student media advisor” means an individual employed, appointed, or designated by the district to supervise or provide instruction relating to school-sponsored media.

Student journalists have the right to exercise freedom of speech and of the press in school-sponsored media, regardless of whether the media is supported financially by the district or by use of school district facilities, or produced in conjunction with a class in which the student is enrolled. Subject to 1. through 5. below, student journalists are responsible for determining the news, opinion, feature, and advertising content of school-sponsored media. N.J.S.A. 18A:36-45.b. and this Policy shall not be construed to prevent student media advisors from teaching professional standards of English and journalism to student journalists.

This Policy does not authorize or protect expression by a student that:

1. Is libelous or slanderous;
2. Constitutes an unwarranted invasion of privacy;
3. Is profane or obscene;
4. Violates Federal or State law; or
5. So incites students as to create a clear and present danger of the commission of an unlawful act, the violation of school district policies, or the material and substantial disruption of the orderly operation of the school.

The district shall not authorize any prior restraint of any school-sponsored media except for the types of expression prohibited under N.J.S.A. 18A:36-45.c. and as listed in 1. through 5. above.

A school official may implement a procedure for prior review of school-sponsored media. Any prior review of school-sponsored media required by the school official shall be communicated to the student journalist by the school official and be conducted within three school days after submission to the

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school official by the student journalist. If the school official cannot show the school-sponsored media is prohibited under N.J.S.A. 18A:36-45.c. and 1. through 5. above, within the three school days, the student journalist may release the school-sponsored media.

When a school official determines the restraint of student expression is necessary, the school official shall simultaneously identify at least one of the five prohibitions listed in 1. through 5. above under N.J.S.A. 18A:36-45.c. and in this Policy under which the limitation of student expression is appropriate. This determination shall be provided to the student journalist in writing by the school official that made the determination.

A student journalist may appeal, to the Superintendent or designee, a determination by a school official that the restraint of student expression is necessary. An appeal must be submitted in writing to the Superintendent or designee within five school days of the written determination being communicated to the student journalist. The appeal must include a copy of the written determination and the reasons why the student journalist believes the limitation is not appropriate. The Superintendent or designee may, but is not required to, provide the student journalist an opportunity to present their written appeal in person. The Superintendent or designee will make a determination on the appeal within five school days of receiving the written appeal from the student journalist. The student journalist may appeal a decision of the Superintendent or designee to the Board of Education in writing. The Board of Education will make a decision on the appeal at the first Regular Board Meeting after receiving the written appeal or within ten school days after receiving the written appeal.

A student journalist that violates a provision of this Policy may be subject to appropriate discipline.

The school district shall not sanction a student operating as an independent journalist.

A staff member shall not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45 and this Policy, or refusing to infringe upon conduct that is protected by this Policy, the First Amendment to the United States Constitution, or paragraph 6 of Article I of the New Jersey Constitution.

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Student Journalism

The Superintendent or designee shall determine reasonable provisions for the time, place, and manner of student expression for the purposes of school-sponsored media.

N.J.S.A. 18A:36-44; 18A:36-45

Adopted:



## STUDENT SAFETY SYSTEM 2021-22 INCIDENTS

### Report Period 1

School	Incident Total	Violence	Vandalism	Substances	Weapons	HIB Confirmed	Other Incidents Leading to Removal	HIB Alleged
<a href="#">(050) Teaneck High School</a>	30	6	4	18	4	0	40	0
<a href="#">(060) Benjamin Franklin Middle</a>	6	6	0	0	0	0	3	0
<a href="#">(070) Thomas Jefferson Middle</a>	5	1	3	0	1	0	0	0
<a href="#">(080) William Cullen Bryant Sc</a>	0	0	0	0	0	0	0	0
<a href="#">(110) Nathaniel Hawthorne Elem</a>	0	0	0	0	0	0	0	0
<a href="#">(130) James Russell Lowell Ele</a>	0	0	0	0	0	0	0	0
<a href="#">(150) John Greenleaf Whittier</a>	0	0	0	0	0	0	0	0
<a href="#">(300) Theodora Smiley Lacey El</a>	0	0	0	0	0	0	0	0
<b>Total</b>	41	13	7	18	5	0	43	0

School	Incident Total	Violence	Vandalism	Substances	Weapons	HIB Confirmed	Other Incidents Leading to Removal	HIB Alleged
<a href="#">(050) Teaneck High School</a>	30	6	4	18	4	0	40	0
<a href="#">(060) Benjamin Franklin Middle</a>	6	6	0	0	0	0	3	0
<a href="#">(070) Thomas Jefferson Middle</a>	5	1	3	0	1	0	0	0
<a href="#">(080) William Cullen Bryant Sc</a>	0	0	0	0	0	0	0	0
<a href="#">(110) Nathaniel Hawthorne Elem</a>	0	0	0	0	0	0	0	0
<a href="#">(130) James Russell Lowell Ele</a>	0	0	0	0	0	0	0	0
<a href="#">(150) John Greenleaf Whittier</a>	0	0	0	0	0	0	0	0
<a href="#">(300) Theodora Smiley Lacey El</a>	0	0	0	0	0	0	0	0
<b>Total</b>	41	13	7	18	5	0	43	0

## STUDENT SAFETY SYSTEM 2021-22 INCIDENTS

### Report Period 2

School	Incident Total	Violence	Vandalism	Substances	Weapons	HIB Confirmed	Other Incidents Leading to Removal	HIB Alleged
<a href="#">(050) Teaneck High School</a>	37	6	3	26	4	0	43	0
<a href="#">(060) Benjamin Franklin Middle</a>	8	5	1	1	1	0	26	1
<a href="#">(070) Thomas Jefferson Middle</a>	3	0	0	1	0	2	0	3
<a href="#">(080) William Cullen Bryant Sc</a>	0	0	0	0	0	0	0	0
<a href="#">(110) Nathaniel Hawthorne Elem</a>	1	0	0	0	0	1	0	1
<a href="#">(130) James Russell Lowell Ele</a>	2	0	0	0	0	2	0	0
<a href="#">(150) John Greenleaf Whittier</a>	0	0	0	0	0	0	0	1
<a href="#">(300) Theodora Smiley Lacey El</a>	0	0	0	0	0	0	0	0
<b>Total</b>	51	11	4	28	5	5	69	6

### 2021-22 School Year

School	Incident Total	Violence	Vandalism	Substances	Weapons	HIB Confirmed	Other Incidents Leading to Removal	HIB Alleged
<a href="#">(050) Teaneck High School</a>	67	12	7	44	8	0	83	0
<a href="#">(060) Benjamin Franklin Middle</a>	14	11	1	1	1	0	29	1
<a href="#">(070) Thomas Jefferson Middle</a>	8	1	3	1	1	2	0	3
<a href="#">(080) William Cullen Bryant Sc</a>	0	0	0	0	0	0	0	0
<a href="#">(110) Nathaniel Hawthorne Elem</a>	1	0	0	0	0	1	0	1
<a href="#">(130) James Russell Lowell Ele</a>	2	0	0	0	0	2	0	0
<a href="#">(150) John Greenleaf Whittier</a>	0	0	0	0	0	0	0	1
<a href="#">(300) Theodora Smiley Lacey El</a>	0	0	0	0	0	0	0	0
<b>Total</b>	92	24	11	46	10	5	112	6

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.

# Teaneck District Nursing Services Plan 2022-2023

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

**District Name:** Teaneck Public Schools

**School Year:** 2022-2023

**Board of Education Approval Date:** October 19, 2022 - pending board approval (as per N.J.A.C. 6A:16-2.1 (b))

**District Contact Person:** Barbara Pinsak, Interim 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 statues)	(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 Sports-Related Eye Injuries	
(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(i))
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)

<b>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.</b>	<b>Bryant Pre-K</b>	<b>T.S. Lacey K</b>	<b>Hawthorne K - 4</b>	<b>Lowell K - 4</b>	<b>Whittier K - 4</b>	<b>BF 5 - 8</b>	<b>TJ 5 - 8</b>	<b>THS 9 - 12 18- 21</b>
First-Aid / Office Visits / month	190	200	400	250	600	500	400	200
Dental: tooth avulsion, caries, braces, etc. / month	1	3	5	25	25	5	2	10
Health Screenings Ht., Wt., & BP yearly	261	158	269	317	320	497	497	1234
Visual Acuity screening Pre-K, K,2,4,6,8,10	261	158	269	317	15	110	497	243
Auditory screening Pre-K,K,1,2,3,7,11	261	158	269	317	230	132	497	94
Scoliosis screening biennially age 10-18	n/a	n/a	n/a	n/a	n/a	248	242	626
Diabetic Glucose testing, insulin pump management	1	0	2	0	0	2	1	3
Medication Administration- daily	1	1	1	2	0	3	2	1
Medication Administration - PRN	1	3	13	1	4	6	11	12
Nebulizer/inhalers/peak flow measurements	3	1	9	13	10	15	14	0
Tube feedings	0	0	0	0	0	0	0	0
Urinary catheterizations/toileting/diaper changes	0	0	0	0	0	0	0	0
Ventilator care	0	0	0	0	0	0	0	0
Referral for vision evaluations	22	3	22	40	10	15	42	25
Referral for hearing evaluations	8	3	3	0	0	3	2	0
Referral for Alcohol and drug use/abuse testing	0	0	0	0	0	5	1	39
Referral for pregnancy	0	0	0	0	0	0	0	0
Nursing Diagnosis /Case-finding of actual or potential physical health problems per month	3	20	15	20	25	50	40	26



Provision of nursing care for actual or potential emotional health problems / month	1	15	2	10	12	10	15	31
Case finding	3	20	15	20	25	25	20	20
Health teaching in health office	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily
Health teaching in classroom	n/a	2	n/a	n/a	n/a	n/a	n/a	n/a
Health counseling	Daily	Daily	Daily	Daily	Daily	Daily	Daily	Daily
Hearing aid check / daily	0	1	0	0	1	0	0	0
<b>Other:</b>								
Attendance/Late passes	Yes	n/a	Yes	Yes	n/a	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	T. S. Lacey	Hawthorne	Lowell	Whittier	BF	TJ	THS
Grade levels:		PreK - 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> .		257	133	270	319	314	517	523	1280
Number of students receiving:									
Special Services/ IEPs		71	28	48	70	54	124	112	268
504s		0	1	3	1	2	11	15	52
I&Rs		0	11	31	16	46	7	14	18
IHPs		4	4	14	13	25	24	24	32
IEHPs		4	4	14	13	25	24	24	6
Emergency Evacuation Accommodations Plan for students with disabilities		1	0	0	4	0	11	4	5
Nursing Assignments- number of:									
N.J.A.C. 6A:9-13.3	Certified School Nurse- CSN	1	1	1	1	1	1	1	1
	Registered Nurse- not CSN	0	0	0	0	0	0	0	0
	Licensed Practice Nurse- LPN	0	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	1
N.J.A.C. 6A:9-13.3 (b)	AED Certified	1	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	1
Unlicensed Assistive Personnel Assignments									
	Nursing Assistants	0	0	0	0	0	0	0	0
	Health Aides	0	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 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:

Dr. Barry Weissman	Barry weissman md faap	Sep 28, 2022
School Physician Name	Signature	Date
Rita F. Urevitch, RN		
Lead Nurse Name	Signature	Date
RITA F. UREVITCH, RN	Rita F. Urevitch RN	9.23.2022
Barbara Pinsak	Barbara Pinsak	9-28-2022
Interim Superintendent	Signature	Date

**Signature:**  Barry W. [redacted] and faap (Sep 28, 2022 11:19 EDT)

**Email:** tinybabymd5@aol.com



# KEAN

## **Speech Pathology Practicum/Externship Affiliation Agreement Between**

**Kean University  
School of Communication Disorders and Deafness**

**and**

**Teaneck Public Schools**

THIS AGREEMENT is entered into as of August 1, 2022 between Teaneck Public School District having an address at 651 Teaneck Rd Teaneck, NJ 07666 (hereinafter referred to as "District") and KEAN UNIVERSITY, having an address at 1000 Morris Avenue, Union, New Jersey 07083 (hereinafter referred to as "University").

WHEREAS, the University has an accredited Speech-Language Pathology Master of Arts program that requires its students to complete clinical experiences with students in a school setting; and

WHEREAS, the District is willing to make its schools available for the clinical experience of the University's students; and

WHEREAS, the University and District desire to establish the terms and conditions in which the University's students shall complete their clinical experience.

NOW THEREFORE, in consideration of the mutual promises hereinafter contained, the District and University agree as follows:

1. **Term.** This Agreement shall be in effect for a period 1 year commencing on August 1, 2022 and terminating on July 31, 2023.
2. **Termination.**
  - A. Either party may terminate this Agreement at any time upon thirty (30) days advance written notice to the other party. Such notice shall be by certified mail, return receipt requested, and addressed to the proper party.
  - B. In the event of the breach of any provision of this Agreement by one party, the other party shall have the right and option to give the breaching party notice thereof and, in the event the breaching party fails to remedy the breach within

fifteen (15) days of the receipt of such written notice, the other party may, at its sole option, terminate this Agreement.

- C. If the District exercises its right to terminate this Agreement, the District agrees to evaluate students participating in an ongoing clinical learning experience program and determine in its sole discretion (based on what is in the best interests of the students, staff, and stakeholders of the District), whether they should be afforded the opportunity to complete the program, even when the effective date of termination occurs prior to the completion date of the program. If the District determines that the best interests of its students, stakeholders, and staff would be served by removing students participating in the ongoing clinical learning experience program from the District, then those participating students shall be removed from the District immediately upon the District exercising its right to terminate the Agreement.

3. **University Responsibilities.** The University shall:

- A. Make available to the District faculty and administration opportunities for professional development.
- B. Provide information to the District regarding the types of experiences, the number of externs, and the dates and times requested for clinical experiences as well as implement the requirements.
- C. Select jointly with the District, a current Speech Language Pathologist, employed by the District, who maintains a current ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) supervisor to assume the responsibility for supervision of the externs' clinical and learning experiences.
- D. Provide and maintain student records and reports necessary for conducting the externs' learning experiences.
- E. Enforce rules and regulations governing University students and/or externs.
- F. Provide its faculty members and students with a copy of the District's policies and regulations, and instruct its faculty members and students to abide by the rules, regulations, and requirements of the District and University.
- G. Withdraw any student from the placement at the request of the District for sufficient cause, which shall be determined by the District in its sole discretion, subject to applicable statutes, University policies, and/or District policies and regulations.
- H. Assume responsibility for the evaluation of students, and of courses previously taken, to determine the applicability for degree and/or certification recommendations.
- I. Provide the District with a copy of (1) the University's graduate school manual and (2) the Graduate speech language pathology manual.

4. **District Responsibilities.** The District shall:

- A. Designate a speech-language pathologist who maintains ASHA certification to provide supervision to the graduate student that is consistent with the ASHA standards.
- B. Arrange learning experiences cooperatively with the University and provide the University with a copy of the District's policies and regulations for dissemination to Kean faculty and students (per Sec. 3(F) above).

- C. Coordinate with the Kean supervisor liaison on-site observations and evaluation of student's performance.
  - D. Provide reasonable space for participating speech language pathology students.
  - E. Maintain responsibility for its own students.
  - F. Assure that it has measures in place to ensure Students and faculty safety, such as program and institution policies or manuals, instruction on occupational health and safety, incident reporting processes, harassment prevention policies and procedures, and conflict resolution processes.
  - G. Ensure that it has measures in place related to the prevention of the spread of COVID-19 which will be shared with Kean University and the students prior to the start of the fieldwork at the Facility.
5. **Status of Students.** The students shall receive no monetary compensation or benefits from the District for their externship experience under this Agreement. However, students participating in the externship program, by virtue of their volunteer status, shall be required to complete a criminal history record check. The Board of Education shall reimburse the volunteer for the cost of the criminal history record check in accordance with the provisions of N.J.S.A. 18A:6-7.2.
6. **Records.**
- A. **Medical and Other Records.** The District and its Board of Education shall have exclusive ownership and right of control of any and all medical or other records, reports, and supporting documents prepared in connection with the provision of speech-language pathology services to District students. However, University students participating in the ongoing clinical learning experience program shall have access, provided they are supervised by an ASHA-certified speech-language pathologist, to such records, reports, and documents related to treatment of any student in accordance with all applicable rules, regulations, statutes, and professional standards, and in furtherance of the ongoing clinical learning experience program.
  - B. **Confidentiality of Records.** University and students participating in the ongoing clinical learning experience program shall maintain the confidentiality of all files and records, including patient records, disclosing the same only as required by law or directed by the District or University in any particular instance. University and students participating in the ongoing clinical learning experience program shall comply with the confidentiality of pupil records as set forth in Board Policy as well as the Family Educational Rights and Privacy Act (FERPA) as well as all other applicable State and federal laws/regulations affecting the District's confidentiality of students' records.
7. **Policies and Procedures.** The University and the District agree to comply with the policies set forth in the University's graduate school manual as well as the Graduate speech language pathology manual that delineate the responsibilities of students. The University and District further agree that the Parties and students participating in the clinical experience, shall comply with the District's policies and regulations.
8. **Insurance.** Insurance requirements for Kean and District are as follows:



- A. University. University is a public higher education institution in the State of New Jersey. As such, this Agreement hereby expressly incorporates the following Statement of Public Liability Insurance: Any agreement or arrangement signed and entered into on behalf of the State of New Jersey by a State official or employee shall be subject to the provisions of the New Jersey Tort Claims Act, N. J. S. A. 59:1-1 et seq. and the New Jersey Contractual Liability Act, N.J.S.A. 59:13-1 et seq. and the availability of appropriations. The State of New Jersey does not carry public liability insurance, but the liability of the State and the obligations of the State to be responsible for tort claims against its employees are covered under the terms and conditions of the New Jersey Tort Claims Act. The Act also creates a special self-insurance fund and provides for payment of claims against the State of New Jersey or against its employees whom the State is obligated to indemnify against tort claims which arise out of the performance of their duties. Claims against the State of New Jersey or its employees arising out of the use of the District's premises should be referred for handling to the Attorney General, Division of Law, Claims Service Section, Richard J. Hughes Justice Complex, Trenton, New Jersey 08625. Furthermore, the State of New Jersey self funds for Workers Compensation and Disability.
- B. District. District shall either obtain or maintain at its own expense during the term of this Agreement, and any renewal thereof, a comprehensive liability policy and a School Board Legal Policy, including professional liability, ensuring the institution against any and all claims for bodily injury or death and property damage resulting from liabilities arising from the operation by its officers, employees, students, staff and agents under this Agreement. If District elects to obtain an insurance policy, such policy shall protect the institution, its officers, employees, students, staff and agents with limits of not less than \$1,000,000 with respect to injury or death of any one person and not less than \$3,000,000 in the aggregate.
9. **Mutual Cooperation.** This Agreement is meant to reflect an evolving professional relationship between the University and the District. Therefore, it must be premised upon continuous assessment of the activities and services with the responsibility of articulation residing with the respective liaison persons.
10. **Independent Contractor Status.** Both District and University are independent contractors. It is not intended that an employer/employee, joint venture, or partnership agreement be established hereby expressly or by implication between District and University. Each of the parties to this Agreement shall continue to be autonomous and shall be governed independently by their respective governing boards and administrations. Neither party hereto, nor their respective employees, shall be construed to be the agent, employees or representative of the other.
11. **Confidentiality.** Both University and District shall at all times comply with standards of documentation and confidentiality mandated by state and federal laws and regulations, as same may be modified and amended from time to time.

12. **No Discrimination.** The University and (Facility/District) mutually agree that no student shall be discriminated against on the basis of race, creed, color, national origin, nationality, ancestry, age, sex/gender, pregnancy, marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability, for the purpose of this Agreement.
13. **No Waiver.** The waiver or failure of either party to exercise any right provided for herein shall not be deemed a waiver of any further right hereunder.
14. **Entire Agreement.** This Agreement supersedes any and all other agreements, either oral or in writing, between the parties with respect to the services of District or University, and this Agreement contains all the covenants and agreements between the parties with respect to this student teaching affiliation agreement. The parties agree that no oral representations or written representations, other than contained herein, were relied on by the parties, or form additional terms of this Agreement.
15. **Modification.** District or University may from time to time request changes to the terms in this Agreement. Such changes shall be valid only if incorporated as a written amendment to this Agreement.
16. **Assignability.** The duties and obligations of each of the parties hereto shall be deemed personal and unique. This Agreement and the duties and obligations of the parties hereunder shall not be assigned to any other person, firm or corporation without the prior written consent of the other party.
17. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of New Jersey, including without limitation, the New Jersey Tort Claims Act, N.J.S.A. 59:1-1 et seq., and the New Jersey Contractual Liability Act, N.J.S.A. 59:13-1 et seq. The parties agree that pursuant to the New Jersey Contractual Liability Act, venue and jurisdiction regarding any matter pertaining to this Agreement shall be in the Superior Court of New Jersey, Law Division, and consent to same.
18. **Section Headings.** The section headings contained in this Agreement are for reference purposes only, and shall not in any way affect the meaning or interpretation of this Agreement.
19. **Binding Effect.** This Agreement is intended to bind and shall inure to the benefit of the parties hereto and their respective successor Boards, administrations, officers, directors, agents, successors, assigns and affiliates.
20. **Severability.** If any provision of this Agreement is deemed unenforceable, illegal or inconsistent with the then current Statutes or Rules or Regulations, such Statutes or Rules or Regulations shall govern. However, to the extent that enforceable provisions of this Agreement continue to exist and are not inconsistent with such Statutes or Rules or Regulations, they shall remain binding upon the parties.

21. **Notices.** All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid, addressed as follows:

**As to the District:**

Dr. Maura Tuite  
Director of Special Education and Nursing Services  
651 Teaneck Rd  
Teaneck, NJ 07666

**As to the University:**

Dr. Darya Hinman  
Manager of Externships  
School of Communication Disorders and Deafness  
Kean University  
1000 Morris Avenue  
Union, NJ 07083

IN WITNESS WHEREOF the parties hereto have affixed their hands and seals or caused these presents to be executed by their duly authorized officers on the day and year first above written.

TEANECK PUBLIC SCHOOL DISTRICT:

ATTEST

By: \_\_\_\_\_  
Sebastien Rodriguez, Board President

By: \_\_\_\_\_  
Dora E. Zeno, Board Secretary

Date: \_\_\_\_\_

Date: \_\_\_\_\_

KEAN UNIVERSITY:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Name: David S. Birdsell, Ph.D.

Title: Provost and Senior Vice President for Academic Affairs

ACCOUNT		DESCRIPTION	AMOUNT TRANSFERRED	
			From	To
20012	11-190-100-640-15-44-L-D	SOC STUD/TEXTBOOKS/DIST	(12,400.00)	
20012	11-000-221-104-19-15-I-E	TCHR STIP/CUR DEVELOP		12,400.00
			\$ (12,400.00)	\$ 12,400.00
EXPLANATION: BO-SummerCurriculumWriting Adjustment				
20013	11-190-100-610-25-31-Y-D	EQUIP/FINE & PERF. ARTS	(12,400.00)	
20013	11-000-221-104-19-15-I-E	TCHR STIP/CUR DEVELOP		12,400.00
			\$ (12,400.00)	\$ 12,400.00
EXPLANATION: BO-SummerCurriculumWriting Adjustment				
20027	12-130-100-730-18-31-F-F	Instructional equip - BF	(45,580.00)	
20027	11-190-100-610-18-40-J-J	GENERAL INSTRUCT'L SUPPLIES		45,580.00
			\$ (45,580.00)	\$ 45,580.00
EXPLANATION: transfer to order Stem comps Adjustment				
20028	11-000-261-420-89-53-1-D	CONTRACTS BLDG MAINT	(60,000.00)	
20028	11-000-262-420-89-53-1-D	CONTRACTS/OPERATIONS		60,000.00
			\$ (60,000.00)	\$ 60,000.00
EXPLANATION: O&M-SY23IncrAramarkCustdlCntr Adjustment				
20031	11-000-266-610-71-50-0-0	SECURITY SUPPLIES	(3,264.00)	
20031	12-000-266-730-89-32-1-D	EQUIPMENT/SECURITY		3,264.00
			\$ (3,264.00)	\$ 3,264.00
EXPLANATION: SAFSEC-IDMachineReplacement Adjustment				
20032	20-487-400-731-18-31-I-0	ESSER-III INSTR. TECH EQUIP	(31,120.00)	
20032	20-487-100-610-22-49-I-0	ESSER-III INSTR TECH & SUPPL.		31,120.00
			\$ (31,120.00)	\$ 31,120.00
EXPLANATION: TSD-SY23 ARP ESSR3 2ND TFR-SHI Adjustment				
20033	11-120-100-101-63-10-0-4	CONTR SAL/TCHRS/WHITTIER	(60,000.00)	
20033	11-110-100-101-61-10-0-4	CONTR SAL/KTCHRS WHITIER		60,000.00
			\$ (60,000.00)	\$ 60,000.00
EXPLANATION: BO-WhittierSchlSalaryTRFR_SY23 Adjustment				
20034	11-401-100-890-29-40-T-H	OTHER EXP/CO-CURRIC/THS	(1,922.00)	
20034	11-401-100-500-29-50-T-H	PRCH'D SERV/CO-CURRIC/THS		1,922.00
			\$ (1,922.00)	\$ 1,922.00
EXPLANATION: Transfer for Uniforms (Band) Adjustment				
20035	11-000-240-890-71-50-F-F	OTHER EXPENSES/BF	(500.00)	
20035	11-000-240-600-71-49-F-F	ADMIN SUPPLIES/BF		500.00
			\$ (500.00)	\$ 500.00
EXPLANATION: Flowers for Moving up ceremony Adjustment				
20040	11-401-100-890-29-40-T-H	OTHER EXP/CO-CURRIC/THS	(2,000.00)	
20040	11-401-100-500-29-50-T-H	PRCH'D SERV/CO-CURRIC/THS		2,000.00
			\$ (2,000.00)	\$ 2,000.00
EXPLANATION: THS-UniformCleaningCosts Adjustment				
20041	11-000-223-890-85-50-I-0	OTHER EXP/DUES/MEMBERSHIPS	(250.00)	
20041	11-000-251-890-83-49-0-0	OTHER EXPENSES/OSBM		250.00
			\$ (250.00)	\$ 250.00
EXPLANATION: BO-Membership Dues Adjustment				
20042	11-000-223-580-19-50-F-F	TRAVEL, CONF, WRKSHOPS/BF	(45.00)	
20042	11-000-240-890-71-50-F-F	OTHER EXPENSES/BF		45.00
			\$ (45.00)	\$ 45.00
EXPLANATION: Transfer for Membership Adjustment				
20043	11-190-100-610-63-41-R-D	SUPP/LITERATURE-BASE	(10,000.00)	
20043	11-000-221-104-19-15-I-E	TCHR STIP/CUR DEVELOP		10,000.00
			\$ (10,000.00)	\$ 10,000.00

			AMOUNT TRANSFERRED	
ACCOUNT		DESCRIPTION	From	To
EXPLANATION:   Transfer to cover Neg bal Adjustment				
20044	11-000-100-566-49-61-C-C	TUITN/PRIV SCH/SP'L ED	(560,000.00)	
20044	11-000-100-567-49-61-C-C	TUITN/PRIV SCH/SP ED/OUT STATE		560,000.00
			<u>\$   (560,000.00)</u>	<u>\$ 560,000.00</u>
EXPLANATION:   Out of State Tuition Adjustment				
20045	11-000-262-610-89-53-1-D	FURNITURE SUPPLIES/GENERAL	(979.80)	
20045	11-000-262-520-98-54-0-0	INSURANCE/ GENERAL		979.80
			<u>\$   (979.80)</u>	<u>\$ 979.80</u>
EXPLANATION:   transfer to cover Neg Bal Adjustment				

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

\_\_\_\_\_  
DATE

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**Professional Development**

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Name: Jessie Grant  
School or Department: Benjamin Franklin Middle School  
Conference/Seminar/Workshop: STEAM on the Farm: Cranberries  
Location: Chatsworth, New Jersey  
Dates: October 21, 2022  
Estimated Cost: \$0.00 –Substitute Required – No Funding Required

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Name: Eve Klein  
School or Department: Benjamin Franklin Middle School  
Conference/Seminar/Workshop: Bergen County School Counselors Association Cohort Meetings  
Location: Maywood, Washington Township, River Edge, New Jersey  
Dates: September 30, 2022, January 20, March 24, June 2, 2023  
Estimated Cost: \$0.00 –Substitute Not Required – No Funding Required

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Name: Kayla Guerra  
School or Department: Theodora Smiley Lacey School  
Conference/Seminar/Workshop: Foundations Level K Virtual Launch Workshop  
Location: Virtual Workshop  
Dates: October 24, 2022  
Estimated Cost: \$299.00 –Substitute Required – Title II Funded

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Name: Lisa Montany  
School or Department: Theodora Smiley Lacey School  
Conference/Seminar/Workshop: Foundations Level K Virtual Launch Workshop  
Location: Virtual Workshop  
Dates: October 24, 2022  
Estimated Cost: \$299.00 –Substitute Required – Title II Funded

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Name: Maria Martinez  
School or Department: Whittier Elementary School  
Conference/Seminar/Workshop: Dyslexia Early Intervention  
Location: Virtual Workshop  
Dates: December 15, 2022  
Estimated Cost: \$279.00 –Substitute Not Required – Title II Funded

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Name: Kate Augusto  
School or Department: Theodora Smiley Lacey School  
Conference/Seminar/Workshop: Reading Reimagined: Weaving Word Recognition and Language Comprehension for Effective Literacy Instruction  
Location: Rutgers University – Piscataway Township, New Jersey  
Dates: December 8, 2022  
Estimated Cost: \$215.23 –Substitute Not Required – Title II Funded

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**Professional Development**

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Name: Ashley Sularz  
School or Department: Teaneck High School  
Conference/Seminar/Workshop: New Jersey Council for the Social Studies Annual  
Conference for K-12 Social Studies Teachers  
Location: Piscataway, New Jersey  
Dates: October 25, 2022  
Estimated Cost: \$106.36 –Substitute Not Required – District Funded

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Name: Jahari Jacobs  
School or Department: Benjamin Franklin Middle School  
Conference/Seminar/Workshop: STEAM on the Farm: Cranberries  
Location: Chatsworth, New Jersey  
Dates: October 21, 2022  
Estimated Cost: \$132.18 –Substitute Not Required – District Funded

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Name: Frank Piccininni  
School or Department: Thomas Jefferson Middle School  
Conference/Seminar/Workshop: New Jersey Council for History Education  
Location: Princeton, New Jersey  
Dates: December 2, 2022  
Estimated Cost: \$90.00 –Substitute Required – District Funded

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Name: Valerie Johnson  
School or Department: Thomas Jefferson Middle School  
Conference/Seminar/Workshop: Restorative Justice  
Location: Virtual Workshop  
Dates: November 29, 2022  
Estimated Cost: \$0.00 –Substitute Required – No Funding Required

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Name: Terrie Roberts  
School or Department: Thomas Jefferson Middle School  
Conference/Seminar/Workshop: New Jersey Association of School Librarians Fall  
Conference  
Location: Atlantic City, New Jersey  
Dates: December 4-6, 2022  
Estimated Cost: \$981.50 –Substitute Required – District Funded

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Name: Molly Neff  
School or Department: Thomas Jefferson Middle School  
Conference/Seminar/Workshop: Teaching Resilience: Classroom Prompts that Foster  
Student Wellbeing and Connection  
Location: Virtual  
Dates: November 18, 2022  
Estimated Cost: \$125.00 –Substitute Required – District Funded

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**Professional Development**

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Name: Michael De Avila  
School or Department: Teaneck High School  
Conference/Seminar/Workshop: Association of Mathematics Teachers of New Jersey 2022 Teaching Matters Conference  
Location: Plainsboro, New Jersey  
Dates: October 20, 2022  
Estimated Cost: \$286.06 –Substitute Required – Title II Funded

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Name: Alicia Lyle  
School or Department: Teaneck High School  
Conference/Seminar/Workshop: Association of Mathematics Teachers of New Jersey 2022 Teaching Matters Conference  
Location: Plainsboro, New Jersey  
Dates: October 20, 2022  
Estimated Cost: \$286.06 –Substitute Not Required – Title II Funded

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Name: Elizabeth Robbins  
School or Department: Thomas Jefferson Middle School  
Conference/Seminar/Workshop: Association of Mathematics Teachers of New Jersey 2022 Teaching Matters Conference  
Location: Plainsboro, New Jersey  
Dates: October 20, 2022  
Estimated Cost: \$285.02 –Substitute Not Required – Title II Funded

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Name: Jennie Brolewicz  
School or Department: Thomas Jefferson Middle School  
Conference/Seminar/Workshop: Association of Mathematics Teachers of New Jersey 2022 Teaching Matters Conference  
Location: Plainsboro, New Jersey  
Dates: October 20, 2022  
Estimated Cost: \$285.02 –Substitute Required – Title II Funded

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Name: Nicholas DeBlasio  
School or Department: Thomas Jefferson Middle School  
Conference/Seminar/Workshop: Implementing MTSS to Meet New Jersey I&RS Requirements  
Location: Virtual Workshop  
Dates: October 19, 2022  
Estimated Cost: \$0.00 –Substitute Not Required – No Funding Required

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**Professional Development**

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**Name:** Theresa Avella, Robert Villegas

**School or Department:** Bryant School – LDT-C

**Conference/Seminar/Workshop:** NJALC Fall Symposium 2022 – Reading & Writing: The Casualties of the Pandemic

**Location:** Virtual

**Dates:** 10/20 & 10/21/22

**Estimated Cost:** \$250.00 (District funded)

**Explanation:** The NJ Association of Learning Consultants Fall Conference will focus on writing instruction for students with learning differences as well as reading proficiency, dyslexia diagnosis, and treatment.

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**Name:** Diana Salib

**School or Department:** Whittier – LDT-C

**Conference/Seminar/Workshop:** NJALC Fall Symposium 2022 – Reading & Writing: The Casualties of the Pandemic

**Location:** Virtual

**Dates:** 10/21/22

**Estimated Cost:** \$145.00 (District funded)

**Explanation:** The NJ Association of Learning Consultants Fall Conference will focus on writing instruction for students with learning differences as well as reading proficiency, dyslexia diagnosis, and treatment.

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**Name:** Lisa Sgambati

**School or Department:** Lowell School – Spec Ed Teacher

**Conference/Seminar/Workshop:** Region V – Handle with Care

**Location:** Region V – Oradell, NJ

**Dates:** 10/26/22

**Estimated Cost:** \$0.00

**Explanation:** The Handle with Care Conference focuses on de-escalating crisis situations.

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**Name:** Roberta Weiss

**School or Department:** BFMS – Math Teacher

**Conference/Seminar/Workshop:** Moving Straight Ahead

**Location:** Conquer Mathematics - Pompton Plains, NJ

**Dates:** 12/19/22

**Estimated Cost:** \$190.68 (District funded)

**Explanation:** Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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**Name:** Lorena Meadow  
**School or Department:** THS – Guidance Department  
**Conference/Seminar/Workshop:** Intervention & Referral Services/504  
**Location:** Virtual  
**Dates:** 11/03/22  
**Estimated Cost:** \$199.00 (District funded)  
**Explanation:** This workshop will explain I&RS and Federal Statute 504 as well as determine eligibility and criteria for collecting student information.

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**Name:** Jennifer Ahearn  
**School or Department:** Lowell School  
**Conference/Seminar/Workshop:** Conquer Mathematics  
**Location:** Pompton Plains, NJ  
**Dates:** 11/29/22, 11/30/22, 1/4/23, 1/11/23, 1/23/23, 1/26/23, 1/31/23, 2/7/23, 2/9/23, 3/2/23, 3/3/23, 3/13/23, 3/15/23, 3/17/23, 5/9/23, 5/15/23  
**Estimated Cost:** no cost for coaches  
**Explanation:** Focused mathematics professional development based on multiple sources of student performance data.

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**Name:** Justine Lopez  
**School or Department:** Lowell School  
**Conference/Seminar/Workshop:** Conquer Mathematics  
**Location:** Pompton Plains, NJ  
**Dates:** 11/29/22, 11/30/22, 1/4/23, 1/11/23, 1/23/23, 1/26/23, 1/31/23, 2/7/23, 2/9/23, 3/2/23, 3/3/23, 3/13/23, 3/15/23, 3/17/23, 5/9/23, 5/15/23  
**Estimated Cost:** no cost for coaches  
**Explanation:** Focused mathematics professional development based on multiple sources of student performance data.

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**Name:** Natalia Drelich  
**School or Department:** Lowell School  
**Conference/Seminar/Workshop:** Conquer Mathematics  
**Location:** Pompton Plains, NJ  
**Dates:** 11/29/2022, 1/26/2023, and 3/27/2023  
**Estimated Cost:** \$510.00 (\$170/session) (Title I PD Funds – Lowell)  
**Explanation:** Focused mathematics professional development based on multiple sources of student performance data.

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**Name:** Marisel Lopez  
**School or Department:** Lowell School  
**Conference/Seminar/Workshop:** Conquer Mathematics  
**Location:** Pompton Plains, NJ  
**Dates:** 11/29/2022, 1/26/2023, and 3/27/2023  
**Estimated Cost:** \$510.00 (\$170/session) (Title I PD Funds – Lowell)  
**Explanation:** Focused mathematics professional development based on multiple sources of student performance data.

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Name: Brandi Lewis  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 11/30/2022, 1/4/2023, 2/9/2023, and 3/15/2023  
Estimated Cost: \$680.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Lea Ann Richards  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 11/30/2022, 1/4/2023, 2/9/2023, and 3/15/2023  
Estimated Cost: \$680.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Dominika Kaczynski  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 11/30/2022, 1/4/2023, 2/9/2023, and 3/15/2023  
Estimated Cost: \$680.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Sarah Del Donna  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 11/30/2022, 1/4/2023, 2/9/2023, and 3/15/2023  
Estimated Cost: \$680.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Makayla Brown  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 11/30/2022, 1/4/2023, 2/9/2023, and 3/15/2023  
Estimated Cost: \$680.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Abigail Aleksa  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 1/23/23, 3/2/23, and 5/15/23  
Estimated Cost: \$510.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Jennifer Connolly (Martin)  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 1/23/23, 3/2/23, and 5/15/23  
Estimated Cost: \$510.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Sharmaine Joseph  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 1/23/23, 3/2/23, and 5/15/23  
Estimated Cost: \$510.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Tiffany Echavarria  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 1/31/23, 3/2/23, and 5/9/23  
Estimated Cost: \$510.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Scott Bushoven  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 1/31/23, 3/2/23, and 5/9/23  
Estimated Cost: \$510.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Chris Hernandez  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 1/31/23, 3/2/23, and 5/9/23  
Estimated Cost: \$510.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Sandy Joseph  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 1/31/23, 3/2/23, and 5/9/23  
Estimated Cost: \$510.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Nishat Hafeez  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 1/11/2023, 2/7/2023, and 3/13/2023  
Estimated Cost: \$510.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Dennis Hiel  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 11/29/2022, 1/26/2023, and 3/27/2023  
Estimated Cost: \$510.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Carrie Williams  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 11/30/2022, 1/4/2023, 2/9/2023, and 3/15/2023  
Estimated Cost: \$680.00 (\$170/session) (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Samantha Lagasi  
School or Department: Lowell School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 11/29/2022, 1/26/2023, 3/27/2023  
Estimated Cost: \$510.00 (Title I PD Funds – Lowell)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Zain Conteh  
School or Department: Benjamin Franklin Middle School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 11/18/2022 and 12/19/2022  
Estimated Cost: \$381.36 (\$170/event x two; \$20.68/mileage reimbursement x two)  
(Title I PD Funds – BFMS)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Mickell Taylor  
School or Department: Benjamin Franklin Middle School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 11/18/2022 and 12/19/2022  
Estimated Cost: \$381.36 (\$170/event x two; \$20.68/mileage reimbursement x two)  
(Title I PD Funds – BFMS)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Margaret Tewey  
School or Department: Benjamin Franklin Middle School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 11/14/2022, 1/10/2023, and 2/15/2023  
Estimated Cost: \$572.04 (\$170/event x three; \$20.68/mileage reimbursement x three)  
(Title I PD Funds – BFMS)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Lawrence Hart  
School or Department: Benjamin Franklin Middle School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 11/18/2022 and 12/19/2022  
Estimated Cost: \$381.36 (\$170/event x two; \$20.68/mileage reimbursement x two)  
(Title I PD Funds – BFMS)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Roberta Weiss  
School or Department: Benjamin Franklin Middle School  
Conference/Seminar/Workshop: Conquer Mathematics  
Location: Pompton Plains, NJ  
Dates: 12/19/2022 and 2/15/2023  
Estimated Cost: \$381.36 (\$170/event x two; \$20.68/mileage reimbursement x two)  
(Title I PD Funds – BFMS)  
Explanation: Focused mathematics professional development based on multiple sources of student performance data.

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Name: Mary Joyce Laqui  
School or Department: THS  
Conference/Seminar/Workshop: Next Generation Science Standards Instruction  
Location: Raritan Valley Community College  
Dates: 11/2/22 – Full Day  
Estimated Cost: \$125 Registration Fee; \$46.44; Mileage Reimbursement; \$10.10 Tolls  
Explanation: Focused PD on using core ideas to construct explanations for science phenomena utilizing Next Generation Science Standards.

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Name: Paulette Szalay  
School or Department: TJMS  
Conference/Seminar/Workshop: Next Generation Science Standards Instruction  
Location: Raritan Valley Community College  
Dates: 11/2/22 – Full Day  
Estimated Cost: \$125 Registration Fee; \$45.50; Mileage Reimbursement; \$10.10 Tolls  
Explanation: Focused PD on using core ideas to construct explanations for science phenomena utilizing Next Generation Science Standards.

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Name: Jennifer Dominques  
School or Department: Hawthorne  
Conference/Seminar/Workshop: Next Generation Science Standards Instruction  
Location: Raritan Valley Community College  
Dates: 11/2/22 – Full Day  
Estimated Cost: \$125 Registration Fee; \$45.03; Mileage Reimbursement; \$10.10 Tolls  
Explanation: Focused PD on using core ideas to construct explanations for science phenomena utilizing Next Generation Science Standards.

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Name: Christina Chopra  
School or Department: TJMS  
Conference/Seminar/Workshop: Next Generation Science Standards Instruction  
Location: Raritan Valley Community College  
Dates: 11/2/22 – Full Day  
Estimated Cost: \$125; Registration Fee; 45.50; Mileage Reimbursement; \$10.10 Tolls  
Explanation: Focused PD on using core ideas to construct explanations for science phenomena utilizing Next Generation Science Standards.

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Name: Kara Lindner  
School or Department: Hawthorne  
Conference/Seminar/Workshop: Next Generation Science Standards Instruction  
Location: Raritan Valley Community College  
Dates: 11/2/22 – Full Day  
Estimated Cost: \$125 Registration Fee; 45.03; Mileage Reimbursement; \$10.10 Tolls  
Explanation: Focused PD on using core ideas to construct explanations for science phenomena utilizing Next Generation Science Standards.

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**FIELD TRIP**

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**Trip Leader(s):** Aknaris Padilla (Chaperones – Kharisma Bettis, Susie Cipriano, Kelvin Reese)

**School/Department:** THS

**Trip Planned:** National College Fair

**Destination:** Montclair State University, Montclair, NJ

**Date(s):** 11/18/2022

**Estimated Cost:** \$0.00 – No Substitute Required

**Explanation:** Seniors will meet with college representatives.

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**Trip Leader(s):** Danielle Amato, Michele Doonan (Plus 3 para chaperones)

**School/Department:** THS

**Trip Planned:** Bowler City

**Destination:** Hackensack, NJ

**Date(s):** 10/19/2022, 11/16/2022, 12/14/2022, 1/18/2023

**Estimated Cost:** \$480.00 No Substitute Required (District Funded)

**Explanation:** The students in the Autism/MD and Transition classes would participate in structured community outings and activities as part of the curriculum. The activities would provide an opportunity for students to practice skills needed for daily living and be rewarded for positive group participation. Transition students would demonstrate their ability to perform in the community, and use the skills learned in class.

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**Trip Leader(s):** Danielle Amato, Michele Doonan (Plus 3 parachaperones)

**School/Department:** THS

**Trip Planned:** Teaneck Cinemas

**Destination:** Teaneck, NJ

**Date(s):** 11/04/2022, 12/02/2022, 1/06/2023, 3/03/2023, 4/14/2023, 6/02/2023

**Estimated Cost:** \$960.00 – No Substitute Required (District Funded)

**Explanation:** The students in the Autism/MD and Transition classes would participate in structured community outings and activities as part of the curriculum. The activities would provide an opportunity for students to practice skills needed for daily living and be rewarded for positive group participation. Transition students would demonstrate their ability to perform in the community, and use the skills learned in class.

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**Trip Leader(s):** Colleen Pagan, Vatrell Graves (Plus 9 Chaperones)

**School/Department:** BFMS

**Trip Planned:** Stop & Shop

**Destination:** Teaneck, NJ

**Date(s):** 10/24/22, 11/21/22, 12/19/22, 1/23/23, 2/27/23, 3/13/23, 4/24/23, 5/22/23

**Estimated Cost:** \$0.00

**Explanation:** To improve, generalize, and maintain targeted behavior and social skills. Benefits IEP driven goals.

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**FIELD TRIP**

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**Trip Leader(s):** Colleen Pagan, Vatrele Graves (Plus 9 Chaperones)

**School/Department:** BFMS

**Trip Planned:** Teaneck Cinemas

**Destination:** Teaneck, NJ

**Date(s):** 11/04/22, 12/02/22, 1/06/23, 3/03/23, 4/14/23, 6/02/23

**Estimated Cost:** \$1,680.00 (District Funded)

**Explanation:** To improve, generalize, and maintain targeted behavior and social skills.  
Benefits IEP driven goals.

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**Trip Leader(s):** Colleen Pagan, Vatrele Graves, Amanda Detrick (Plus 11 Chaperones)

**School/Department:** BFMS

**Trip Planned:** Demerast Farms

**Destination:** Hillsdale, NJ

**Date(s):** 10/28/22

**Estimated Cost:** \$640.00 (District Funded)

**Explanation:** To improve, generalize, and maintain targeted behavior and social skills.  
Benefits IEP driven goals.

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**Trip Leader(s):** Colleen Pagan, Vatrele Graves (Plus 9 Chaperones)

**School/Department:** BFMS

**Trip Planned:** Garden State Plaza

**Destination:** Paramus, NJ

**Date(s):** 12/09/22

**Estimated Cost:** \$0.00

**Explanation:** To improve, generalize, and maintain targeted behavior and social skills.  
Benefits IEP driven goals.

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**Trip Leader(s):** Colleen Pagan, Vatrele Graves (Plus 9 Chaperones)

**School/Department:** BFMS

**Trip Planned:** Bowler City

**Destination:** Hackensack, NJ

**Date(s):** 10/19/22, 11/16/22, 12/14/22, 1/18/23, 2/15/23, 3/15/23, 4/19/23, 5/17/23

**Estimated Cost:** \$1,920.00 (District Funded)

**Explanation:** To improve, generalize, and maintain targeted behavior and social skills.  
Benefits IEP driven goals.

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**Trip Leader(s):** Colleen Pagan, Vatrele Graves, Amanda Detrick (Plus 12 Chaperones)

**School/Department:** BFMS

**Trip Planned:** Memorial Auditorium

**Destination:** Montclair State University – 1 Normal Avenue, Montclair, NJ

**Date(s):** 2/23/23 - Theatre Performance – Dot Dot Dot,

5/12/23 – Theatre Performance – The Lost School Bus – Lost In the Solar System

**Estimated Cost:** \$846.00 (District Funded)

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**FIELD TRIP**

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**Explanation:** To improve, generalize, and maintain targeted behavior and social skills.  
Benefits IEP driven goals.

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**Trip Leader(s):** Colleen Pagan (Plus 3 Chaperones)

**School/Department:** BFMS

**Trip Planned:** IHOP

**Destination:** Teaneck, NJ

**Date(s):** 11/17/23

**Estimated Cost:** \$0.00

**Explanation:** To improve, generalize, and maintain targeted behavior and social skills.  
Benefits IEP driven goals.

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COMMUNITY BASED INSTRUCTION  
MD  
(2022-2023)

OCTOBER

19	Wednesday	Bowler City (Hackensack)	9:00-11:30	BFMS	Pagan/Graves
24	Monday	Stop & Shop (Teaneck)	9:45-11:15	BFMS	Pagan/Graves
28	Friday	Demarest Farms (Hillsdale)	9:00-1:30 (9:30 pick)	BFMS	Pagan/Graves/Detr ick

NOVEMBER

4	Friday	Teaneck Cinemas (Teaneck) Lyle, Lyle Crocodile	9:30-12:15	BFMS	Pagan/Graves
7	Monday	IHOP (Teaneck)	9:00-10:30	BFMS	Pagan
16	Wednesday	Bowler City (Hackensack)	9:00-11:30	BFMS	Pagan/Graves/Detr ick
21	Monday	Stop & Shop (Teaneck)	9:45-11:15	BFMS	Pagan/Graves

DECEMBER

2	Friday	Teaneck Cinemas (Teaneck)	9:30-12:15	BFMS	Pagan/Graves
9	Friday	Garden State Plaza Mall (Paramus)	10:00-1:30	BFMS	Pagan/Graves/Detr ick
14	Wednesday	Bowler City (Hackensack)	9:00-11:30	BFMS	Pagan/Graves
19	Monday	Stop & Shop (Teaneck)	9:45-11:15	BFMS	Pagan/Graves

## JANUARY

6	Friday	Teaneck Cinemas (Teaneck) Puss in Boots: The Last Wish	9:30-12:15	BFMS	Pagan/Graves
18	Wednesday	Bowler City (Hackensack)	9:00-11:30	BFMS	Pagan/Graves
23	Monday	Stop & Shop (Teaneck)	9:45-11:15	BFMS	Pagan/Graves

## FEBRUARY

3	Friday	Sea Life Aquarium/ Legoland (East Rutherford)	9:30-1:30	BFMS	Pagan/Graves/Detr ick
15	Wednesday	Bowler City (Hackensack)	9:00-11:30	BFMS	Pagan/Graves
23	Thursday	Montclair State University, Memorial Auditorium (Dot, Dot, Dot) (Montclair)	9:00-12:30 (10:00 show)	BFMS	Pagan/Graves/Detr ick
27	Monday	Stop & Shop (Teaneck)	9:45-11:15	BFMS	Pagan/Graves

## MARCH

3	Friday	Teaneck Cinemas (Teaneck)	9:30-12:15	BFMS	Pagan/Graves
15	Wednesday	Bowler City (Hackensack)	9:00-11:30	BFMS	Pagan/Graves
13	Monday	Stop & Shop (Teaneck)	9:45-11:15	BFMS	Pagan/Graves
31	Friday	Monster Mini Golf (Paramus)	TBD	BFMS	Pagan/Graves/Detr ick

## APRIL

14	Friday	Teaneck Cinemas (Teaneck)	9:30-12:15	BFMS	Pagan/Graves
19	Wednesday	Bowler City (Hackensack)	9:00-11:30	BFMS	Pagan/Graves
24	Monday	Stop & Shop (Teaneck)	9:45-11:15	BFMS	Pagan/Graves

#### MAY

5	Friday	Turtle Back Zoo (West Orange)	9:00-1:30	BFMS	Pagan/Graves/Detr ick
12	Friday	Montclair State University, Memorial Auditorium (The Magic School Bus) (Montclair)	9:00-12:30 (10:00 show)	BFMS	Pagan/Graves/Detr ick
17	Wednesday	Bowler City (Hackensack)	9:00-11:30	BFMS	Pagan/Graves
22	Monday	Stop & Shop (Teaneck)	9:45-11:15	BFMS	Pagan/Graves

#### JUNE

2	Friday	Teaneck Cinemas (Teaneck)	9:30-12:15	BFMS	Pagan/Graves
5	Monday	Overpeck Park (Teaneck)	10-00-1:30	BFMS	Pagan/Graves/Detr ick

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**Field Trips**

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Name: Dr. Amy Moran, Maika Schulman

School or Department: Teaneck High School

Trip Planned: Bergen Community College

Location: Paramus, New Jersey

10 Students

Date(s): October 21, 2022 Depart: 8:00 AM

Return: 3:00 PM

Estimated Cost: \$300.00- Substitute Required (District Funded)

EXPLANATION: The students in the Spectrum GSA Club will have an opportunity to share activism strategies with their county peers.

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**WALKING TRIP**

Name: Kelley Blessing, Valerie Johnson, Gillian Iappelli, Terrie Roberts, Robert Davis, Spencer Jones, Todd Murphy

School or Department: Thomas Jefferson Middle School

Trip Planned: Teaneck High School

Raindate: November 21, 2022

Location: Teaneck, New Jersey

70 Students

Date(s): November 15, 2022 Depart: 8:45 AM

Return: 1:15 PM

Estimated Cost: \$0.00- Substitute Required (No Funding Required)

EXPLANATION: The middle school students will experience a high school theatre workshop, view and critique the fall production and gain experience working with the high school technical equipment.

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**WALKING TRIP**

Name: Kelley Blessing, Javalda Powell, Lawrence Hart, Todd Murphy

School or Department: Benjamin Franklin Middle School

Trip Planned: Teaneck High School

Raindate: November 22, 2022

Location: Teaneck, New Jersey

70 Students

Date(s): November 16, 2022 Depart: 8:45 AM

Return: 1:00 PM

Estimated Cost: \$0.00- Substitute Required (No Funding Required)

EXPLANATION: The middle school students will experience a high school theatre workshop, view and critique the fall production and gain experience working with the high school technical equipment.

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**WALKING TRIP**

Name: Katie deMoncada, Yaneth Mesa

School or Department: Teaneck High School

Trip Planned: Teaneck Volunteer Ambulance Corp

Raindate: November 9, 2022

Location: Teaneck, New Jersey

15 Students

Date(s): November 8, 2022 Depart: 1:00 PM

Return: 2:55 PM

Estimated Cost: \$0.00- Substitute Required (No Funding Required)

EXPLANATION: The students in the medical club will learn about the Teaneck Volunteer Ambulance Corp duties and career opportunities.

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**Field Trips**

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Name: Emily Smith, Amanda Estevez, Brittany Shepard, Danielle Annunziata, Peter Antonakis, Mei Linh LaMui, Kayla Guerra, Lisa Montany, Monica Lawson, Kate Augusto, Jessica Brown, Amis Aguero, Darlene Cherry Shand, Anna Hernandez, Nazia Abbasi, Arianna Levy, Ten Parent Chaperones

School or Department: Lacey Elementary School

Trip Planned: Wightman Farms

Location: Morristown, New Jersey

134 Students

Date(s): October 27, 2022

Depart: 9:00 AM

Return: 1:00 PM

Estimated Cost: \$2,100.00- Substitute Not Required (Parent Funded)

EXPLANATION: The Kindergarten students will learn about the life cycle of the pumpkin and enjoy a hayride and pumpkin picking.

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**Fundraising Activities by School**

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School or Department: Benjamin Franklin Middle School

Activity: **Ashley Farms Desserts**

Sponsoring Organization: BFMS Music Program

Name of Sponsors: Jessica Bergen, Teacher

Participants: Students in Instrumental Program sell to friends and family.

Date(s): October 24 – November 18, 2022

Location: Benjamin Franklin Middle School after school

Estimated funds to be raised by this activity: \$7,500

Funds to sponsoring organization 100%

EXPLANATION: Funds would be used to cover costs (admission, bus, fees, shirts) for the High Note Music Festival.

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School or Department: Thomas Jefferson Middle School

Activity: **Bake Sale**

Sponsoring Organization: TJMS Music Department

Name of Sponsors: Michael Tatoris, Teacher

Participants: Teachers and students sell to faculty and students.

Date(s): October 31, 2022 – May 22, 2023

Location: Last Monday of every month from 3:00 pm – 3:25 pm in TJMS Lobby.

Estimated funds to be raised by this activity: \$300

Funds to sponsoring organization 100%

EXPLANATION: Funds would be used to cover costs for the High Note Music Festival in May 2023.

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School or Department: Teaneck High School

Activity: **Bake Sale**

Sponsoring Organization: Bowling Team

Name of Sponsors: Stephanie Baer, Coach

Participants: Bowling Team sell to students and faculty.

Date(s): October – June 2022

Location: THS lobby after school

Estimated funds to be raised by this activity: \$300

Funds to sponsoring organization 100%

EXPLANATION: Funds would be used to offset cost of team apparel, activities and awards.

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**Fundraising Activities by School**

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School or Department: Teaneck High School

Activity: **Bake Sale**

Sponsoring Organization: Girls' Tennis Team

Name of Sponsors: Stephanie Baer, Coach

Participants: Tennis Team sell to students and faculty.

Date(s): October – June 2022

Location: THS lobby after school

Estimated funds to be raised by this activity: \$300

Funds to sponsoring organization 100%

EXPLANATION: Funds would be used to offset cost of team apparel, activities and awards.

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School or Department: Teaneck High School

Activity: **Fan Cloth Apparel Online Sales**

Sponsoring Organization: Peer Leadership Club

Name of Sponsors: Daniel Olender and Katierose Augustine, Club Advisors

Participants: Peer Leaders sell to THS students

Date(s): October 2022 – April 2023

Location: Online sales

Estimated funds to be raised by this activity: \$500

Funds to sponsoring organization 100%

EXPLANATION: The funds would be used for supplies, program enhancements, and retreat activities to support the students and their efforts as Peer Leaders.

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School or Department: Teaneck High School

Activity: **Bake Sale**

Sponsoring Organization: Peer Leadership Club

Name of Sponsors: Daniel Olender and Katierose Augustine, Club Advisors

Participants: Peer Leaders sell to THS students

Date(s): October 2022 – June 2023

Location: THS lobby once monthly

Estimated funds to be raised by this activity: \$750

Funds to sponsoring organization 100%

EXPLANATION: The funds would be used for supplies, program enhancements, and retreat activities to support the students and their efforts as Peer Leaders.

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**Fundraising Activities by School**

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School or Department: Teaneck High School

Activity: **Bake Sale**

Sponsoring Organization: Yearbook Club

Name of Sponsors: Daniel Olender, Club Advisor

Participants: Yearbook staff sell to THS students

Date(s): October 2022 – June 2023

Location: THS lobby

Estimated funds to be raised by this activity: \$600

Funds to sponsoring organization 100%

EXPLANATION: Funds would be used to purchase supplies, equipment, program enhancements, and giveaways.

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School or Department: Teaneck High School

Activity: **Annual Powder Puff Football Game Ticket and T-shirt (Sports Time)**

Sponsoring Organization: H.E.A.L. Club (Helping Each Other Achieve Longevity) Female Mentoring Organization.

Name of Sponsors: Alex Cavallo, Breanne Millet, Club Advisors

Participants: H.E.A.L members to staff, students, and community.

Date(s): October – November, 2022

Location: THS daily prior to event

Estimated funds to be raised by this activity: \$1,000

Funds to sponsoring organization 100%

EXPLANATION: A portion of the funds would be donated to Breast Cancer Research. The remaining funds would be used to facilitate H.E.A.L activities and end-of-year senior scholarships.

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School or Department: Whittier Elementary School

Activity: **Fan Cloth Apparel Online Sales**

Sponsoring Organization: Whittier students and staff

Name of Sponsors: Janine Lawler, Teacher

Participants: FanCloth sales to students, families, and staff

Date(s): October 2022

Location: Online

Estimated funds to be raised by this activity: \$2,000

Funds to sponsoring organization 100%

EXPLANATION: Funds would be used for class trips, school spirit, PBIS (Positive Behavior, Interventions & Supports).

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## Tuition

<b>Student ID#</b>	<b>Placement</b>	<b>Tuition</b>	<b>Start Date</b>	<b>1:1 Aide</b>
99491	Greater Egg Harbor Regional High School	\$17,000.00	9/7/2022	
96129	Burlington County Special Services 2022-2023 SY	\$55,892.00	9/6/2022	
103175	Shepard School 2022-2023 SY	\$57,624.87	9/1/2022	
105621	The CTC Academy Inc 2022-2023 SY	\$83,902.00	9/6/2022	\$25,844.00
98269	Bergen County Special Services		9/6/2022	\$49,500.00
104448	Bergen County Special Services		9/6/2022	\$49,500.00
96287	Bergen County Special Services		9/6/2022	\$49,500.00
105229	Bergen County Special Services		9/6/2022	\$49,500.00
104950	Bergen County Special Services		9/6/2022	\$49,500.00
99859	Bergen County Special Services		9/6/2022	\$49,500.00
101936	BCSS - Bleshman Regional Day School Board 2022-2023 SY	\$76,860.00	9/6/2022	\$49,500.00
102934	Bergenfield BOE Alternative School 2022-2023 SY	\$37,065.00	9/6/2022	
106320	Bergenfield BOE Alternative School 2022-2023 SY	\$37,065.00	9/6/2022	
99491	Greater Egg Harbor Regional High School	\$17,000.00	9/6/2022	
96117	Bergenfield BOE Alternative School 2022-2023 SY	\$44,812.98	9/6/2022	
96117	Bergenfield BOE Alternative School 2022 ESY	\$1,009.66	7/5/2022	
105631	Celebrate the Children - 2022-2023 SY		9/7/2022	\$31,500.00
	<b>Subtotals</b>	<b>\$428,231.51</b>		<b>\$403,844.00</b>
	<b>Grand Total</b>	<b>\$832,075.51</b>		

## Clinicians

<b>Student ID#</b>	<b><u>Placement</u></b>	<b><u>Discipline/Rate</u></b>	<b><u>NOT TO EXCEED</u></b>
107814	Silvergate Prep - Homebound Instruction	\$50.00/hr	\$10,000.00
107559	Silvergate Prep - Homebound Instruction	\$50.00/hr	\$2,500.00

**TEANECK BOARD OF EDUCATION**  
**Request For Proposal (RFP) To Provide Substitute**  
**Teacher Services**  
**Paraprofessionals RFP #CC 02-23**

**Report to the Board of Education**

**Process** - Numerous steps must be undertaken when considering entering into a competitive contract. A description of that process is attached to this report.

On September 22, 2022, the District received two (2) responses to the legal advertisement to provide substitute teacher services, proposal #CC 02-23. The District used the competitive contracting process as outlined in N.J.S.A. 18A:18A-4.1 et seq. Pursuant to 18A:18A-4.5 (d), I provide to the Board of Education a report recommending the award of the contract.

**Responses to Advertisement** - A legal ad was placed in a Gannett daily newspaper on August 26, 2022. It was published a minimum of 20 days before the RFPs were due. The following companies requested a copy of the RFP:

- Edustaff
- Global Empire, LLC
- ESS, LLC
- Kelly Education Services
- Sub Teacher Source

The **following companies submitted proposals** to the District:

- ESS, LLC
- Kelly Services

**Evaluation of Proposals**

The School Business Administrator created a committee to evaluate the proposals in accordance with the competitive contracting requirements of the Public School Contracts Law, N.J.S.A. 18A:18A-4.1 et. seq. The members of the Committee were:

- Dr. Kim Buxenbaum , Assistant Superintendent
- Karen Kramer, Human Resources Manager
- Steven Lewis, Assistant Business Administrator
- Barbara Pinsak, Interim Superintendent
- Dora E. Zeno, Interim School Business Administrator

The District established a rubric containing three (3) criteria for the review of the proposals and the goal was to award the proposal to the company that best meets the requirements of these criteria: (These criteria were included in the body of the Request for Proposals, so all potential vendors were aware of the scoring mechanism.)

Category	Value Points
➤ Technical Criteria	25%
○ Description of Services	
➤ Management Criteria	35%
○ Business Management	
○ Qualifications, Relevant Experience	
➤ Cost Criteria	40%
○ Fee Proposal	

The Committee reviewed both proposals and collectively agreed that each response to the RFP spoke to their qualifications, experience, availability of personnel, recruitment, quality of management, plan to address current market labor challenges, and probable success of managing the District's substitute teaching staffing needs.

A separate legal review was conducted by the Board's Counsel and resulted in the following:

Each vendor was scored as follows:

Vendor				Vendor		
ESS, LLC	Criteria	Value Points		Kelly Services	Criteria	Value Points
	Technical	25			Technical	25
	Management - Business/Qualifications, Relevant Experience	35			Management - Business/Qualifications, Relevant Experience	35
	Cost: Fee Proposal	37.2			Cost: Fee Proposal	40
<b>Total</b>		97.2		<b>Total</b>		100

## Interviews

### Recommendation of Award of Contract

The Committee unanimously agreed to recommend that ESS, LLC be selected as the vendor to provide substitute teacher staffing services to the Teaneck Public Schools. It is to be noted that Kelly Services, Inc.'s fee proposal was 1.99% lower than that submitted by ESS, LLC. The amount differential was negligible. As an example, on an invoice of \$1,000, the fee differential would be \$16.90.

The factor that tipped the scale in favor of ESS, LLC is that, for the 2022-2023 school year, this vendor already has staff in the district dedicated to the Teaneck schools to provide support staff to the district. We collectively felt it would be a natural extension to ESS, LLC's existing presence in the district, to extend its services to fill substitute teacher vacancies.

Pursuant to N.J.S.A. 18A-18A-4.5 (d) we hereby recommend to the Board of Education the award of the contract to ESS, LLC, based upon the terms and conditions of Competitive Contracting Proposal CC 02-23.

### Term of Contract

The term of the contract will be through June 30, 2023. The contract may be renewed by the Board of Education for an additional two years in accordance with N.J.S.A. 18A:18A-42. It is to be noted that if the contract is renewed in any subsequent year, the term would include the summer Extended School Year program.



<b>Benjamin Franklin Middle School - EWEP - 2022-2023</b>				
<b>Staff Member</b>	<b>Activity</b>	<b>Tier</b>	<b>Stipend Amount</b>	
Linda LaMadrid	Yearbook	II	\$2,500.00	
Jessica Bergen	Band: 5th and 6th Grade	II	\$2,100.00	
Jessica Bergen	Jazz Band	II	\$1,050.00	
Joseph Hochgesang	Jazz Band	II	\$1,050.00	
Victor Stanic	STEM Club	II	\$2,100.00	
Erin Lafond	Library Council	I	\$1,000.00	
Barbara Finkelstein	Newspaper	II	\$1,250.00	
Roberta Weiss	Newspaper	II	\$1,250.00	
Sean Gordon	Mentors for Boys (BF Achievers)	III	\$2,200.00	
Jennifer Henry	Book & Supply Room	III	\$2,000.00	
Jessie Gorant	Botany Club	I	\$1,000.00	
Kelley Blessing	Drama: Director	II	\$2,100.00	
Amy Moran	Gay-Straight Alliance (GSA)	I	\$1,000.00	
Javalda Powell	Student Service	III	\$1,000.00	
Shanice Wright	Mentors for Girls	III	\$2,200.00	
Jessie Gorant	National Junior Honor Society	III	\$2,000.00	
Patrick O'Connor	Physical Education Intramurals (Boys/Girls)	III	\$1,125.00	
Jokeldy Hernandez	Physical Education Intramurals (Boys/Girls)	III	\$1,125.00	
Devin Davis	Physical Education Intramurals (Boys/Girls)	III	\$1,125.00	
Samantha Singer	Physical Education Intramurals (Boys/Girls)	III	\$1,125.00	
Joseph Hochgesang	Orchestra	II	\$2,100.00	
Rafaelina Cepeda	Spanish Club	I	\$1,000.00	
Jean Gratien Uwisavy	French Club	I	\$1,000.00	
Reginald Pittman	Chorus 5/6	II	\$2,100.00	
Javalda Powell	Student Council	III	\$2,000.00	
Munyiva Munguti	Student Council	III	\$2,000.00	
Reginald Pittman	Chorus 7/8	II	\$2,100.00	
Catherine Hollis	Treasurer	III	\$2,200.00	
		<b>Total</b>	<b>\$44,800.00</b>	



**Thomas Jefferson Middle School - EWEP - 2022-2023**

<b>Staff Member</b>	<b>Activity</b>	<b>TIER</b>	<b>Stipend Amount</b>
Michael Tatoris	Band 5th& 6th grade	II	\$2,100.00
Joey Hochgesang	Orchestra	II	\$2,100.00
Gulshir Khan	Book & Supply Room	III	\$1,000.00
Terrie Roberts	Book & Supply Room	III	\$1,000.00
Karen Butler	Bridge Club	I	\$1,000.00
Molly Neff	Chorus 5th& 6th grade	II	\$2,100.00
Molly Neff	Chorus 7th& 8th grade	II	\$2,100.00
Alyson Spadaro	Dance/Gymnastics Club	I	\$1,000.00
Kelley Blessing	Drama Director	II	\$2,100.00
Valerie Johnson	Assistant Drama Director	II	\$1,000.00
Antoinette Bush	Environmental/Science Club	I	\$1,000.00
Spencer Jones	Jazz Band	II	\$2,100.00
Terrie Roberts	Library Council	I	\$1,000.00
Brielle Rubin	Math Club 1	I	\$500.00
Elizabeth Robbins	Math Club 2	I	\$500.00
Spencer Jones	Mentor for Boys	III	\$2,200.00
Valerie Johnson	Mentor for Girls 1	III	\$733.33
Gina Geronimo	Mentor for Girls 2	III	\$733.33
Debra Benitez	Mentor for Girls 3	III	\$733.33
Matthew Mcmillan	National Junior Honor Society 1	III	\$1,000.00
Lindsey Fisher	National Junior Honor Society 2	III	\$1,000.00
Matthew Mcmillan	Newspapers	II	\$2,500.00
George Prepis	Physical Education Intramurals (Boys)	III	\$1,125.00
Matthew Green	Physical Education Intramurals (Boys)	III	\$1,125.00
Danielle Lawlor	Physical Education Intramurals (Girls)	III	\$1,125.00
Glen Mezzatesta	Physical Education Intramurals (Girls)	III	\$1,125.00
Sue Luckman-Jacobs	STEM Club	II	\$2,100.00
Rena SanGeorge	Student Council	III	\$2,000.00
Suada Charaf	Student Council	III	\$2,000.00
Brittany Eisele	Visual Arts	II	\$2,100.00
Sue Luckman-Jacobs	Yearbook	II	\$2,500.00
Jaclyn Kiely	French Club 1	I	\$500.00
Rana Omar	French Club 2	I	\$500.00
Marisol Urena	Spanish Club	I	\$1,000.00
Kelley Blessing	Gay-Straight Alliance	I	\$1,000.00
James Pruden	Mock Trial 1	II	\$750.00
Terrie Roberts	Mock Trial 2	II	\$750.00
Gina Geronimo	Treasurer	III	\$2,200.00
Brielle Rubin	Student Service 1	III	\$500.00
Elizabeth Robbins	Student Service 2	III	\$500.00
Mark Martinez	Chess Club	I	\$1,000.00
Meredith Martino	Intervention & Referral Services	III	\$1,200.00

Elizabeth Robbins	Intervention & Referral Services	III	\$1,200.00
Gillian Iappelli	Intervention & Referral Services	III	\$1,200.00
Robert Davis	Intervention & Referral Services	III	\$1,200.00
Shireen Ali	Intervention & Referral Services	III	\$1,200.00
<b>Total</b>			<b>\$59,399.99</b>

**TEANECK HIGH SCHOOL - EWEP - 22-23**

<b>Staff Member</b>	<b>Activity</b>	<b>Tier</b>	<b>Stipend Amount</b>
MaryJoyce Laqui	Activism Club	I	1,100.00
Katie deMoncada	AIDS/Cancer Awareness/Medical Club	I	550.00
Yaneth Mesa	AIDS/Cancer Awareness/Medical Club	I	550.00
Joshua Luscombe	Anime Club	NA	0.00
Marc Calello	Art Club	I	1,100.00
MaryJoyce Laqui	Asian Student Union	II	1,200.00
Yvette Ortega-Ulubay	Astrology Club	NA	0.00
Leo Aristimuno	Audio Visual	II	1,800.00
Christine Mayers	Black Youth Org. (BYO)	II	1,200.00
Beth Fleischer	Book Club	I	1,100.00
Ken Chung	Chess Club	I	1,100.00
Bettina Peets	Dance Ensemble	II	2,500.00
Kerrie Viray	Environmental Science-Recycle	I	1,100.00
Jen Joyce	FCCLA/Culinary	II	900.00
Luigi Venezia	FCCLA/Culinary	II	900.00
Todd Murphy	Film & Theater Club	I	550.00
Leo Aristimuno	Film & Theater Club	I	550.00
Carol Petit-Bielen	French Club	I	1,100.00
Greg Castro	Gaming	I	1,100.00
Alexandra Cavallo	HEAL	II	1,400.00
Breanne Millett	HEAL	II	1,400.00
Doug Book	Be All You	I	1,100.00
Goldie Minkowitz	Israel Club	I	1,100.00
Goldie Minkowitz	Kosher Club	NA	0.00
Sean Holland	Literary Magazine	II	4,600.00
Christine Mayers	Majorettes (Twirlers)	II	2,000.00
Angela King	Majorettes (Twirlers)	II	2,000.00
Luke Short	Marching Band Assistant	II	6,300.00
LeeAnn Newland	Marching Band Director	II	9,600.00
Ken Chung	Math Team Advisor	II	1,200.00
Adrienne Williams	Muslim Club	I	1,100.00
John Dean	National Forensic League	III	1,000.00
Matt Lynskey	National Forensic League	III	1,000.00
Yaritza Gonzalez	National Honor Society	I	1,000.00
Jahaziel Valeriano	National Honor Society	I	1,000.00
Victoria Galligan	Newspaper	II	2,500.00
Dan Olender	Peer Leadership	III	3,000.00
Katierose Augustine	Peer Leadership	III	3,000.00
Abdoulaye Diallo	Red Cross Club	I	1,100.00
Keira Skerrett	Self-Care Club	NA	0.00
Ashley Pryce	Senior Class	III	1,400.00
Michael Miuccio	Senior Class	III	1,400.00
Yvette Ortega-Ulubay	SOLA	II	600.00
Lynn Sac	SOLA	II	600.00

Jahaziel Valeriano	SOLVE	II	2,800.00
John Dean	Speech & Debate	II	2,500.00
Matt Lynskey	Speech & Debate	II	2,500.00
Amy Moran	Spectrum	I	1,100.00
Susie Cipriano	Student Activities Director	III	7,500.00
Natasha Green	Student Council	III	5,000.00
Antionette Bush	Terpsichoreans Advisor	II	2,500.00
Christine Mayers	Terpsichoreans Asst.	II	2,100.00
Breanne Millett	Treasurer	III	8,600.00
Linea Rondael	Vocal Music Director	II	5,300.00
Dan Olender	Yearbook Advisor	II	5,000.00
Michaela Freemantle	Yearbook Business	III	2,500.00
	<b>Annual Drama</b>		
Emily Smith	Costumes	II	2,200.00
Todd Murphy	Director/Producer	II	6,200.00
Jaime Boyle	Scenery	II	2,200.00
Jaime Boyle	Stage Crew	II	2,500.00
Jaime Boyle	Technical Director	II	1,800.00
	<b>Annual Musical</b>		
Michaela Freemantle	Business Manager	II	1,300.00
Bettina Peets	Choreographer	II	4,500.00
LeeAnn Newland	Instrumental Dir.	II	2,200.00
LeeAnn Newland	Conductor	II	1,300.00
Emily Smith	Costumes	II	2,200.00
Todd Murphy	Director/Producer	II	8,800.00
Jaime Boyle	Scenery	II	2,200.00
Jaime Boyle	Technical Director	II	1,800.00
Linea Rondael	Vocal Director	II	4,500.00
	<b>Bookrooms:</b>		
Matthew Lynskey	English	III	2,800.00
Lourdes Melendez	World Language	III	1,300.00
Ken Chung	Math	III	1,300.00
Joseph Laborde	Science	III	2,800.00
Sue Morton	Social Studies	III	2,800.00
	<b>Class Advisors</b>		
Katirrose Augustine	Freshman	III	1,800.00
Lynn Sac	Sophomore	III	2,000.00
Kharisma Bettis	Junior	III	2,500.00
<b>Total</b>			<b>176,200.00</b>

**Reclassification - School Year 2022-2023**

<b>Last Name</b>	<b>First Name</b>	<b>21-22 Guide/Step</b>	<b>22-23 Guide/Step</b>	<b>22-23 Salary</b>
Avery-deVlugt	Angela	MA / Step 9	MA +32 / Step 10	\$91,950
Bagan	Monica	BA / Step 1	MA / Step 2	\$62,400
Bergen	Jessica	BA / Step 10	MA / Step 11	\$83,400
Bermeo	Nadia	BA / Step 3	MA / Step 4	\$64,400
Fischkelta	Paula	MA / Step 9	MA +32 / Step 10	\$91,950
Fisher	Lindsay	MA / Step 4	MA / Step 5	\$66,400
Hoxha	Anila	BA / Step 8	MA / Step 9	\$77,200
Iappelli	Gillian	MA / Step 16	MA +32 / Step 16	\$117,257
Lawlor	Danielle	MA / Step 8	MA +32 / Step 9	\$86,400
Mejia	Felix	MA / Step 9	MA+32/ Step 10	\$91,950
Pirro	Summer	BA / Step 4	MA / Step 5	\$66,400
Prepis	George	MA / Step 7	MA +32/ Step 8	\$82,400
Rubin	Brielle	BA / Step 4	MA / Step 5	\$66,400
Sac	Lynn	BA / Step 4	MA / Step 5	\$66,400
Sanchez	Diana	BA / Step 4	MA / Step 5	\$66,400
Singer	Samantha	BA / Step 5	MA / Step 6	\$68,400
Zeybek	Filiz	MA / Step 11	MA +32/ Step 12	\$100,400

		<b>TTEA Teacher Rehire - CORRECTIONS</b>			
		<b>2022 - 2023 School Year</b>			
	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>GUIDE</b>	<b>STEP</b>	<b>SALARY</b>
	BANKER	JENNA	MA	5	\$66,400
	BECKFORD	SANDRA M.	MA+32	16	\$125,000
	GALLOW	MEGAN	MA	7	\$71,400
	GLANTON	LEVETTE	MA+32	15	\$112,550
	MARTINO	MEREDITH	MA	15	\$98,550



## **Non-Certificated Staff Salaries 22-23**

### **BUSINESS OFFICE:**

<b>Name</b>	<b>Guide/Step</b>	<b>Salary</b>
Paula Huber	Sec 12M B/Step 8	\$76,026
Na'Imah Bogert	Sec 12M A/Step 8	\$77,526
Rebecca Soohoo-Buckingham	Sec 12M B/Step 7	\$71,900
Jenine Kea	Sec 12M B/ Step 7	\$77,526
Delia Pomales	Sec 12M B /Step 7	\$71,900
Jasmine Reid	Sec 12M B /Step 4	\$66,150

### **CURRICULUM AND INSTRUCTION:**

<b>Name</b>	<b>Guide/Step</b>	<b>Salary</b>
Tracey Strand	Sec 12M B / Step 8	\$76,026
LeeAnn McClain	Sec 12M B / Step 6	\$69,400

### **TECHNOLOGY:**

<b>Name</b>	<b>Guide/Step</b>	<b>Salary</b>
Alicia Pinetti	TTEA / Step 10	\$72,100
Amedeo Folcarelli	TTEA / Step 10	\$72,100

### **OPERATIONS/MAINTENANCE:**

<b>Name</b>	<b>Guide/Step</b>	<b>Salary</b>
Marion Soohoo	Sec 12M B/ Step 8	\$76,026

### **SPECIAL SERVICES:**

<b>Name</b>	<b>Guide/Step</b>	<b>Salary</b>
Barbara Kilgore	Sec 12M B/Step 6	\$69,400
Amanda Viera	Sec 12M B/ Step 5	\$67,400
Yessica Reyes	Sec 12M B/ Step 3	\$63,400

### **ELEMENTARY SCHOOLS:**

<b>Name</b>	<b>Guide/Step</b>	<b>Salary</b>
Susan De Lisio	Sec 12M B/ Step 8	\$76,026
Chanon McDuffie	Sec 12M B/ Step 8	\$76,026
Dawn Santamaria	Sec 12M B/ Step 8	\$76,026
Ruthanne Ahearn	Sec 10M D/Step 8	\$50,000
Betty Ball	Sec 10M D/Step 8	\$50,000
Barbara Jenner	Sec 10M D/Step 8	\$50,000
Venessa Watt-St. Clair	Sec 10M D/Step 8	\$60,000
Concepcion Le'	Sec 12M B/Step 7	\$71,900
Karen Munoz	Sec 12M B/Step 4	\$66,150
Yennifer Nunez	Sec 12M D/Step 5	\$52,500
Yamile Fernandez	Sec 12M D/Step 8	\$60,000

**MIDDLE SCHOOLS:**

<b>Name</b>	<b>Guide/Step</b>	<b>Salary</b>
Jennifer Henry	Sec 12M C/ Step 8	\$71,526
Catherine Hollis	Sec 12M B/Step 8	\$76,026
Julia Pena	Sec 12M C/ Step 8	\$71,526
Gina Geronimo	Sec 12M B/Step 8	\$76,026
Gulshir Khan	Sec 12M C/Step 4	\$63,526

**TEANECK HIGH SCHOOL:**

<b>Name</b>	<b>Guide/Step</b>	<b>Salary</b>
Milagro Tavaréz	Sec 12M C/ Step 8	\$71,526
Michaela Freemantle	Sec 12M B/ Step 8	\$76,026
Yaritza Gonzalez	Sec 12M C/Step 3	\$61,076
Sheila Moore	Sec 12M B/Step 6	\$69,400
Kim Dockery	Sec 12M B/Step 8	\$76,026
Shantelle Grateneau	Sec 10M C/Step 6	\$55,438
Gregory Castoro	Sec 12M C/Step 4	\$63,526

# THE TEANECK PUBLIC SCHOOL DISTRICT

## Human Resource Management

### POSITION DESCRIPTION

**POSITION TITLE:** School Business Administrator/Board Secretary

**ADMINISTRATIVE RELATIONSHIP:** Reports to the Superintendent of Schools

**NATURE AND SCOPE OF JOB:**

The School Business Administrator/Board Secretary shall strive to achieve district goals for educational support services by providing leadership and supervision in the district program of fiscal management and in other assigned programs, and by acting as a proper model for staff and pupils both in and outside of the school district.

**ESSENTIAL QUALIFICATIONS OF POSITION:**

1. Hold a New Jersey Administrative Certificate in accordance with the requirement of N.J.S.A. 18A:27-1 et seq., and N.J.A.C. Title 6 Chapter 11, with a School Business Administrator endorsement (N.J.A.C. 6:11-9.3 and 9.5).
2. Demonstrate competence and have at least five years of experience, preferably within a school setting, in financial and accounting practices.
3. Have integrity and demonstrate good moral character.
4. Demonstrate knowledge and understanding of financial budget planning and administration, insurance/risk administration, purchasing, accounting and reporting, facilities planning and administration, construction/maintenance, administration of transportation and food service, central data processing and other business related functions.
5. Understand the principles and practices of financial accounting and reporting procedures consistent with statute, code and GAAP requirements.
6. Demonstrate the ability to communicate effectively and concisely in English, both orally and in writing, using proper grammar and vocabulary.
7. Demonstrate the ability to use computers for word processing, data management, data analysis and telecommunications.
8. Demonstrate aptitude and competence for assigned responsibilities.
9. Provide proof of U.S. citizenship or legal resident alien status and required criminal background check.
10. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.

**TERMS OF EMPLOYMENT:**

Twelve (12) month work year; Salary and benefits as per the Collective Bargaining agreement; and all conditions established by the laws of the State of New Jersey, and policies and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

**SUPERVISES:**

All custodial, maintenance, food service, transportation and all business office operations staff.

**PERFORMANCE RESPONSIBILITIES**

1. Fulfills the responsibilities of the Board Secretary as defined by State Law and Administrative Code.
2. Assists the Superintendent in the preparation and administration of the annual school budget and is responsible for the administration of all phases of the budget throughout the year.
3. Oversees all general and special fund accounting and prepares all related federal, state, county, and local reports.
4. Keeps accurate and detailed accounts of all financial transactions as prescribed by statute, administrative code and board policy.
5. Assumes responsibility for the audit of all claims, invoices and demands against the board, presents them for board approval and submits them to the treasurer of school moneys for payment.
6. Collects tuition fees and other moneys due to the board not payable directly to the treasurer of school moneys and transmits such funds to the treasurer.
7. Serves as the official purchasing agent of the board and is responsible for establishing procedures for the acquisition of supplies and equipment for the district in accordance with law and board policies.
8. Oversees the preparation of the district payroll and ensures proper maintenance of records related to auditing requirements, tax laws, and employee benefits.

9. Is responsible for implementing hospitalization, major medical and other types of board-approved employee benefit plans.
10. Is responsible for investment of board funds in accordance with statute and board policy.
11. Assists the superintendent in the implementation of the district's multi-year (3-5 years) comprehensive maintenance plan.
12. Assists in administering the district's insurance/risk management program. Assists in operation of the student transportation program.
13. Attends meetings and training sessions, representing the school district and accurately recording items that must be handled by the district.
14. Assists in scheduling the use of school buildings and grounds by authorized groups in accordance with board policies.
15. Assists the superintendent and the board in developing and updating policies for all aspects of the school business operation.
16. Safeguards and maintains all records and papers of the board, and devises a system of acceptable recording and filing to guarantee the safety and availability of all reports, minutes of meetings, contracts, communications and publications, and such other documents as the board may place in the secretary's custody.
17. Is responsible for the retention and destruction of public documents in accordance with state law and retention schedules and serves as the district's records management officer.
18. Prepares specifications for special and service contracts.
19. Notifies all board members of regular and special meetings. Calls special meetings whenever requested by the board president or by a petition signed by a majority of the board. Attends all board meetings.
20. Records all proceedings of board meetings, prepares the official meeting minutes and handles all correspondence of the board.
21. Performs duties related to school elections as required by law and works cooperatively with the county board of elections, the county clerk and district board of elections in facilitating all regular and special school elections.
22. Presides at the annual reorganization meeting of the board until such time a president is elected.
23. Administers the oath of office to newly elected board members.
24. Annually develops and transmits to the county superintendent of schools, on or before February 1, a list of names of the school officials, by office and position, whose responsibilities require the filing of the Financial and Personal/Relative Disclosure Statements.
25. Notifies the county superintendent and New Jersey School Boards Association of the names of newly elected or appointed board members to obtain the state-required Financial and Personal/Relative Disclosure Statements and informs the county superintendent of new administrators or supervisors appointed after the April 30 filing date.
26. Prior to the annual submission to the county superintendent, checks that the completed disclosure forms have been reviewed to assure that both required forms have been filed; that all questions have been answered or indicated as not being applicable; and that each copy is signed by an original signature.
27. Provides to the county superintendent the name of all persons on the February 1 list of school officials and all newly elected or appointed Persons who have failed to file as required under the law.
28. Notifies the New Jersey School Boards Association of the names of newly-elected or appointed school board members in a timely manner to ensure the fulfillment of training required by the School Ethics Act.
29. Plans, coordinates, and supervises renovation and new construction work.
30. Supervises and directs, through the Director of Food Services, food service facilities and cafeteria fund accounting.
31. Supervises required student transportation program.
32. Supervises the maintenance of all school vehicles and equipment
33. Supervises the storage of supplies and equipment, maintaining a comprehensive and current inventory.
34. Directs and supervises a program of regular and special maintenance of all buildings, grounds, and facilities.
35. Oversees the operation and maintenance of all school facilities and supervises custodial, grounds and maintenance services. Ensures that all local, state/federal standards for the health and safety of students and staff are maintained and that required reports are maintained.
36. Is responsible for the efficient operation of the district's food services program; ensures that procedures are in accordance with law and regulations; and supervises food service personnel.
37. Is responsible for the safe, efficient operation of the student transportation program; ensures proper maintenance of district-owned buses; reviews routes; and handles the business aspects of contracted transportation services.
38. Acts as a member of the Board's negotiating team in collective bargaining and assists the Superintendent in the fact gathering to support the bargaining process.
39. Performs such other duties and assumes such other responsibilities as the Superintendent may assign.
40. Protects confidentiality of records and information gained as part of exercising professional duties and uses discretion in sharing such information within legal confines.
41. Adheres to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.
42. Performs any duties that are within the scope of employment and certifications, as assigned and not otherwise prohibited by law or regulation.

43. Performs such other duties as may be prescribed by law or assigned by the Superintendent or the Board.
44. All other duties as assigned by the Superintendent.

#### **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential responsibilities and functions of this position.

Unless reasonable accommodations can be made while performing this job, the staff member shall:

1. Sitting, standing and walking for required periods of time.
2. Speaking, listening and visual acuity.
3. Use close vision, color vision, peripheral vision and depth perception along with the ability to adjust focus.
4. Able to communicate effectively in English, verbally and in writing, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
5. Use strength to lift and/or move up to a maximum of 20 pounds to perform the functions of the job.
6. Reaching, lifting, bending, kneeling, stooping, pushing, pulling, finger dexterity, and repetitive motions, to handle objects and operate tools, computers, and/or controls.

#### **ENVIRONMENTAL DEMANDS**

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

#### **EVALUATION:**

Performance of this job will be evaluated annually in accordance with New Jersey State Law and the provisions of Board policy on evaluations.

**Mentor/Novice Teacher Mentoring 22-23**

<b>Novice Teacher</b>	<b>Mentor</b>	<b>School</b>
Sameera Baig	Andres Munoz	Teaneck High School
Stephanie Alblas	Shawn Reilly	Teaneck High School
Marissa London	Marc Calello	Teaneck High School
Maika (Michael) Schulm	Shameka Smith	Teaneck High School
Michael Stec	Lance Parham	Teaneck High School
Sara Weinstein	Christie Prepis	Teaneck High School
Devin Davis	Angelina Cusack	Benjamin Franklin Middle School
Lisa Montany	Kate Augusto	Theodora Smiley Lacey School
Kayla Guerra	Mei Linh La Mui	Theodora Smiley Lacey School
Dominika Kaczynski	Carrie Williams	Lowell Elementary School
JaQwaysia Edge	Lisa Sgambati	Lowell Elementary School
Sarah Del Donna	Anitha Gianikos	Lowell Elementary School
Sean Gang	Darlene Bagnuolo	Hawthorne Elementary School

# 11-month Child Study Team - 22-23 Salaries

## July 2022

Name	Position	Guide	Step	22-23 Salary	New Salary
a. Claudia Belotti	LDTC	MA+32	16	\$117,257	\$128,982
b. Joseph Panepinto	Social Worker	MA	16	\$103,757	\$114,133
c. Diana Salib	LDTC	MA	11	\$83,400	\$91,740
d. Kristine Thielman	Psychologist	PHD	10	\$112,800	\$124,080

## August 2022

Name	Position	Guide	Step	22-23 Salary	New Salary
e. Theresa Avella	LDTC	MA	15	\$98,550	\$108,405
f. Elizabeth Bauer	Psychologist	MA+32	7	\$78,400	\$86,240
g. Leana Barbosa	Speech Therapist	MA	16	\$103,757	\$114,133
h. Megan Gallow	Social Worker	MA	7	\$71,400	\$78,540