

**WORKSHOP AGENDA
SEPTEMBER 7, 2022**

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, September 7, 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, on January 14, 2022."

III. Roll Call

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

IV. Reaffirmation of District Goals

V. Superintendent's Report (if needed)

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

VII. Board Presentations (if needed)

VIII. Board Committee Reports (as available)

IX. Agenda Items

X. Executive Session (if needed)

XI. Adjournment

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 **FIRST 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 **FIRST 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.

Policy 01 thru 03

Motion:	Second:			
Board Member	Yes	No	Abstain	Absent
Ms. Burns (Linda)				
Ms. Fisher (Victoria) Vice President				
Mrs. Gee (Danielle)				
Dr. Klein (Dennis)				
Mr. Rodriguez (Jonathan)				
Mr. Rodriguez (Sebastian) President				
Ms. Sanders (Denise)				
Ms. Vatsky (Sharon)				
Ms. Williams (Clara)				

FINANCE AND BUDGET

SEPTEMBER 7, 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.

July 1, 2022 through July 31, 2022

General	\$5,233,648.45
Special Revenue	\$ 504,842.07
Enterprise	\$ 87,009.81
Food Service	\$ 113,415.48
Capital Outlay	\$ 2,980.18
Debt Service	\$ 622,425.00

Total of Approved Payments \$6,564,320.99

EXPLANATION: These bills have been examined by a member of the Finance Committee and were found to be in order for Board approval.

2. 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.

August 1, 2022 through August 31, 2022

General	\$
Special Revenue	\$
Enterprise	\$
Food Service	\$
Capital Outlay	\$

Total of Approved Payments \$

EXPLANATION: These bills have been examined by a member of the Finance Committee and were found to be in order for Board approval.

3. **WHEREAS**, the Board of Education has received the Report of the Interim Board Secretary for the month of June 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).

EXPLANATION: To be circulated

4. that the Board approve 2022-2023 budget transfers for the month of July 2022 which are attached and a part of the official record.
5. that the Board approve 2022-2023 budget transfers for the month of August 2022 which will be attached and be a part of the official record. (Transfer will be attached by the Regular Public meeting, September 14, 2022).

6. that the Board approve the attached list of Professional Development for the staff indicated for professional improvement or development, as approved by the Interim Superintendent with a total cost \$1,538.07 (District funded).

EXPLANATION: NJDOE requires approval by the Interim Superintendent and the Board of Education for attendance at and reimbursement for seminars and conferences.

7. that the Board approve the attached list of Student Fundraising activities by school.

EXPLANATION: Proposed fundraising activities are approved by the Board.

8. 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.

EXPLANATION: The schools listed would provide services to students in accordance with their respective IEPs.

9. 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.

10. **Be It Resolved**, that the Board accept and approve the attached quote received from John Leckie, Inc. to transport students to Ben Porat Yosef in the daily amount of \$679.99; and

Be It Further Resolved, that this rate is in effect for the 2022-2023 school year.

EXPLANATION: Boards of Education are permitted to accept quotes only after a bid has been issued two separate times with no viable results. This quote does not exceed the allowable per student amount of \$1,022; thus no funds need to be collected.

11. **Be It Resolved**, that the Board accept and approve the attached bid received from John Leckie, Inc. to transport students to Yeshiva He'Atid in the daily amount of \$598.00; and

Be It Further Resolved, that this rate is in effect for the 2022-2023 school year.

This bid does is below the allowable per student amount of \$1,022; thus no funds need to be collected.

12. **Be It Resolved**, that the Board approve the attached quote received from John Leckie, Inc. to transport students to Paramus Catholic in the daily amount of \$289.00; and

Be It Further Resolved, that any amount that exceeds the allowable student transportation amount of \$1,022/student, be collected from parents/guardians by the school, and

Be It Further Resolved, that this rate is in effect for the 2022-2023 school year.

13. **Be It Resolved**, that the Board approve the attached quote received from John Leckie, Inc. to transport students to Solomon Schechter Day School in the daily amount of \$379.00; and

Be It Further Resolved, that any amount that exceeds the allowable student transportation amount of \$1,022/student, be collected from parents/guardians by the school, and

Be It Further Resolved, that this rate is in effect for the 2022-2023 school year.

14. **Be It Resolved**, that the Board approve the quote (to be circulated) received from First Student to transport students to The Frisch School in the daily amount of \$400.00; and

Be It Further Resolved, that any amount that exceeds the allowable student transportation amount of \$1,022/student, be collected from parents/guardians by the school, and

Be It Further Resolved, that this rate is in effect for the 2022-2023 school year.

EXPLANATION: The above amount may change - still waiting for updated costs.

15. that the Board approve a contract between the Teaneck Board of Education and South Bergen Jointure Commission to provide services for the provision of full day special education instructional services for one ERI Program (5th and 6th Grade) class at Thomas Jefferson Middle school starting September 1, 2022 through June 30, 2023 in an amount not to exceed \$333,720 (See contract attached).

EXPLANATION: SBJC would provide services to students and families of the Teaneck district in the 5th and 6th grade ERI Program.

16. that the Board approve the Stipulation of Settlement between the parents of Student ID#107501 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. And to provide the following independent evaluations for Student ID# 107501: an independent neuropsychological evaluation and an independent psychiatric evaluation at the District's expense. With the exception of the aforementioned independent neuropsychological and independent psychiatric evaluations, which will be provided at District expense, the Parents explicitly withdraw all requests for independent evaluations of any kind, to the extent that same have been requested, and the Parents waive any and all rights to request independent evaluations of any kind for the period of time during which Student ID# 107501 is unilaterally placed pursuant to this Agreement and prior to the Board conducting any further evaluations as described in this Agreement.

EXPLANATION: Legal settlement reached with the parents and the Teaneck BOE.

17. **Whereas** the Board approve the replenishment of the petty cash account to assist homeless students in an amount not to exceed \$1,000. Title I funds would be used to reimburse the district.

Be it Resolved that the Board approve the replenishment of the McKinney Vento petty cash account.

EXPLANATION: The McKinney-Vento Act requires that Title I funds be allocated to provide assistance to homeless students in the district. Assistance may include purchases for physical education clothing, personal school supplies, eyeglasses and hearing aids. The district's McKinney-Vento liaison coordinates with the students and families to determine if assistance is needed. There are approximately 35 homeless students in the district.

18. **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 and Supplemental Instruction), in accordance with the fees approved by the NJDOE.

Chapter 192	\$175,915.00
Chapter 193	\$383,552.00
Total	\$559,467.00

EXPLANATION: Annual acceptance of non-public Chapter 192/193 grant entitlements.

19. that the Board approve payment to Telling Tales Publications, LLC. (Eleni Theodorou, Speaker) for presenting Noko Busts Bullying at Lacey Elementary School on 10/6/22 and 10/7/22. The speaker will present eight (8) separate sessions to kindergarten students. (\$200 per session) Not to exceed \$1,600. Account # 20-280-100-300-73-50-I-0 Title IV funds will be utilized.

EXPLANATION: This agenda item supports initiatives and allowable uses as indicated in the approved 2022-2023 Title IV portion of the Consolidated Grant Application.

20. that the Board approve payment to Educational Productions (Jim Vagias) for presenting **Bully-Proof your School** at Lacey Elementary School on 11/15/22 from 9:30am-10:30am. Performance and Travel Fee is \$1,190. Not to exceed \$1,190. Account # 20-280-100-300-73-50-I-0 Title IV funds will be utilized.

EXPLANATION: This agenda item supports initiatives and allowable uses as indicated in the approved 2022-2023 Title IV portion of the Consolidated Grant Application.

21. that the Board approve up to 105 Teaneck High School students in grades 11 & 12 to enroll in the SAT Prep Program with Horizon Education at the cost of \$149 per student. The program will be held live or virtually during the Fall and Spring. Account #11-000-218-390-85-50-I-D

EXPLANATION: As part of the Fall/Spring College Prep Program, students will participate in a SAT Readiness Course to prepare for the December 3, 2022 and March 11, 2023 SAT test administration. Horizon Prep teachers are credentialed educators who believe that every student deserves high quality test readiness. Students will receive; 15 hours of live or virtual instruction with expert teachers; Three full-length SAT® practice tests; Immediate results and personalized next-steps; Additional 'Challenge' resources to model testing strategy on more difficult items.

22. that the Board approve remuneration to Janet Taylor, Art Educator and Expert, for three half-day workshops on October 10, 2022, December 5, 2022 and March 20, 2023 for approximately twenty-five visual and performing arts teachers in an amount not to exceed \$3,600 - Account #: 20-270-200-320-19-50-I-0

EXPLANATION: Teachers will identify research-based assessment strategies for the arts. Teachers will integrate formative and summative assessment strategies in performance-based classrooms.

23. that the Board approve payment to C3 Teachers for three half-day workshops on October 10, 2022, December 5, 2022 and March 20, 2023 for approximately thirty social studies / history teachers in an amount not to exceed \$8,000 - Account #: 20-484-200-320-57-50-I-0 and Account #: 20-483-200-320-57-50-I-0

EXPLANATION: Social Studies/ History teachers will participate in training on the inquiry design model of instruction where teachers will explore questions, tasks and resources aligned to the inquiry-based teaching model for the social studies/history courses.

Finance and Budget 01 thru 23

Motion:	Second:			
Board Member	Yes	No	Abstain	Absent
Ms. Burns (Linda)				
Ms. Fisher (Victoria) Vice President				
Mrs. Gee (Danielle)				
Dr. Klein (Dennis)				
Mr. Rodriguez (Jonathan)				
Mr. Rodriguez (Sebastian) President				
Ms. Sanders (Denise)				
Ms. Vatsky (Sharon)				
Ms. Williams (Clara)				

PERSONNEL

SEPTEMBER 7, 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. a. Tiffany Torres, ESL Teacher, at an annual salary of \$78,400 (MA +32 / Step 7) assigned to Benjamin Franklin Middle School, effective October 24, 2022 through June 30, 2023, new position.
- b. Nurdan Musa, Special Education Mathematics Teacher, at an annual salary of \$91,400 (MA / Step 13) assigned to Teaneck High School, effective October 26, 2022 through June 30, 2023, replacing Mary J. Laqui, reassigned (PC#: 10-10-66/btm).
- c. Alicia Lyle, Supervisor of Mathematics, at an annual salary of \$119,712, assigned to Curriculum & Instruction, effective September 1, 2022 through June 30, 2023, replacing employee Jazmin Rotger De Parra, resigned (PC:#20-21-85/bhe).
- d. Sara Weinstein, Physical Education and Health Teacher, at an annual salary of \$64,400 (TTEA MA / Step 4) assigned to Teaneck High School, effective September 9, 2022 through June 30, 2023, replacing Eva Jennings, resigned (PC#:10-12-08/ahh).
- e. Kayla Guerra, Kindergarten Teacher, at an annual salary of \$66,400 (MA / Step 5), effective September 12, 2022 through June 30, 2023, replacing Sheena Wester, resigned (PC#:10-03-61/cji).

EXPLANATION: The Board approves the appointment of certificated staff members.

Item a.- Previously approved on the August 24, 2022 Special Public Meeting. Updated to reflect new salary based on MA +32 Salary Guide.

Item b. - Previously approved on the August 24, 2022 Special Public Meeting. Updated to reflect new start date.

Item c. - Previously approved on the August 24, 2022 Special Public Meeting. Updated to reflect new start date.

Item d. - Previously approved on the August 24, 2022 Special Public Meeting. Updated to reflect new start date.

2. that the Board approve longevity pay for the 2022-2023 school year, effective September 1, 2022 through June 30, 2023 for the following staff:

Tawana Smith Teachers \$1578
Chanon Mc Duffie Secretaries \$268

EXPLANATION: The Board approves the longevity pay of certificated staff based upon years of service provided to the district, per union contract. The above staff were inadvertently omitted from the longevity list approved at the August 24, 2022 Special Public Board Meeting.

3. that the Board approve the attached list of re-appointments and salaries of TTEA certificated staff members, according to the ratification of the TTEA contract for the 2022-2023 school year, effective September 1, 2022 through June 30, 2023. Salary list will be attached for the Regular Public meeting September 14, 2022.

EXPLANATION: The Board approves the re-appointment of teaching staff members and their salaries for the 2022-2023 school year.

4. that the Board approve the hiring of the following Substitute Secretaries for the 2022-2023 school year:

- Rita Falberg
- Mary Chris Fowler

EXPLANATION: The Board approves the hiring of substitute secretaries.

5. that the Board approve the employment contract for Barbara Pinsak to serve as the Interim Superintendent of Teaneck Public Schools from July 1, 2022 through June 30, 2023, which has been approved by the County Superintendent of Schools. A copy of the contract is on file in the district HR's office.

EXPLANATION: The Board approves the contract for the Interim Superintendent.

6. that the Board approve the employment contract for Dora E. Zeno to serve as the Interim School Business Administrator for the Teaneck Public Schools from July 1, 2022 through June 30, 2023, which has been approved by the County Superintendent of Schools. A copy of the contract is on file in the district HR's office.

EXPLANATION: The Board approves the contract for the Interim School Business Administrator.

7. that the Board accept the resignation of the following staff members:
- a. Noemi Gomez Rodriguez, Preschool Disabled Teacher, Bryant Elementary School, effective October 14, 2022.
 - b. Sheena Wester, Kindergarten Teacher, Theodora Smiley Lacey School, effective October 10, 2022.
 - c. Gianni Hildago, Student Support Counselor for the FORUM at Teaneck High School, effective October 14, 2022.
 - d. Bonnie Rogovin, File Clerk at Central Office, effective September 15, 2022.

EXPLANATION: The Board accepts the resignation of district staff members.

8. that the Board approve the retirement of the following staff member:
- a. Christina Lionetti, Gifted and Talented Teacher, Whittier Elementary School, effective January 31, 2023, 27 years of service.
 - b. Catherine Hollis, Secretary to the Principal, Benjamin Franklin Middle School, effective December 1, 2022, 29 years of service.
 - c. Barbara Preziosi, Social Studies Teacher, Benjamin Franklin Middle School, effective January 1, 2023, 28 years of service.

EXPLANATION: The Board accepts the separation of staff members from the district.

9. that the Board approve the following leave of absences for the dates and reasons indicated:
- a. Employee ID #0107, paid medical leave of absence with benefits, using 10 personal illness days, 3 family illness and 3 personal business, 2 holidays from September 1, 2022 through September 23, 2022 under FMLA. Unpaid medical leave of absence TBD per doctor.
 - b. Employee ID# 3599, paid maternity leave of absence with benefits. Details TBD due to special circumstances.
 - c. Employee ID# 4598, paid maternity leave of absence without benefits, using 28.5 personal illness days from April 18, 2022 through May 27, 2022 under FMLA. Unpaid maternity leave without benefits from May 31, 2022 through June 17, 2022 under FMLA.

EXPLANATION: The Board approves leaves based upon the Interim Superintendent's recommendation.

Item c. Previously approved on the April 27, 2022 Regular Public Meeting. Updated to reflect change in leave.

10. that the Board approve the following individual to be paid for work in the Teaneck Community Education SACC (School Age Child Care) program, for the 2022-2023 school year, effective September 14, 2022 through June 16, 2023.

Rhonda Bryant Aide \$15/hour

EXPLANATION: The Board approves individuals to work in the Teaneck Community Education SACC program.

11. that the Board approve Claire Drootin, Manager, Community Services to serve as Project Director of the NJ ARP Stabilization Grant during the 2022-2023 school year, from September 1, 2022 through August 31, 2023, stipend amount \$10,000.

EXPLANATION: The ARP Grant awarded total is \$540,000. These funds support the Aftercare programs and provide an opportunity to do so many things that were out of reach previously. In addition, Benjamin Franklin Middle School now operates an afterschool, largely made possible by this grant. All of the above will take additional man-hours to research and execute. The award is divided into five separate grants. Each grant amount needs to be tracked in a separate budget. Teaneck has received \$360,000 to date. There will be a recertification process for each award. That process needs to be completed in May 2023 in order to receive the balance of funds. The Project Director will manage the above new initiatives as well as oversee and track the budgets and submit the recertification paperwork. The stipend amount is less than 2% of the grant award.

12. that the Board approve the increase of assignment of Raina Warren, Project Manager from FTE .57 assigned to Teaneck Community Education Center to FTE 1.0 Project Manager assigned to Teaneck Community Education Center at an annual salary of \$50,960, effective September 8, 2022 through June 30, 2023. (PC#: 05-40-T8/awj).

EXPLANATION: The Board approves increases in assignments based on the recommendation of the Interim Superintendent. This increase in assignment would bring on a much-needed full-time member to the TCEC staff. Employee salaries and benefits are allowable expenses under the grant. We have over 250 students registered for our seven SACC programs. The Project Manager's major responsibilities as they pertain to SACC include executing the monthly billing for 250 plus students through the MySchoolBucks online platform and overseeing collections, as well as managing the public assistance program with the Bergen County Office for Children. TCEC usually has at least 20 families who participate in the program which entails paperwork and administrative processes. Other duties include assisting with interviewing, hiring, and onboarding employees, as well as assisting with state licensing requirements for our seven programs.

13. that the Board amend the Personnel, Motion #10 of the July 13, 2022 Board Meeting, to rescind the resignation of Victoria Alexander, Student Support Counselor, The FORUM Teaneck High School.

EXPLANATION: The Board approves the rescission of resignations.

14. that the Board approve Election Day, Tuesday, November 8, 2022 to be a remote day of school for all teachers and students based on the recommendation of the Interim Superintendent.

EXPLANATION: the Board approves modifications to the calendar based on the recommendation of the Interim Superintendent.

15. 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:

Brielle Rubin
Yvette Orgeta-Ulubay
Ken Chung
Brittany Butler
Elzbieta Biernacka
Barbara Metzler
Karissa Melfi
John Dean
Dana Orner
Kerrie Viray
John Occhiogrosso
Paul Sheppard
Jennifer Joyce
Adrianna Lagomarsino
Marc Monroe
Vinod Thomas
Volodymyr Hunko
Charlotte LoSchiavo
Alexandra Cavallo
Paula Fischkelta
James Nonas
Barbara Finkelstein
Lynn Sac
Kelly Williams

EXPLANATION: The Board approves Home Instructors for the 2022-2023 school year. Home Instructors will be paid \$50 per each hour of instruction. In the event that a student does not show up for instruction, one half hour of pay, \$25, will be paid to the instructor.

16. that the Board approve the following non-certificated staff appointment of Director of Technology, following a 90-day probationary period, effective dates as indicated, pending criminal history review:

Nicholas Veni, Director of Technology, at an annual salary of \$125,000 assigned to Central Office, effective November 8, 2022 through June 30, 2023, replacing Mohammed Saleh, resigned (PC#: 02-08-86/awm).

EXPLANATION: the Board approves the appointment of non-certificated staff members recommended by the Interim Superintendent.

17. that Board approve the attached list renewing substitute teachers for the 2022-2023 school year.

EXPLANATION: The Board approves the renewal of substitute teachers each school year.

18. **Whereas**, the Board approve the clinical placement of New Jersey City University Graduate School Nurse Certification Program student Ashley Marsden, effective September 01, 2022 through June 30, 2023, to fulfill her clinical hours requirement, pending medical clearance, criminal history review and proof of the COVID-19 Vaccination. She will be assigned to Rita Urevitch and help with registrations and charting as well as serve as a floating substitute nurse.

Be It Resolved that the Board approves Ms. Marsden, an experienced Registered Nurse studying towards her certification as Certified School Nurse at New Jersey City University, to conduct her student practicum.

19. that the Board amend personnel motion #21 on the March 18, 2022 agenda approving the appointment of staff for the PASS Program (Police/Parents and School Students). Increasing the hours for Jason Juxon-Smith to 280 hours at a rate of \$50 per hour, total cost not to exceed \$14,000 and decreasing the hours for Gianni Hidalgo to 140 at a cost not exceed \$7000.

EXPLANATION: Jason Juxon-Smith will provide additional counseling services replacing Ms. Hidalgo's reduced hours. Ms. Hidalgo is unable to serve the previously approved hours due to other obligations. The PASS program takes place January 01, 2022 through December 31, 2022.

20. 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 September 7, 2022, 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:

<u>NAME</u>	<u>SUBJECT</u>	<u>RATE</u>
Christie Preps	MD PE	\$80.00 (MA+32)
Daniel Henry	MD PE	\$70.00 (MA)

EXPLANATION: The Board approves payment for teachers taking on a sixth period assignment.

21. that the Board approve the following athletic coaches for the 2022-2023 school year, stipend in accordance with the TTEA contract:

<u>Name</u>	<u>Position</u>	<u>Stipend Amount</u>
a. Cory Gordon	Volunteer Football Coach	No pay

EXPLANATION: The Board approves the appointment of athletic coaches for the 2022-2023 school year.

22. that the Board approve the following staff members for services during the 2022-2023 school year, at athletic events as needed:

a. Barbara Kilgore

EXPLANATION: The Board approves staff for providing services during athletic events. Additional name added to previously approved motion on August 24, 2022 regular public meeting.

23. that the Board approve payment to the following staff members for conducting programs during zero period for the 2022-2023 school year, total cost not to exceed 2% of base salary:

- a. Eileen Glassey, Teaneck High School (AP Chemistry), stipend: 2% of base salary.
- b. Kerrie Viray, Teaneck High School (AP Environmental Science), stipend: 2% of base salary.
- c. Sharon Bellin, Teaneck High School (Algebra I), stipend: 2% of base salary.

EXPLANATION: The Board approves payment to teachers for programs worked during zero period.

24. **Be It Resolved**, that the Teaneck Board of Education appoints Ms. Antoinette Kelly, Treasurer of School Moneys, pursuant to N.J. S.A. 18A: 17-31, for the period of July 1, 2022 to the end of school year June 30, 2023 at annual salary of \$15,000.

Personnel 01 thru 24

Motion:	Second:			
Board Member	Yes	No	Abstain	Absent
Ms. Burns (Linda)				
Ms. Fisher (Victoria) Vice President				
Mrs. Gee (Danielle)				
Dr. Klein (Dennis)				
Mr. Rodriguez (Jonathan)				
Mr. Rodriguez (Sebastian) President				
Ms. Sanders (Denise)				
Ms. Vatsky (Sharon)				

Teaneck Public Schools

Public Work Session

September 7, 2022

Policy - 1.

that the Board approve the **FIRST 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

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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

Explanation:

ATTACHMENTS:

Description

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[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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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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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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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:16-7.45, 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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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**

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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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- 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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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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- (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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~~Involvement~~

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

- 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

Apr 22

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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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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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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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- 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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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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Hawthorne Elementary 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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Lowell Elementary School Title I – School Parent
and Family Engagement
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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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Lowell 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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(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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Whittier Elementary 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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(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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Benjamin Franklin Middle School Title I – School Parent
and Family Engagement

Apr 22

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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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- 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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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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- 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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Thomas Jefferson Middle 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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- 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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Thomas Jefferson Middle School Title I – School Parent
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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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Thomas Jefferson 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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Teaneck High School Title I – School Parent
and Family Engagement
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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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Teaneck High 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:



Teaneck Public Schools
Public Work Session
September 7, 2022
Policy - 2.

that the Board approve the **FIRST 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

Explanation:

ATTACHMENTS:

Description	Type
Policies2 Mandated for First Reading	Cover Memo

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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.



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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.



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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.



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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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[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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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**.

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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

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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**.

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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.



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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:



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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**.

POLICY GUIDE

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Care of School Property
Jun 22
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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

STUDENTS



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Student Journalism

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:



Teaneck Public Schools
Public Work Session
September 7, 2022
Finance and Budget - 4.

that the Board approve 2022-2023 budget transfers for the month of July 2022 which are attached and a part of the official record.

Explanation:

ATTACHMENTS:

Description	Type
Transfers July 2022	Cover Memo

		DESCRIPTION	AMOUNT TRANSFERRED	
ACCOUNT			From	To
19804	11-000-223-104-19-15-I-D	STAFF DEVELOPMENT STIPENDS	(18,900.00)	
19804	11-000-221-104-19-15-I-E	TCHR STIP/CUR DEVELOP		18,900.00
			\$ (18,900.00)	\$ 18,900.00
EXPLANATION: C&I-TchrsConquerMathGr1-12 Adjustment				
19811	11-190-100-610-63-49-7-7	INST'L SUPPLIES/LOWELL	(890.00)	
19811	11-000-262-420-75-40-7-7	EQUIP RPR/MULTI MEDIA/#7		890.00
			\$ (890.00)	\$ 890.00
EXPLANATION: BO-POExpRepairPosterMachine Adjustment				
19812	60-802-100-101-56-72-P-W	CAMP K/INSTRUCTOR SALARY	(17,510.00)	
19812	60-802-213-300-56-72-P-W	Camp K/ Health Prof Serv		17,510.00
			\$ (17,510.00)	\$ 17,510.00
EXPLANATION: BO-ContractedNursingSvcCAMPK Adjustment				
19814	11-000-270-512-20-52-C-C	FIELD TRIPS SPECIAL ED	(10,995.00)	
19814	11-204-100-890-33-49-C-D	OTHER EXPENSE/LLD		10,995.00
			\$ (10,995.00)	\$ 10,995.00
EXPLANATION: EDUSVC-FndCorrectFieldTripAcct Adjustment				
19837	11-190-100-340-86-50-2-D	PRCH'D TECH'L SERV/PC REPAIRS	(78,000.00)	
19837	11-000-230-530-75-51-2-D	INTERNET SERVICE		78,000.00
			\$ (78,000.00)	\$ 78,000.00
EXPLANATION: TECH-Xtel Renewal SY2022-2023 Adjustment				
19838	11-000-223-320-11-50-Z-0	PRCH'D ED'L SRV/MATH STAFF DEV	(8,000.00)	
19838	11-000-223-580-19-50-Z-D	TRAVEL & CONFERENCES/MATH	(6,000.00)	
19838	11-190-100-640-66-42-Z-S	TEXTBOOKS/MATH/Districtwide		14,000.00
			\$ (14,000.00)	\$ 14,000.00
EXPLANATION: C&I-FundsforTextbookPurchase Adjustment				
19839	20-020-100-300-73-50-G-H	TWNSHP FORUM C/O-PURCH SVC	(2,849.00)	
19839	20-020-100-600-73-40-G-H	TWNSHP FORUM C/O-SUPPLIES	(2,874.00)	
19839	20-020-100-890-73-50-G-H	TWNSHP FORUM C/O-OTHER EXPENSE	(875.00)	
19839	20-020-270-512-73-50-0-0	TWNSHP FORUM C/O-FIELD TRIPS	(3,428.00)	
19839	20-020-200-100-73-11-0-H	TWNSHP FORUM C/O-INSTR SALARY		10,026.00
			\$ (10,026.00)	\$ 10,026.00
EXPLANATION: FORUM-THS_CoverStaffngExpenses Adjustment				
19868	12-120-100-730-18-31-4-4	INST'L EQUIP. WHITTIER	(20,604.80)	
19868	11-190-100-610-18-40-4-4	INSTRUCTIONAL SUPPLIES/#4		20,604.80
			\$ (20,604.80)	\$ 20,604.80
EXPLANATION: BO-WhittierSchllearnMatSY22-23 Adjustment				
19889	11-000-223-580-19-50-I-D	TRAVEL & CONFERENCES/C&I	(3,500.00)	
19889	11-000-240-580-18-50-I-0	TRAVEL/CONF/ADMIN		3,500.00
			\$ (3,500.00)	\$ 3,500.00
EXPLANATION: C&I-AdminTravelConference Adjustment				
19890	11-190-100-610-12-40-Y-D	INST'L MUSIC SUPL/D-WIDE	(7,400.00)	
19890	11-000-221-104-19-15-I-E	TCHR STIP/CUR DEVELOP		7,400.00
			\$ (7,400.00)	\$ 7,400.00
EXPLANATION: C&I-SummerMusicPrgmSalary Adjustment				
19893	11-190-100-340-86-50-2-D	PRCH'D TECH'L SERV/PC REPAIRS	(2,000.00)	
19893	11-000-230-530-75-51-2-D	INTERNET SERVICE		2,000.00
			\$ (2,000.00)	\$ 2,000.00
EXPLANATION: TECH-BoardOffCableServices Adjustment				
19894	11-401-100-890-29-40-T-H	OTHER EXP/CO-CURRIC/THS	(176.00)	
19894	11-000-262-420-18-40-T-H	EQUIP RPR/GNRL INST/HS		176.00
			\$ (176.00)	\$ 176.00
EXPLANATION: THS-Repair of Plodder Adjustment				

		DESCRIPTION	AMOUNT TRANSFERRED	
ACCOUNT			From	To
19899	12-120-100-730-18-31-4-4	INST'L EQUIP. WHITTIER	(4,796.00)	
19899	11-190-100-610-18-40-4-4	INSTRUCTIONAL SUPPLIES/#4		4,796.00
			\$ (4,796.00)	\$ 4,796.00
EXPLANATION: Transfer to Cover R30428 Adjustment				
19904	11-000-223-320-85-58-R-D	PURCH/SRV/EDUC'L/STAFF DEVELOP	(680.40)	
19904	11-000-223-600-19-41-R-D	STF DVELPMT SUPPLIES/LA	(819.60)	
19904	11-190-100-610-63-41-R-D	SUPP/LITERATURE-BASE	(900.00)	-
19904	11-000-221-110-85-15-I-D	OTHER STIPENDS/C&I		2,400.00
			\$ (2,400.00)	\$ 2,400.00
EXPLANATION: C&I-Funds for Stipend Pay Adjustment				
19914	12-140-100-730-26-31-1-H	THS EQUIPMENT	(104,900.99)	
19914	11-190-100-610-18-40-T-H	GENERAL INSTRUCT'L SUPPLIES		104,900.99
			\$ (104,900.99)	\$ 104,900.99
EXPLANATION: Transfer for THS Supplies Adjustment				
19915	12-140-100-730-26-31-1-H	THS EQUIPMENT	(12,235.94)	
19915	11-190-100-610-18-40-T-H	GENERAL INSTRUCT'L SUPPLIES		12,235.94
			\$ (12,235.94)	\$ 12,235.94
EXPLANATION: Transfer to Fund Supply Acct Adjustment				
19933	12-140-100-730-26-31-1-H	THS EQUIPMENT	(24,533.61)	
19933	11-190-100-610-18-40-T-H	GENERAL INSTRUCT'L SUPPLIES		24,533.61
			\$ (24,533.61)	\$ 24,533.61
EXPLANATION: Supplies for THS Adjustment				
19961	11-190-100-610-18-40-F-F	INSTRUCT'L SUPPLIES/BF	(385.00)	
19961	11-401-100-890-29-49-F-F	OTHER EXP/EXTRA CURRIC/BF		385.00
			\$ (385.00)	\$ 385.00
EXPLANATION: Cover Cost of Membership Adjustment				
19980	11-000-211-173-85-15-I-0	EQUITY & DIVERSITY OFFICER	(71,145.00)	
19980	11-000-262-520-98-54-0-0	INSURANCE/ GENERAL		71,145.00
			\$ (71,145.00)	\$ 71,145.00
EXPLANATION: To Cover Student Insurance Adjustment				
19802	11-190-100-610-63-40-5-5	INSTRUCTIONAL SUPPLIES	(175.00)	
19802	11-190-100-890-24-01-5-5	MEMBERSHIP-REGISTRATION FEES		175.00
			\$ (175.00)	\$ 175.00
EXPLANATION: HAW-ASCDmbrshp&CMathLeagMbrshp Adjustment				
19806	61-910-310-500-81-50-0-D	FOOD SERVICE/PURCH SERV	(7,000.00)	
19806	61-910-310-610-81-50-0-D	FOOD SERVICE SUPPLIES		7,000.00
			\$ (7,000.00)	\$ 7,000.00
EXPLANATION: FoodSvcs Supplies Alloc Adjustment				
19833	60-802-100-890-53-73-P-W	CAMP K/OTHER EXPENSE	(16,000.00)	
19833	60-802-100-610-56-73-P-W	CAMP K/SUPPLIES		16,000.00
			\$ (16,000.00)	\$ 16,000.00
EXPLANATION: ComED-CampKsuppliesSummer2022 Adjustment				
19834	11-000-262-620-89-51-1-N	UTILITIES/NATURAL GAS	(102,500.00)	
19834	11-000-262-621-89-51-1-N	UTILITIES/GAS		102,500.00
			\$ (102,500.00)	\$ 102,500.00
EXPLANATION: O&M-PayUtilityGasNewConsolAcct Adjustment				
19838	11-190-100-610-11-42-Z-S	SUPP/MATH/HS	(17,000.00)	
19838	11-190-100-640-66-42-Z-S	TEXTBOOKS/MATH/Districtwide		17,000.00
			\$ (17,000.00)	\$ 17,000.00
EXPLANATION: C&I-FundsforTextbookPurchase Adjustment				

ACCOUNT		DESCRIPTION	AMOUNT TRANSFERRED	
			From	To
19898	11-190-100-610-25-40-Y-D	SUPP/FINE PER ARTS/ALLOC	(1,705.80)	
19898	11-190-100-590-02-50-Y-D	OTHER PUR SERV/ART D-WIDE		1,705.80
			<u>\$ (1,705.80)</u>	<u>\$ 1,705.80</u>

EXPLANATION: C&I-PerformanceLicensingFee Adjustment

19922	11-000-230-890-72-50-C-D	OTHER ADM EXP/SP ED	(319.60)	
19922	11-000-230-610-72-50-C-D	Other Adm Supplies/ Asup		319.60
			<u>\$ (319.60)</u>	<u>\$ 319.60</u>

EXPLANATION: Transfer for Dr. Bux Supplies Adjustment

FINANCE COMMITTEE SIGNATURE_____
DATE

Teaneck Public Schools
Public Work Session
September 7, 2022
Finance and Budget - 6.

that the Board approve the attached list of Professional Development for the staff indicated for professional improvement or development, as approved by the Interim Superintendent with a total cost \$1,538.07 (District funded).

Explanation:

NJDOE requires approval by the Interim Superintendent and the Board of Education for attendance at and reimbursement for seminars and conferences.

ATTACHMENTS:

Description	Type
Spec Ed - Prof Dev - Sept 2022	Cover Memo
C& I Prof Development Sept 2022	Cover Memo

Professional Development

Name: Dr. Kim Buxenbaum

School or Department: Educational Services

Conference/Seminar/Workshop: Mental Health Conf: The 3 R's – Reflect, Recover, And Renew

Location: Virtual

Dates: October 13 & 14, 2022

Estimated Cost: \$150.00 (District funded)

Explanation: To remain informed of the latest information in the mental health arena. This conference gathers top stakeholders from every area in the mental health field to share research, best practice, and innovation.

Name: Gillian Iappelli and Megan McBryde

School or Department: Special Education

Conference/Seminar/Workshop: International Dyslexia Association's 37th Annual Fall Conference

Location: Virtual

Dates: October 14 & 15, 2022

Estimated Cost: \$350.00 (District funded)

Explanation: Teachers are afforded new strategies and reading practices to improve student achievement.

Name: Iris Hernandez and Lisa Sgambati

School or Department: Special Education

Conference/Seminar/Workshop: Autism NJ – 40th Annual Conference

Location: Harrah's – Atlantic City, NJ

Dates: October 20 & 21, 2022

Estimated Cost: \$1,000.00 (District funded)

Explanation: Educational professionals are trained on current and future research, assessments and treatments to better service District students with special needs.

Professional Development

Name: Ashley Sularz

School or Department: Teaneck High School

Conference/Seminar/Workshop: New Jersey Social Studies Supervisor Association Fall Meeting

Location: New Brunswick, New Jersey

Dates: September 29, 2022

Estimated Cost: \$38.07 –Substitute Not Required – District Funded

Teaneck Public Schools
Public Work Session
September 7, 2022
Finance and Budget - 7.

that the Board approve the attached list of Student Fundraising activities by school.

Explanation:

Proposed fundraising activities are approved by the Board.

ATTACHMENTS:

Description	Type
Student Fundraising(2)	Cover Memo

Fundraising Activities by School

School or Department: Benajmin Franklin Middle School

Activity: **Car Wash**

Sponsoring Organization: I (Influence) Team Club

Name of Sponsors: Javalda Powell, staff member

Participants: Students, Friends, Family and Community.

Date(s): September 22, 2022 (Rain Date: September 23, 2022)

Location: Benjamin Franklin Middle School Parking Lot 3:30 pm – 5:00 pm

Estimated funds to be raised by this activity: \$250

Funds to sponsoring organization 100%

EXPLANATION: Funds would be used to purchase t-shirts and supplies for club activities.

School or Department: Benajmin Franklin Middle School

Activity: **Double Good Popcorn Virtual Sales**

Sponsoring Organization: I (Influence) Team Club

Name of Sponsors: Javalda Powell, staff member

Participants: Students sell to Parents, Faculty & Family Members.

Date(s): October 1 – December 1, 2022

Location: Online virtual sales

Estimated funds to be raised by this activity: \$300

Funds to sponsoring organization 100%

EXPLANATION: Funds would be used to support club activities and purchase t-shirts.

School or Department: Thomas Jefferson Middle School

Activity: **Dress Down Fridays**

Sponsoring Organization: TJMS

Name of Sponsors: Ms. Odatalla, Principal

Participants: TJMS Administration & Staff

Date(s): September 15, 2022 – June 2023

Location: TJMS every Friday throughout the school year.

Estimated funds to be raised by this activity: \$500

Funds to sponsoring organization 100%

EXPLANATION: Funds would be used for disadvantaged students to participate in school activities, field trips and purchase materials.

Fundraising Activities by School

School or Department: Teaneck High School

Activity: **Online Merchandise Sales (shirts & hooded sweatshirts)**

Sponsoring Organization: Flag Twirlers/Majorettes

Name of Sponsors: Christine Mayers, staff member

Participants: Students sell to Teaneck Community

Date(s): September 15 – October 8, 2022

Location: Online

Estimated funds to be raised by this activity: \$1,000

Funds to sponsoring organization 100%

EXPLANATION: Funds would be used to offset cost of gear and for scholarships.

School or Department: Teaneck High School

Activity: **Sale of Tickets & Snacks for Fall Party at Regina's Steakhouse**

Sponsoring Organization: Flag Twirlers/Majorettes

Name of Sponsors: Christine Mayers, staff member

Participants: Students/Regina's sell to Teaneck Community

Date(s) October 21 – November 4, 2022

Location: **Regina's Steakhouse**

Estimated funds to be raised by this activity: \$1,000

Funds to sponsoring organization 100%

EXPLANATION: Funds would be used to offset cost of gear and for scholarships.

School or Department: Teaneck High School

Activity: **Collect Used Clothing for Planet Aid**

Sponsoring Organization: Student Council

Name of Sponsors: Natasha Green, staff member

Participants: Students sell to Teaneck Community

Date(s) October 1, 2022 – June 1, 2023

Location: A bin will be placed outside Teaneck High School

Estimated funds to be raised by this activity: \$1,000

Funds to sponsoring organization 100%

EXPLANATION: Funds would be used to offset cost of gear and for scholarships.

Teaneck Public Schools

Public Work Session

September 7, 2022

Finance and Budget - 8.

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.

Explanation:

The schools listed would provide services to students in accordance with their respective IEPs.

ATTACHMENTS:

Description	Type
Tuitions - Sept 2022	Cover Memo

Tuition

<u>Student ID#</u>	<u>Placement</u>	<u>Tuition</u>	<u>Start Date</u>	<u>1:1 Aide</u>
96037	Benway School - 2022-2023 SY	\$78,654.48	9/7/2022	
103845	Winston Preparatory School 2021-2022SY	\$75,500.00	9/1/2022	
99780	Benway School - 2022-2023 SY	\$75,654.48	9/7/2022	
96025	Cresskill Board of Education	\$45,000.00	9/6/2022	
100124	BCSS - Evergreen Academy 2022-2023 SY	\$62,955.00	9/6/2022	
	Total	\$337,763.96		

Teaneck Public Schools
Public Work Session
September 7, 2022
Finance and Budget - 9.

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.

Explanation:

ATTACHMENTS:

Description	Type
Clinicians - Sept 2022	Cover Memo

Clinicians

<u>Placement</u>	<u>Discipline/Rate</u>	<u>NOT TO EXCEED</u>
Cresskill Public Schools	OT/PT \$60.00 30mins, Speech and Language \$50.00 30mins, Resource Room \$2500.00 for each placement, Other Behaviorist, Counseling and Social Skills \$60.00 - 30mins	\$10,000.00
	Total	\$10,000.00

Teaneck Public Schools

Public Work Session

September 7, 2022

Finance and Budget - 15.

that the Board approve a contract between the Teaneck Board of Education and South Bergen Jointure Commission to provide services for the provision of full day special education instructional services for one ERI Program (5th and 6th Grade) class at Thomas Jefferson Middle school starting September 1, 2022 through June 30, 2023 in an amount not to exceed \$333,720 (See contract attached).

Explanation:

SBJC would provide services to students and families of the Teaneck district in the 5th and 6th grade ERI Program.

ATTACHMENTS:

Description	Type
SBJC - contract	Cover Memo

**LINKAGE AGREEMENT BETWEEN
THE TEANECK BOARD OF EDUCATION
AND
THE SOUTH BERGEN JOINTURE COMMISSION
2022-2023**

THIS AGREEMENT, made this 14th day of September, 2022, between the Teaneck Board of Education, with an address of 651 Teaneck Rd, Teaneck NJ 07666 (“The Board”), and the South Bergen Jointure Commission, with an address of 500 Route 17 South, Suite 307, Hasbrouck Heights, New Jersey 07604 (“SBJC”) is for the 2022-2023 School year beginning September 1, 2022 and ending June 30, 2023.

WHEREAS, the Board desires to provide the SBJC with the facilities, classroom and mainstreaming necessary for the provision of full day special education instructional services for the Board; and

WHEREAS, the SBJC desires to receive compensation for the facility usage and administration of the Educational Program to the Board; and

THEREFORE, in consideration of the mutual covenant herein contained, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Board and SBJC agree as follows:

1. The Board agrees to provide the SBJC with one (1) full size classroom at the Teaneck school facility to be used for the provision of full day special education instructional services for one ERI Program (5th and 6th Grade) for the Board. The Board shall retain sole discretion in deciding which room will be designated for use by the SBJC.

2. The Board agrees to provide the SBJC with instructional space for the provision of related services such as occupational therapy, physical therapy and speech therapy.

3. The Board agrees to provide the SBJC with custodial services, including providing reasonable facility supplies.

4. The Board agrees to provide supervision for the SBJC related to the provision of full day education instructional services in the absence of an on-site principal from the SBJC.

5. The Board agrees to provide the SBJC with nursing services and screenings for the students as allowed under Title 18A and other applicable provisions of New Jersey law, which includes distribution of medication for the BD Program students as allowed by law.

6. The Board agrees to include all students in health and physical education classes contingent upon space and availability.

7. The Board agrees to include all students in Music and Art classes contingent upon space and availability.

8. The Board agrees to mainstream all students into academic classes at the location when appropriate. The decision to mainstream students shall be agreed upon by the Board's Child Study Team, (b) the participating teachers, (c) the Superintendent of the Teaneck School District, and (d) shall be contingent upon space and availability in each classroom.

9. The Board agrees to invite the SBJC to participate in the following activities at their locations: (a) field trips; (b) special projects (such as Fire Prevention, Read Across America, Student Day, etc.); (c) PTO activities (such as the Book Sale, Santa's workshop, plant sales, etc.); and (d) assemblies (such as the Holiday performance).

10. The Board agrees to include the students in technology classes contingent upon space and availability, and to provide consulting services, when appropriate.

11. The Board agrees to provide storage space and meeting space, depending upon availability.

12. The SBJC agrees to follow the Teaneck calendar.

13. The Board agrees to remit payment to the SBJC in an aggregate amount of \$333,720 which will represent payment in full for the term of the 2022-2023 school year. Payment shall be made in ten (10) equal monthly installments of \$33,372 to be billed and payable from September 2022 – June 2023.

14. The Board agrees to be responsible for payment of all utilities, including water and heat.

15. The Board agrees to provide lunch preparation and distribution services to the Teaneck program students.

16. The SBJC agrees to provide all staffing for the Educational Program for the Board.

17. The Board agrees to include SBJC staff in the Board's staff meetings, workshops, and in-service training programs.

18. A committee consisting of members of the SBJC staff, the Board's staff, and Child Study Team shall meet on a regular basis for the following: (a) to maintain consistent communication between the Teaneck School District and SBJC; (b) to ensure implementation of this contract; and (c) to address on-going concerns between the SBJC and the Teaneck School District.

19. SBJC shall hold the Board harmless and indemnify the Board with respect to the acts and/or omissions of acts of SBJC staff providing services during the regular course of their responsibilities in accordance with this Agreement. The indemnification obligation to hold the Board harmless shall survive the termination of this Agreement.

20. The Board shall hold the SBJC harmless and indemnify the Board with respect to the acts and/or omissions of acts of the Board staff providing services during the regular course of

their responsibilities in accordance with this Agreement. The indemnification obligation to hold the SBJC harmless shall survive the termination of this Agreement.

21. This Agreement contains the entire Agreement and understanding between the parties and constitutes a full and final agreement in any and all issues relating to this matter.

22. This Agreement shall be governed by the laws of the State of New Jersey.

23. If, during the term of this Agreement, a specific clause of the Agreement is determined to be illegal or in violation of any Federal or State law, the remainder of the Agreement shall not be affected by such a ruling and shall remain in full force and effect.

24. The Parties shall be bound by the terms and conditions of this Agreement, finding it to be in the best interests of the public, consistent with public policy, fair and equitable under all circumstances surrounding this matter.

25. The terms and conditions of this Agreement are subject to the ratification and approval by the Board of Education of the Borough of Teaneck.

26. The parties have entered into this Agreement freely and voluntarily with a full understanding of their rights and the contents of this Agreement.

27. This Agreement may not be altered, amended or modified except in writing, signed and duly authorized by all parties.

IN WITNESS WHEREOF, the parties hereunder set their hands and seals to this Agreement effective on the ____ day of _____, 2022.

On Behalf of the Teaneck Board:

By: _____

Board President

Dated: _____, 2022

By: _____

Interim SBA/BS

Dated: _____, 2022

On Behalf of the SBJC Board:

By: _____

President

Dated: _____, 2022

Teaneck Public Schools

Public Work Session

September 7, 2022

Finance and Budget - 18.

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 and Supplemental Instruction), in accordance with the fees approved by the NJDOE.

Chapter 192	\$175,915.00
Chapter 193	\$383,552.00
Total	\$559,467.00

Explanation:

Annual acceptance of non-public Chapter 192/193 grant entitlements.

ATTACHMENTS:

Description	Type
Chapter 192/193 22-23 Funding Statement	Cover Memo

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF FINANCE
PO BOX 500
TRENTON, NEW JERSEY 08625

DISTRICT: TEANECK TWP

COUNTY: BERGEN

08/30/22
03-5150

2022-2023 FUNDING STATEMENT FOR SERVICES UNDER CHAPTERS 192 & 193

LAWS OF 1977 AS AMENDED

STATE AID AMOUNTS FOR SERVICES UNDER CHAPTER 192

PROGRAM -----	2022-2023 RATE/PUPIL -----		PUPILS	ALLOC. FOR EACH SERVICE 2022-2023 -----	ADD'L PUPILS -----	ADDITIONAL 2022-2023 FUNDING -----	TOTAL 2022-2023 FUNDING TO DATE -----
COMPENSATORY EDUCATION*	1040.33 X		135 =	\$133,422.00	0	\$0.00	\$133,422.00
E.S.L.*	\$1,055.00 X		21 =	\$21,047.00	0	\$0.00	\$21,047.00
TRANSPORTATION*				\$21,446.00		\$0.00	\$21,446.00
TOTAL ALLOCATION FOR CH.192 SERVICES - 2022-2023				\$175,915.00		\$0.00	\$175,915.00

* PRORATED AT 95.00%

(A)

STATE AID AMOUNTS FOR SERVICES UNDER CHAPTER 193

PROGRAM -----	2022-2023 RATE/PUPIL -----		PUPILS	ALLOC. FOR EACH SERVICE 2022-2023 -----	ADD'L PUPILS -----	ADDITIONAL 2022-2023 FUNDING -----	TOTAL 2022-2023 FUNDING TO DATE -----
INITIAL EXAM & CLASS.*	\$1,326.17 X		115 =	\$152,510.00	0	\$0.00	\$152,510.00
ANNUAL EXAM & CLASS.*	\$380.00 X		106 =	\$40,280.00	0	\$0.00	\$40,280.00
CORRECTIVE SPEECH*	\$930.00 X		79 =	\$73,470.00		\$0.00	\$73,470.00
SUPPLEMENTARY INSTRUCTION*	\$826.00 X		142 =	\$117,292.00	0	\$0.00	\$117,292.00
TOTAL ALLOCATION FOR CH.193 SERVICES - 2022-2023				\$383,552.00		\$0.00	\$383,552.00

* PRORATED AT 100.0%

(B)

TOTAL CH. 192/193 ALLOCATION PAYABLE (A+B) \$559,467.00
CALCULATED MONTHLY PAYMENTS:

SEP	\$55,947.00	FEB	\$55,947.00
OCT	\$55,947.00	MAR	\$55,947.00
NOV	\$55,947.00	APR	\$55,947.00
DEC	\$55,947.00	MAY	\$55,947.00
JAN	\$55,947.00	JUN	\$55,944.00

Teaneck Public Schools
Public Work Session
September 7, 2022
Personnel - 17.

that Board approve the attached list renewing substitute teachers for the 2022-2023 school year.

Explanation:

The Board approves the renewal of substitute teachers each school year.

ATTACHMENTS:

Description	Type
Sub_Renewal_List_2022-2023	Cover Memo

**TEANECK PUBLIC SCHOOLS
PER-DIEM SUBSTITUTE RENEWALS
2022-2023 SCHOOL YEAR**

LAST NAME	FIRST NAME
BALDERA	CLAUDELINA
BERNSTEIN	ROBIN
BERTOLLO	PATRICK K
COHEN	DALIA
DAIS	WILLIAM
DIRENZO	JOHN
DURANT	JACLYN
FEIMSTER	CASSANDRA
FRANCESE	ERIK
GERGES	MARIANNE
GILCHRIST	ERIC
GIOVANETTI	AMY
HEBOVIJA	ELVA
HEWLETT-THOMAS	ELSIE
JARVIS	REBECCA
LEE	MILDRED
LEWIS	SHEILAH
LOCASCIO	AMELIA
MC CONVILLE	JUDITH
ODOOD	NINA
PECHULIS	MARITA
PORTELLI	ANGELA
RONEY	ANDREW
SCHWARTZ	BENJAMIN
SUSSMAN	KENNETH
TARADASH	ELISE C.
WILLIAMS	TYLER
ZAFFT	NANCY