

**WORKSHOP AGENDA
MAY 1, 2024**

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, May 1, 2024, in person at Teaneck High School located at 100 Elizabeth Avenue, Teaneck, NJ 07666, at 8:00 PM. Adequate notice of this meeting has been sent to the Record and The Star Ledger, filed with the Municipal Clerk and posted on the school district website at www.teaneckschools.org, on April 19, 2024."

III. Roll Call

<i>Board Member</i>	<i>Present</i>	<i>Absent</i>
Ms. Fisher (Victoria)		
Dr. Gruber (David)		
Mr. Ha (Edward)		
Dr. Kirshenbaum (Gerald)		
Dr. Klein (Dennis)		
Mrs. Reyes (Kassandra) - Vice President		
Mr. Rodriguez (Jonathan)		
Mrs. Williams (Clara) - President		
Mr. Wolff (James)		

IV. Reaffirmation of District Goals

V. Superintendent's Report

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

VII. Agenda Items

VIII. New and Old Business

IX. Public Comment II (Agenda and Non-Agenda Items)

X. Executive Session

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.

1. **THEREFORE BE IT RESOLVED**, that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the **FIRST READING** of the following Board Policies. See page 23.

Bylaw/Policy/Reg. No.	Topic
Policy 0164	Conduct of Board Meeting - Revised
Policy 1140	Educational Equity Policies – Revised - M
Policy 1523	Comprehensive Equity Plan – Revised - M
Policy 1530	Equal Employment Opportunities – Revised - M
Regulation 1530	Equal Employment Opportunities Complaint Procedure – Revised - M
Policy 1550	Equal Employment/Anti-Discrimination Practices – Revised - M
Regulation 2200	Curriculum Content – Revised - M
Policy 2260	Equity in School and Classroom Practices – Revised – M
Regulation 2260	Equity in School and Classroom Practices Complaint Procedure – Revised – M
Policy 2411	Guidance Counseling – Revised – M
Policy 2423	Bilingual Education – Revised – M
Regulation 2423	Bilingual Education – Revised – M
Policy 2431.4	Prevention and Treatment of Sports-Related Head Injuries – Revised – M
Regulation 2431.4	Prevention and Treatment of Sports-Related Head Injuries – Revised – M
Policy 3211	Code of Ethics – Revised
Policy 5520	Demonstrations – Revised
Regulation 5440	Honoring Student Achievement – Revised
Policy 5570	Sportsmanship – Revised
Policy 5750	Equitable Educational Opportunity – M
Policy 5841	Secret Societies – Revised
Policy 5842	Equal Access of Student Organizations – Revised

Policy 7510	Use of School Facilities – Revised
Regulation 7510	Use of School Facilities – Revised
Policy 7610	Vandalism – Revised
Regulation 7610	Vandalism – Revised
Policy 9323	Notification of Juvenile Offender Case Disposition – Revised

EXPLANATION: Agenda item submitted by Dr. Spencer

2. **WHEREAS** Policy Guide 5755 - Equity in Educational Programs and Services is addressed elsewhere in Strauss Esmay Policies and Regulations. Policy Guides 1523 and 2260 address all of the requirements outlined in Policy Guide 5755 and address the district as a whole, which includes students, eliminating the need for Policy Guide 5755 because the information within the policy is redundant.

THEREFORE BE IT RESOLVED, that the Teaneck Board of Education, upon the recommendation of the Superintendent, abolishes Policy 5755.

1. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education approves the minutes from the following meetings:

1. April 3, 2024 - Workshop Public Meeting
2. April 3, 2024 - Executive Session
3. April 17, 2024 - Regular Public Meeting
4. April 17, 2024 - Executive Session

EXPLANATION: Agenda item submitted by Ms. Taylor

2. **WHEREAS**, the Superintendent of schools recommends, and the Teaneck Board of Education approves, an annual district calendar for the school year; and

WHEREAS, the District must meet the State of New Jersey's minimum 180 school day requirement; and

WHEREAS, a consolidated calendar for 10-month and 12-month employees needs to denote all holidays including "15 holidays" for 12-month employees;

THEREFORE BE IT RESOLVED that the Teaneck Board of Education approve the attached District Calendar for the 2024-2025 school year. See page 133.

EXPLANATION: Agenda item submitted by Dr. Spencer

1. **WHEREAS**, Brian Uhfelder, Manager of NVE Bank, Palisade Avenue branch, will present a finance assembly to Lowell Elementary school's second grade class entitled "Teach Children to Save" in an effort to help young people develop a savings habit early in life;

THEREFORE BE IT RESOLVED that the Teaneck Board of Education upon the recommendation of the Superintendent, approves the complimentary presentation scheduled for Friday, May 17, 2024.

EXPLANATION: Agenda item submitted by Dr. Scott

1. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the payment of the claims for the month of: April 1, 2024 through April 30, 2024.

General	\$	
Capital Outlay	\$	
Special Revenue	\$	
Debt Service	\$	0
Comm. Ed.	\$	
Food Service	\$	
Total Payments	\$	

EXPLANATION: Agenda item submitted by Ms. Taylor

2. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the attendance of staff members at the **Professional Development and Conferences** listed on the attached summary costing **\$3,471.64** (District Funded \$2,844.16; Title II \$627.48). See page 134.

EXPLANATION: Agenda item submitted by Dr. Scott

3. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves **Student Field Trips** listed on the attached listed summary totaling **\$23,346** (District Funded \$750; Parent Funded: \$7,644; PASS Grant fund: \$0; PTO: \$11,057; Student Activity Funded: \$3,875. See page 139.

EXPLANATION: Agenda item submitted by Dr. Scott

4. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the attached list of **Student Fundraising Activities**. See page 143.

EXPLANATION: Agenda item submitted by Dr. Scott

5. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves out-of-district tuition contracts for students requiring Special Education out-of-district placements in accordance with their respective Individualized Educational Plans (IEPs) for the 2023-2024 school year totaling \$64,800. See page 144.

EXPLANATION: Agenda item submitted by Dr. Scott

6. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves contracts with clinicians and agencies to provide related services and independent evaluations for the 2023-2024 school year. See page 145.

EXPLANATION: Agenda item submitted by Dr. Scott

7. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the inclusion in the Final 2024-2025 District Budget of the use of Unassigned Fund Balance in the amount of \$4,357,748; and

FURTHER BE IT RESOLVED that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the Final 2024-2025 School District Budget in accordance with NJSA18A:7F-6 as follows:

	Budget	Tax Levy
Current General Expense	\$118,961,056	\$102,348,757
Special Revenue	\$ 9,055,579	\$ 0
Debt Service	\$ 647,950	\$ 647,948
TOTAL APPROPRIATIONS	\$128,664,585	\$102,996,705

EXPLANATION: Agenda Item Submitted by Ms. Taylor

8. **Therefore Be It Resolved**, that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the inclusion in the Final 2024-2025 District Budget of a withdrawal from Capital Reserves in the amount of \$912,300 for:

Project Description	School	Cost
Conversion of the School Cafeteria into two Preschool Classrooms while Maintaining the Kitchen Space	William Cullen Bryant School	\$138,300
Re-coating the Parapet along with Other Roof Repairs to Shore Up the Roofing Structure	James Russell Lowell Elementary School	\$100,000
Abating the Contaminated Utility Tunnels and Re-insulating Piping to Regain Access to the Tunnels for Repair and Monitoring of Utility Lines	Teaneck High School	\$394,000
Repaving School Parking Lots to Continue to Provide Quality Parking Areas for Students, Staff, and Families	Teaneck High School James Russell Lowell Elementary School	\$165,000 \$115,000

EXPLANATION: Agenda item submitted by Ms. Taylor

9. **WHEREAS**, in accordance with N.J.A.C. 6A:23A-7.3(a), which provides that the Teaneck Board of Education shall establish in the annual school budget a maximum expenditure amount that may be allotted for travel and expense reimbursement for the 2024-2025 school year, and;

WHEREAS, maximum expenditure amount allotted for travel and expense reimbursement for the 2023-2024 was \$70,800 and;

WHEREAS, the travel and expense reimbursement has a reached a total amount of \$46,601 as of March 1, 2024, and;

THEREFORE BE IT RESOLVED, that the Teaneck Board of Education, in the County of Bergen, State of New Jersey hereby establishes the school district travel maximum for the 2024-2025 school year at \$70,800 and;

NOW THEREFORE BE IT FURTHER RESOLVED that the School Business Administrator shall track and record these costs to ensure that the maximum is not exceeded.

EXPLANATION: Agenda Item Submitted by Ms. Taylor

10. **THEREFORE BE IT RESOLVED**, that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the attached Special Education Medicaid Initiative (SEMI) Corrective Action Plan for the 2022-2023 school year for submission to the Executive County Superintendent at the Bergen County Department of Education. See page 146.

EXPLANATION: Agenda item submitted by Dr. Scott

11. **WHEREAS**, the State's estimated Medicaid Eligible Special Education student count (298), is higher than the actual October 2023 Medicaid Eligible Special Education student count (141) and;

WHEREAS, the State's projected 2024-2025 Special Education Medicaid Initiative (SEMI) Reimbursement Revenue based on its estimated student count is \$109,061.

THEREFORE BE IT RESOLVED, that the Teaneck Board of Education, in the County of Bergen, State of New Jersey approves Teaneck Special Services, requesting County approval for a SEMI Alternate Revenue Projection of \$51,603 based on the district's actual October 2023 Medicaid Eligible Special Education student population for the 2024-2025 budget.

EXPLANATION: Agenda item submitted by Dr. Scott

12. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the following Project Change Order. See page 147.

PROJECT NO.: GC-02

ARCHITECT: Di Cara Rubino

PROJECT: Fire Alarm upgrade at Teaneck High School

CONTRACTOR: Sal Electric Company, Inc.

DATE: 4/25/2024

<u>CONTRACTOR</u>	<u>DESCRIPTION</u>	<u>ORIGINAL CONTRACT AMOUNT</u>	<u>ADJUSTED CONTRACT AMOUNT</u>	<u>CREDIT AMOUNT</u>
Sal Electric Company, Inc.	Credit of Unused Allowance to Closeout Balance	\$965,425	\$950,071	(\$15,354)
	TOTAL	\$965,425	\$950,071	(\$15,354)

EXPLANATION: Agenda item submitted by Mr. D'Angelo

13. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the following Project Change Order. See page 148.

PROJECT NO.: GC-01

ARCHITECT: Di Cara Rubino

PROJECT: Cafeteria HVAC upgrade at Lowell School

CONTRACTOR: T.M. Brennan Services Inc.

DATE: 4/25/2024

<u>CONTRACTOR</u>	<u>DESCRIPTION</u>	<u>ORIGINAL CONTRACT AMOUNT</u>	<u>ADJUSTED CONTRACT AMOUNT</u>	<u>CREDIT AMOUNT</u>
T.M. Brennan Services Inc.	Credit of Unused Allowance to Closeout Balance	\$376,000	\$326,000	(\$50,000)
	TOTAL	\$376,000	\$326,000	(\$50,000)

EXPLANATION: Agenda item submitted by Mr. D'Angelo

14. **WHEREAS**, vendors and staff for various reasons present to the bank checks issued to them from the Teaneck Board of Education for the receipt of supplies, equipment, and services rendered;

WHEREAS, as these checks are deemed void within 90 days of not being presented to a banking institution;

BE IT RESOLVED, by the recommendation of the Treasurer of School Monies that these checks be canceled and returned to the district as miscellaneous revenue and used in the future if they are represented at a later date by the claimant in the total amount of \$_____ on the Teaneck Board of Education Payroll (\$647.00); Warrant Accounts (\$18,604.74) and Agency (\$_____) as per the attached on pages .

EXPLANATION: Agenda item submitted by Ms. Taylor

15. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the Stipulation of Settlement for continued placement at Somerset Academy, Bridgewater, NJ, for student ID#6672581684 commencing with the extended school year beginning on July 1, 2024 through the last day of the 2024-2025 school year, no later than June 30, 2025 at an annual amount of \$85,264. for tuition and ESY, transportation cost to be determined; in full and final satisfaction of any and all claims for a free, appropriate public education.

EXPLANATION: Agenda item submitted by Dr. Scott

16. **THEREFORE BE IT RESOLVED**, that the Teaneck Board of Education upon the recommendation of the Superintendent, approves the contract with Bergen Day Early Childhood Learning Center for 2024-2025 school year to provide two (2) classrooms totaling 30 students, at \$17,616 per pupil amount for a total of \$528,480 as per our approved State Preschool Expansion Aid (PEA) One Year Plan. See contract and letter of intent attached from provider on pages .

EXPLANATION: Agenda item submitted by Ms. Taylor

17. **THEREFORE BE IT RESOLVED**, that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the **renewal of the Food Service Management contract with Maschio’s Food Services Inc., the Food Service Management Company (“FSMC”)**, for the 2024-2025 school year projected total cost to be \$1,772,450, as found on the Response and Projected Operating Statement (Form 23); and

BE IT FURTHER RESOLVED, that the FSMC shall receive, in addition to the costs of operation, an administrative/management fee of \$0.1477 per reimbursable meal and meal equivalent to compensate the Food Service Management Company (FSMC) for administrative and management costs with fees being billed monthly as a cost of operation; and

BE IT FURTHER RESOLVED, that the total number of meals are calculated by adding reimbursable meal pattern meals served to meal equivalents with the number of reimbursable meals served to the children determined by actual count; and

BE IT FURTHER RESOLVED, that cash receipts, other than from sales of reimbursable program meals served to the children, shall be divided by the meal equivalent rate, \$4.095 to arrive at an equivalent meal count; and

BE IT FURTHER RESOLVED, that the administrative/management fees are calculated by multiplying \$0.1477 by the total number of meals.

BE IT FURTHER RESOLVED, that the FSMC guarantees the return to the District from the Food Service Program for the school year will be \$100,000.

EXPLANATION: Agenda item submitted by Ms. Taylor

18. **WHEREAS**, the Teaneck Board of Education and the Company ESS Northeast, LLC entered into an Agreement whereby Company ESS Northeast, LLC is to provide substitute staffing to fill positions at the request of the District for a period ending June 30, 2024;

WHEREAS, the Teaneck Board of Education and the Company ESS Northeast, LLC are desirous of extending the term of the Agreement through June 30, 2025 with the provisions set forth below;

NOW THEREFORE BE IT RESOLVED the agreed between the parties, are as follows:

1. The Term of the Agreement, as reflected in Paragraph 7, is hereby extended from July 1, 2024 through June 30, 2025;
2. Effective July 1, 2024, Addendum “A” to the Agreement, Pricing, is amended as per the attached revised Addendum “A”;
3. This Agreement will automatically renew for additional one (1) year periods unless either party provides written notice of termination at least ninety days prior to the end of the fiscal school year.
4. Except as specifically and explicitly set forth herein, all other terms of the Agreement shall remain in full force and effect.

NOW THEREFORE BE IT FURTHER RESOLVED the Teaneck Board of Education upon the recommendation of the Superintendent approves the addendum with ESS Northeast, LLC for the 2024-2025 school year.

EXPLANATION: Agenda item submitted by Ms. Taylor

19. **THEREFORE BE IT RESOLVED**, that the Teaneck Board of Education, upon the recommendation of the Superintendent, accepts the following donations:

Item	Estimated Value	Donor	On Behalf Of
Donation	\$1000 Four (4) scholarships in the amount of \$250.	Debra Benitez - Maya Ayala Scholarships for Excellence in the Performing Arts	Four (4) graduating eighth graders at Thomas Jefferson Middle School to be given to Latinx students in the performing arts.

EXPLANATION: Agenda item submitted by: Dr. Scott

20. **WHEREAS**, the Board hereby authorizes the amendment to Title I-A to correct the ranking method and have each school's allocation in place as originally submitted as of June 30, 2023.

THEREFORE BE IT RESOLVED that the Teaneck Board of Education upon the recommendation of the Superintendent, approves the amendment to the Title I-A Grant that was submitted as of June 30, 2023.

EXPLANATION: Agenda item submitted by Ms. Taylor

21. **THEREFORE BE IT RESOLVED**, that the Teaneck Board of Education upon the recommendation of the Superintendent approves the training provided by Devorah Reich to the teachers at Yeshivat He'Atid High school for two sessions, first session on Monday, May 20, 2024 and Monday, June 3, 2024 in the amount not to exceed \$3,600. Judith Hochman's Writing Revolution curriculum is an evidence based approach aiming to improve writing skills among the students. Funded from Title II non-public allocation #20-270-200-320-92-613-000.

EXPLANATION: Agenda item submitted by Ms. Taylor

22. **WHEREAS**, the Board authorizes the 2024 Board Trustees and the Central Office Administrators Cabinet Team members to attend the three (3) days annual New Jersey School Boards Association Workshop to be held Monday, October 21 - Thursday, Oct. 24, 2024 and receive reimbursement in accordance with the Board Policy #6471 (School District Travel), and N.J.A.C. 6A:23A-7 et esq.

THEREFORE BE IT RESOLVED that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the attendance of the Board Trustees and the Cabinet Team members at the Annual New Jersey School Board Association workshop in October 21-24, 2024.

EXPLANATION: Agenda item submitted by Ms. Taylor

23. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves VOT/HR Solutions, LLC to provide Human Resources advisory services for the period of April 22, 2024 through June 14, 2024 for 10 hours per week at the rate of \$175.00 per hour.

EXPLANATION: Agenda item submitted by Dr. Spencer

24. **THEREFORE BE IT RESOLVED**, that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the two projects with D&L Paving Contractors, Inc. Coop Bid#10980 Macadam Repaving Service and Repair - Package #24A. Proposal attached. See page 149.

<u>Project Description</u>	<u>School</u>	<u>Cost</u>
Repaving School Parking Lots to Continue to Provide Quality Parking Areas for Students, Staff, and Families	Teaneck High School	\$139,900
	James Russell Lowell Elementary School	\$98,144
	TOTAL	\$238,044

EXPLANATION: Agenda item submitted by Mr. D'Angelo

25. **THEREFORE BE IT RESOLVED**, that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the Chimney and Coping Repairs at Lowell Elementary school. This project will be completed by Murray Paving and Concrete LLC. ESCNJ State approved Coop #65MCESCCPS JOC. Contract# 20/21-03. The funding of this project has been received from the NJSDA and NJDOE in the amount of \$90,422. The actual amount of this project will be \$89,219.63. The balance of this funding of \$1,202.37 will be used as a contingency for unforeseen conditions. See page 151.

EXPLANATION: Agenda item submitted by Mr. D'Angelo

26. **THEREFORE BE IT RESOLVED**, that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the attached proposal from Environmental Design, Inc. for the Professional Services for ASCM Services & Project Monitoring for the Asbestos Abatement of the Pipe Tunnels at the High School. Bergen County Contract #CK04: Open Ended / RFP-21-013. Total amount of the proposal is \$77,591. See page 159.

EXPLANATION: Agenda item submitted by Mr. D'Angelo

1. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, with regret, approves the retirements of the following staff members:

Name	Position / Location	Years of Service	Effective Date
Milton Dobson	Custodian/ Operations & Maintenance	31	09/01/2024
Melvin Jefferson	Grounds Crew/ Operations & Maintenance	22	10/01/2024
Ince Henson	HVAC Mechanic /Operations & Maintenance	17	09/01/2024
Marion Soohoo	Secretary/ Operations & Maintenance	25	07/01/2024
Kim Dockery	Secretary/ Teaneck High School	27	08/01/2024

EXPLANATION: Agenda item submitted by Mr. Apollon.

2. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, with regret, approves the resignations of the following staff members:

Name	Position / Location	Years of Service	Effective Date
Anne Marie O'Hara	Special Education Teacher / Hawthorne	16	06/15/2024
Maura Tuite	Director of Special Education/Special Services Department	17	06/15/2024
Nicholas DeBlasio	Assistant Principal/ TJMS	2	06/30/2024

EXPLANATION: Agenda item submitted by Mr. Apollon.

3. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves sick and or vacation day payouts for the employees listed below:

Name	Position	Years of	Sick	Vacation	Value/	Total
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		Service	Days	Days	Day	Payment
Justin O'Neill	Assistant Principal (THS)	3 years	0	22.3	\$629.87	\$13,931.90
Elizabeth Robbins	Teacher (Math/TJMS)	12 years	132.5	0	\$59.00	\$7,817.50
Thomas Papaleo	Teacher (Grade 5 / TJMS)	23 years	123	0	\$100.00	\$12,300.00
Boswell Findlay	Operations / Maintenance Custodian	25 years	219 x\$40.00	30	\$11,140.00 (total sick) \$8,512.58 (total vacation)	\$19,652.58
Amy Nathanson	Special Education Teacher	12 years	10	0	\$59.00	\$590.00
Leslie King*	Principal / Lacey	18	N/A	5	\$649.68	\$3,248.42

*Vacation days redeemed in accordance with the TAAS Contract Agreement

EXPLANATION: Agenda item submitted by Mr. Apollon

4. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves Alisha Montoya to complete a 100-hour LDTC Internship with Diana Salib, Mentor, during Extended School Year 2024.

EXPLANATION: Agenda item submitted by Mr. Apollon.

5. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the following certificated staff to be remunerated at the stipend amounts listed below, participating in the Hawthorne Elementary Title I Summer Math and ELA Program. The program will be funded with 24/25 Title I monies (Account #: 20-231-100-101-00-110-000).

Name	Position	Pay per Hour	Hours (not to exceed)	Stipend (not to exceed)
Jennifer Cortez	Instructor	\$50.00	52	\$2,600.00
Jaqwaysia Edge	Instructor	\$50.00	52	\$2,600.00
Maria Garcia-Iglesias	Instructor	\$50.00	52	\$2,600.00
Victor Hernandez	Instructor	\$50.00	52	\$2,600.00
Kara Lindner	Instructor	\$50.00	52	\$2,600.00
Zara Matragas	Instructor	\$50.00	52	\$2,600.00
Allison Norris	Instructor	\$50.00	52	\$2,600.00
			Total Stipend Amount:	\$18,200.00

EXPLANATION: Agenda item submitted by Mr. Apollon.

6. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the attached list of staff members and stipends as Extended School Year Program Lead Teachers, at the rate of \$50.00 per hour, effective April 1, 2024, through August 5, 2024, 60 hours working without students and 120 hours working with students, not to exceed \$9,000.00. See attachment on page 165.

EXPLANATION: Agenda item submitted by Mr. Apollon.

7. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, ammend the following staff salaries listed and coded under the Preschool Expansion Aid (PEA) for the 2023 2024 school year (account code:20 218 100 101 00 000 000):

Name	Location	Title	Salary
*Jenna Banker	Bryant	Teacher	\$68,800.00
*Deborah Shenkin	Bryant	Teacher	\$68,800.00

*Revised Salary

EXPLANATION: Agenda item submitted by Mr. Apollon.

8. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education upon the recommendation of the Superintendent, approves the following staff member to participate and teach the Family Math Night: Summer Survival, at Hawthorne Elementary School on April 25th, 2024 from 6:15 PM to 8:45 PM. A total of three hours per staff member (to include planning and instruction) will be paid at a rate of \$50.00 per hour. Title I Funds will be used to support this initiative (Account #: 2023110010100 110000).

Name	Position	Stipend (not to exceed)
Christina Aviles	Teacher	\$150.00

EXPLANATION: Agenda item submitted by Mr. Apollon.

9. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves Alexandra Bial Winkelstein, under the School Climate Transformation Grant for a school beautification project at Whittier Elementary School to paint a mural outside the Music Room (Room 225), at a stipend amount of \$50.00 per hour, not to exceed \$1375.00. Project stipend will be funded by the School Climate Transformation Grant Work (Account # 20-427-200-100-00-000-901).

EXPLANATION: Agenda item submitted by Mr. Apollon

10. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education upon the recommendation of the Superintendent, approves Marc Calello, under the School Climate Transformation Grant for a school beautification project at Teaneck High School from 05/06/24-06/07/24, to paint three (3) murals: 1 outside the Security Office; 1 outside the Dance Room; 1 inside the Weight Room, at a stipend amount of \$50.00 per hour, not to exceed \$2,000.00. Project stipend will be funded by the School Climate Transformation Grant Work (Account # 20-427-200-100-00-000-901).

EXPLANATION: Agenda item submitted by Mr. Apollon.

11. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the appointment of staff members under the Teaneck Township Education Association (**TTEA**) collective bargaining Agreements for the 2024-2025 school year in the following categories:

- Teaching Staff Members
- Secretarial and Clerical Personnel
- Paraprofessionals
- Athletic Trainer
- Data Support Specialists

EXPLANATION: Agenda item submitted by Mr. Apollon.

12. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the appointment of staff members under the Teaneck Association of Administrators and Supervisors (**TAAS**) Agreement for the 2024-2025 school year in the following categories:

- High School Principal
- Middle School Principals
- Elementary School Principals
- Assistant Director of Instruction
- High School Assistant Principals
- Middle School Assistant Principals
- Coordinators
- Department Chairpersons
- Directors
- Guidance Supervisors
- Subject Supervisors
- Grants Management and Program Evaluator

EXPLANATION: Agenda item submitted by Mr. Apollon.

13. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the appointment of staff members under the Teamsters Agreement for the 2024-2025 school year in the following categories:

- Groundsmen
- Custodians
- Maintenance Mechanics

EXPLANATION: Agenda item submitted by Mr. Apollon.

14. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, with the recommendation of the Superintendent, approve to abolish the position and remove from the District's Table of Organization.

Positions for Abolishment
Mathematics Enrichment Teacher
Literacy Enrichment Teacher
In-School Suspension Teacher

EXPLANATION: Agenda item submitted by Mr. Apollon

15. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the following job descriptions for the 2023-2024 school year. See attachments on page 167:

New Positions to be Created
Chief Technology Officer
Elementary Literacy Instructional Coach
Elementary Mathematics Instructional Coach
Secondary Literacy Instructional Coach
Secondary Mathematics Instructional Coach

EXPLANATION: Agenda item submitted by Mr. Apollon.

THEREFORE BE IT RESOLVED that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the following amended leave of absence:

#	Type	Dates of Paid Leave	Days Used	Dates of Unpaid Leave	Days Used	Board Approved Agenda Date	Return Day
4869	Family Medical	05/20/24 - 06/14/24	19 Sick Days	0	0	05/15/24	09/01/2024
*0416	Medical	02/07/24 - 06/14/24	54 Sick Days	0	0	05/15/24	09/01/2024
4634	Maternity	09/03/24 - 09/27/24	19 Sick Days	09/30/24 - 06/20/24	165	05/15/24	09/01/2025
2245	Maternity	1/16/2024 - 3/15/2024	44 sick days	3/18/2024 - 6/14/2024	58	05/15/24	09/01/24
5825	Maternity	4/22/2024 - 5/20/2024	17.5 sick days and 3 PB days	5/21/2024 - 6/14/2024	18	05/15/24	09/01/2024

***Revised dates**

EXPLANATION: Agenda item submitted by Mr. Apollon.

17. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the amendment for the following certificated staff to be remunerated at the revised stipend amount listed below, participating in the Hawthorne Elementary School's Title I After School Program. This resolution was previously approved at the February 21, 2024 Regular Public Meeting. Program funded by Title I (Account #: 20-231-100-101-00-110-000).

Name	Position	Hours	Stipend Amount (not to exceed)
Victor Hernandez	Instructor	53	\$2,650.00

EXPLANATION: Agenda item submitted by Mr. Apollon.

18. **THEREFORE IT BE RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the appointment of Travis Grundy, Part-Time Security Officer, at a rate of \$22.50 per hour, for the 2023-2024 school year, effective May 20, 2024, pending criminal history background checks and 90-day probationary period.

EXPLANATION: Agenda item submitted by Mr. Apollon.

19. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the following long term substitute teacher at \$260.00 per diem, assigned to a non-tenure track position, effective as indicated, pending criminal history:

Name	Position	Location	Effective Dates	Benefits
Susan Fanaras	Long-term Substitute	Lowell	03/15/2024 - 06/14/2024	w/o benefits
Sarah Flowers	Long-term Substitute	Lowell	03/01/2024 - 06/14/2024	w/o benefits
Frederica Ogletree	Long-term Substitute	TJMS	03/01/2024 - 06/14/2024	w/o benefits

EXPLANATION: Agenda item submitted per Mr. Apollon.

20. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent, approves the reassignment of Jennifer Kim, from Special Education Teacher to Preschool Intervention & Referral Specialist / Instructional Coach, effective September 1, 2024.

EXPLANATION: Agenda item submitted by Mr. Apollon.

21. **THEREFORE BE IT RESOLVED** that the Teaneck Board of Education, upon the recommendation of the Superintendent approves the appointment of Antonio Gullon, as the Bus Driver with a prorated salary of \$38,000 effective February 22, 2024 through June 30, 2024, pending criminal history background check.

EXPLANATION: Agenda item submitted by Mr. Apollon

POLICY

Teaneck Board of Education

Section: Bylaws

0164. CONDUCT OF BOARD MEETING

Date Created: March 2012

Date Edited: March 2024

0164. CONDUCT OF BOARD MEETING

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Parliamentary Authority

Roberts' Rules of Order, Newly Revised, shall govern the Board of Education in its deliberations and acts in all cases in which it is not inconsistent with statutes of the State of New Jersey, rules of the State Board of Education, or these bylaws.

Presiding Officer

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice President shall act in his/her place; if neither person is present, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

Announcement of Adequate Notice

The person presiding shall commence each meeting with an announcement of the notice given for the meeting or a statement regarding the lack of adequate notice, in accordance with law.

Agenda

The Superintendent shall prepare an agenda of items of business to come before the Board at each meeting. The agenda shall be delivered to each Board member no later than two days before the meeting and shall include such reports and supplementary materials as are appropriate and available.

Consent Agenda

It is the desire of the Board to conduct its public meetings in an efficient manner. In order to achieve this, the Board will approve selected matters by adopting one Consent Agenda resolution.

The Consent Agenda will include matters considered to be routine in nature as determined by the Board President and Superintendent. The Consent Agenda shall not be limited to these items only and may include additional items as agreed upon by the Board.

If discussion of any item is requested by any trustee, the particular item on the Consent Agenda will be removed and considered in a separate resolution. The request does not need a second, and no vote is needed to remove it from the consent agenda.

The order of business shall be as follows:

1. Call to order;
2. Flag salute;
3. Presiding officer's meeting notice statement;
4. Roll call;
5. Superintendent's report;
6. Board committee reports;
7. Public participation on matters of general concern and business agenda resolution;
- 8. Consent Agenda**
9. Board discussion of business agenda and formal action;
10. When necessary, enter Executive Session;
11. Adjournment.

N.J.S.A. 10:4-10

N.J.S.A. 18A:16-1.1

Adopted: 14 March 2012

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Educational Equity Policies/Affirmative

Action Program

Feb 24

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[See POLICY ALERT Nos. 191, 209, and 232]

1140 EDUCATIONAL EQUITY POLICIES/AFFIRMATIVE ACTION PROGRAM

The Board of Education shall adopt and implement written educational ~~equality~~ and equity policies in accordance with the provisions of N.J.A.C. 6A:7 – Managing ~~fFor Equality And Equity iIn~~ Education.

The Board's **educational equity policies** ~~affirmative action program~~ shall recognize and value the diversity of persons and groups within ~~the community~~ **society** and promote the acceptance of persons of diverse backgrounds regardless of ~~the protected categories listed at N.J.A.C. 6A:7-1.1(a) and pursuant to N.J.A.C. 6A:7-1.4(a)1~~ race, creed, color, national origin, ancestry, age, marital status, ~~affectional or sexual orientation, gender, gender identity or expression,~~ religion, disability, or socioeconomic status. The **educational equity policies** ~~affirmative action program~~ will also promote **equitable** equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon ~~the protected categories listed at N.J.A.C. 6A:7-1.1(a) and pursuant to N.J.A.C. 6A:7-1.4(a)2~~ race, creed, color, national origin, ancestry, age, marital status, ~~affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Education.~~

The Board shall inform the school community ~~it serves~~ of these policies in a manner including, but not limited to, the district's customary methods of information dissemination **pursuant to N.J.A.C. 6A:7-1.4(b)**. ~~The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.~~

~~The Board shall assess the district's needs for achieving equality and equity in educational programs based on an analysis of student performance data such as: National Assessment of Educational Progress and State assessment results, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates; re-examination and re-evaluation of classification and placement of students in special education programs if there is~~



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Educational Equity Policies/Affirmative Action Program

~~an overrepresentation within certain groups; staffing practices; student demographic and behavioral data; quality of program data; and stakeholder satisfaction data prior to developing the Comprehensive Equity Plan. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.~~

Pursuant to N.J.A.C. 6A:7-1.5, ~~t~~The Board **annually** shall ~~annually~~ designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, ~~of whom the Affirmative Action Officer is a member,~~ to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing ~~f~~For Equality And Equity in Education. The Board shall **ensure** ~~assure~~ that all stakeholders know who the Affirmative Action Officer is and how to **contact the Affirmative Action Officer** ~~access him or her.~~

The Affirmative Action Officer shall have a New Jersey standard **certificate certification** with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B – **State Board of Examiners and Certification** ~~et seq.~~ The Affirmative Action Officer shall: coordinate the required professional development training for **all personnel certified and non-certified staff** pursuant to N.J.A.C. 6A:7-1.6; notify all students and employees of **the** district's grievance procedures for handling discrimination complaints; ~~and~~ ensure the district's grievance procedures, **including** ~~which include~~ investigative responsibilities and reporting information, are followed; **and serve as a member of the Affirmative Action Team. The Affirmative Action Officer may also serve as the school district's Title IX Coordinator.**

In accordance with N.J.A.C. 6A:7-1.5(a)4., ~~t~~The Affirmative Action Team shall: **include, to the extent possible, members who represent the diversity of the school district's student population;** develop the Comprehensive Equity Plan (CEP) pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the **school district's CEP Comprehensive Equity Plan** pursuant to N.J.A.C. 6A:7-1.4(c); collaborate ~~with the Affirmative Action Officer~~ on coordination of the required professional development training for **all personnel certified and non-certified staff** pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the **CEP Comprehensive Equity Plan**; and conduct the annual district internal monitoring to ensure continuing compliance with State and Federal statutes governing educational ~~equality and~~ equity, pursuant to N.J.A.C. 6A:7-1.4(d).



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Educational Equity Policies/Affirmative Action Program

In accordance with N.J.A.C. 6A:7-1.6, tThe Board shall provide, **on a continuing basis**, professional development training **for to** all **school personnel** ~~certificated and non-certificated school staff members on a continuing basis~~ to identify and resolve problems associated with the student achievement **and opportunity** gaps and other inequities ~~arising from prejudice~~ on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.~~ **The professional development training shall be differentiated based on staff position type and shall be based on the analysis of data conducted pursuant to N.J.A.C. 6A:7-1.4(c)1.** ~~All new certificated and non-certificated staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment.~~ **The district shall ensure that p**Parents and other community members **are aware of** ~~shall be invited to participate in the~~ professional development training **provided to school district personnel regarding topics around equity.** **The district shall ensure all new personnel are provided within the first ninety days of employment with professional development training on educational equity issues.**

The Commissioner or ~~his/her~~ designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.~~

N.J.A.C. **6A:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.5; 6A:7-1.6**

Adopted:



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[See POLICY ALERT Nos. 191, 209, and 232]

1523 COMPREHENSIVE EQUITY PLAN

The Board of Education shall **complete** ~~submit~~ a Comprehensive Equity Plan (CEP) ~~based on an assessment of the district's needs for achieving equity in educational programs~~ that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and **equitable** ~~equal~~ access to educational **opportunities** ~~opportunity~~ for all learners, including students and teachers, **in accordance with the provisions of N.J.A.C. 6A:7-1.8.**

The Board's obligation to be accountable for the requirements in N.J.A.C. 6A:7 is not precluded or alleviated by any rule or regulation of any **recreational** organization, club, athletic association, or other league or **organizing** group.

Pursuant to N.J.A.C. 6A:7-1.4(c), the district shall develop, once every three years, a CEP that shall identify and correct all discriminatory and inequitable educational policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

1. **Prior to developing the CEP, the district shall assess its needs for achieving equity in educational activities and programs pursuant to N.J.A.C. 6A:7-1.4(c)1. The needs assessment shall identify discriminatory practices and other barriers to achieving equity in educational activities and programs, if applicable.**
2. **The CEP shall address:**
 - a. **Professional development, pursuant to N.J.A.C. 6A:7-1.6; and**
 - b. **Equity in school and classroom practices, educational activities, and programs pursuant to N.J.A.C. 6A:7-1.7.**
3. **The CEP shall include measurable and actionable goals, objectives, timelines, and benchmarks for measuring progress.**



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Comprehensive Equity Plan

4. **The Board shall submit the CEP to the Executive County Superintendent for confirmation of completion.**
 - a. **If the Executive County Superintendent determines that the CEP is not complete, the Board shall revise the plan in accordance with the Executive County Superintendent's instructions and shall submit to the Executive County Superintendent the revised plan within thirty days of the notification of incompleteness.**

Pursuant to N.J.A.C. 6A:7-1.8(c), ~~t~~**The CEP Comprehensive Equity Plan shall include the following:**

1. An assessment of the school district's needs for achieving equity in educational **activities and** programs. The assessment shall include staffing practices; quality-of-program data; stakeholder-satisfaction data; and student assessment ~~and behavioral~~ data disaggregated by gender; race; ethnicity; **multilingual learner status; homeless status; limited English proficiency**, special education; migrant; date of enrollment; student suspension; expulsion; Child Study Team referrals; preschool through grade twelve promotion/retention data; preschool through grade twelve completion rates; **attendance data**; and re-examination and re-evaluation of classification and placement **process** of students in special education programs if there is **disproportionality overrepresentation** within a certain groups;
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the **CEP Comprehensive Equity Plan**;
3. Progress targets for closing the achievement **and opportunity** gaps;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the **New Jersey Student Learning Standards (NJSLS)**, ~~Core Curriculum Content Standards~~; differentiated instruction and formative assessments aligned to **the NJSLS, Core Curriculum Content Standards**; and **professional standards for teachers and school leaders** ~~high expectations for teaching and learning~~; and



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Comprehensive Equity Plan

5. Annual targets **that address** ~~addressing~~ district needs in equity in school and classroom practices **and that** are aligned to professional development targets.

~~The A Comprehensive Equity Plan shall be written every three years and the Board of Education shall implement initiate the CEP Comprehensive Equity Plan within sixty days of the Executive County Superintendent's certification of completion its approval and shall implement the plan in accordance with the timelines approved by the New Jersey Department of Education.~~

~~If In the event the Board of Education does not implement the CEP Comprehensive Equity Plan within sixty one hundred eighty days of the Executive County Superintendent's certification of completion its approval date, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate, or refuse to award continued Federal or State financial assistance, pursuant to N.J.S.A. 18A:55-2.~~

N.J.A.C. **6A:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.79; 6A:7-1.8**

Adopted:



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Equal Employment Opportunities

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[See POLICY ALERT Nos. 191, 209, and 232]

1530 EQUAL EMPLOYMENT OPPORTUNITIES

The Board of Education shall, in accordance with law, guarantee equal employment opportunity throughout the district.

The Board shall ensure all persons shall have equal and bias-free access to all categories of employment and equal pay for equal work in this district without **discriminating on the basis of any of** ~~regard to the protected categories listed at N.J.A.C. 6A:7-1.1(a) candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability, pursuant to N.J.A.C. 6A:7-1.1.~~

The school district's employment applications and pre-employment inquiries **will** conform to the guidelines of the New Jersey Division of Civil Rights.

The Board will use equitable **hiring** practices that **correct prevent** imbalance and isolation based on **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability among the district's certified and non-certified staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.~~

The Board shall not assign, transfer, promote, or retain staff, or fail to assign, transfer, promote, or retain staff, on the sole basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability or socioeconomic status, pursuant to N.J.A.C. 6A:7-1.1.~~

The Board will target underutilized groups in every category of employment. The Board will provide among the faculty of each school role models of diverse ~~racial and cultural~~ backgrounds.



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Equal Employment Opportunities

The Board shall not enter into **or maintain** a contracts with a persons, **agencies** ~~agency~~, or organizations that discriminates in employment ~~practices~~ or in the provision of benefits or services, on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~, either in employment practices or in the provision of benefits or services to students or employees, ~~pursuant to N.J.A.C. 6A:7-1.1.~~

The Superintendent shall promulgate a complaint procedure for the adjudication of disputes alleging violation of the law prohibiting discrimination in employment or this **P**policy.

The Board shall not discriminate against any person for that person's exercise of rights under the laws prohibiting discrimination in employment or this **P**policy.

N.J.S.A. **10:5-4; 10:5-12;**

N.J.S.A. 18A:6-5; 18A:6-6; 18A:28-10; 18A:29-2

N.J.A.C. 6A:7-1.1 ~~et seq;~~ **6A:7-1.3** ~~6A:7-1.8~~

Adopted:



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[See POLICY ALERT Nos. 191, 209, and 232]

R 1530 EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE

A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of State statutes and administrative codes, and Federal laws and Policy 1530, guaranteeing “equal access to all categories of employment without **discriminating on the basis of regard to any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~candidate’s race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.~~”
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual employees.

B. Definitions

1. “Board of Education” means the Board of Education of ~~this the~~ School ~~d~~District.
2. “Complaint” means an alleged discriminatory act or practice.



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Complaint Procedure

3. “Complainant” means a staff member who alleges a discriminatory act or practice.
4. “Day” means a working or calendar day as identified.
5. “Discriminatory act or practice” means denial of equal employment opportunity in violation of State statutes and administrative codes and Federal laws and Policy 1530.
6. “School district” means ~~this the~~ _____ ~~School d~~District.

C. Procedure

1. A complainant who believes that **they have** ~~he/she has~~ been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall discuss the matter with **their** ~~his/her~~ immediate supervisor in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days **of the discussion with their supervisor**, the complainant may submit a ~~written~~ complaint to the Affirmative Action Officer. **The complaint may be reported: in person; in writing; verbally by telephone; by mail to the office address; or by electronic mail. The complaint may be reported during business or non-business hours.**
3. The complaint **shall** ~~will~~ include:
 - a. The complainant’s name and address;;
 - b. The specific act or practice **of which** ~~that~~ the complainant complains ~~of~~;;
 - c. The school employee, if any, responsible for the allegedly discriminatory act;;
 - d. The results of discussions conducted in accordance with ~~paragraph C.1. above~~; and



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- e. The reasons why ~~the these~~ **results of the discussions were** ~~are~~ not satisfactory **to the complainant.**

- 43. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the ~~written~~ **complaint filed in accordance with C.2. above.** A copy of the complaint and the response will be forwarded to the Superintendent.

- 54. The ~~response of the~~ Affirmative Action Officer's **written response** may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have acted discriminatorily.

- 65. On ~~his/her~~ **their** timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with a discriminatory act and any other person with knowledge of the act ~~complained of.~~

- 76. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.

- 87. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
 - a. The original complaint;,
 - b. The response to the complaint;,



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Complaint Procedure

- c. The Superintendent's decision;;
 - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented;; and
 - e. The complainant's reason for believing the Superintendent's decision should be changed.
98. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.
109. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
1140. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
1244. The complainant will be informed of **their** ~~his/her~~ right to appeal the Board's decision to the:
- a. Commissioner of Education
New Jersey State Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500 **or the**
~~Telephone: (877) 900-6960 or the~~
 - b. New Jersey Division on Civil Rights
Central Trenton Regional Office
Office of the Attorney General
140 East Front Street – 6th Floor
Trenton, New Jersey 08625-0090
~~Telephone: (609) 292-4605~~



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D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file kept by the Affirmative Action Officer.
2. A copy of the decision rendered at the highest level of appeal **finding a discriminatory act has occurred shall** ~~will~~ be kept in the **personnel file of the employee found to have committed a discriminatory act** ~~employee's personnel file~~.

Issued:



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Equal Employment/Anti-Discrimination Practices

Feb 24

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[See POLICY ALERT Nos. 191, 209, 215, and 232]

1550 EQUAL EMPLOYMENT/ANTI-DISCRIMINATION PRACTICES

The Board of Education shall, in accordance with State statutes and administrative code and Federal law and regulations, strive to overcome the effects of any previous patterns of discrimination in school district employment practices and shall systematically monitor school district procedures to ensure continuing compliance with **current Federal and State** anti-discrimination laws and regulations.

The Board will ensure all persons regardless of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status~~ shall have equal and bias-free access to all categories of employment in the public educational system of New Jersey, ~~pursuant to N.J.A.C. 6A:7-1.1.~~

The Board will not enter into any contract with a person, agency, or organization that discriminates on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status~~, either in employment practices or in the provision of benefits or services to students or employees. In addition, the Board will encourage minority businesses, women's business enterprises, and labor surplus area firms to submit bids to be considered for the awarding of contracts.

The Board shall not assign, transfer, promote, or retain staff, or fail to assign, transfer, promote, or retain staff, on the sole basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.~~



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Equal Employment/Anti-Discrimination Practices

The Board shall ensure equal pay for equal work among members of the school district's staff, regardless of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status,~~ pursuant to N.J.A.C. 6A:7-1.1.

N.J.S.A. 10:5-4; **10:5-12**

N.J.A.C. 6A:7-1.1 ~~et seq.~~; **6A:7-1.3** 6A:7-1.8

Adopted:



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REGULATION GUIDE

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Curriculum Content
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R 2200 CURRICULUM CONTENT

Courses of study and instructional materials and programs shall be designed to eliminate discrimination **on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** and promote understanding and mutual respect between children ~~regardless of race, color, creed, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, ancestry, national origin, socioeconomic status, and/or disability.~~

The Superintendent or designee shall develop a procedure to address and eliminate any possible bias in the curriculum.

~~In order to eliminate possible bias in the curriculum, staff shall use the following criteria:~~

- ~~A. When instructional material contains stereotypes or discriminatory statements, staff should help students identify the stereotypes or discriminatory statement(s) and discuss with students the consequences of repeated stereotyping and discriminatory statements.~~
- ~~B. If a particular instructional material is highly objectionable, staff should not use it, such material should be brought to the attention of the Building Principal so that the Affirmative Action Officer can evaluate the objectionable material. Alternatively, the **teaching staff member** teacher might discuss the questionable material instead of eliminating it, depending on the makeup and maturity of the class and the purposes of the instruction.~~
- ~~C. Another recommended technique for handling materials that contain biases or stereotypes is to offset it by using unbiased supplementary materials.~~
- ~~D. Community involvement when developing instructional programs and attendant materials shall be encouraged.~~

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~~Equity in Affirmative Action Program for School~~
and Classroom Practices

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[See POLICY ALERT Nos. 191, 209, and 232]

2260 EQUITY IN AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES

The Board of Education shall provide **all students with equitable** ~~equal~~ and bias-free access ~~for all students~~ to all school facilities, courses, programs, activities, and services, regardless of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status,~~ by:

1. Ensuring ~~equal and~~ barrier-free access to all school and classroom facilities;
2. Attaining, **within each school**, minority representation ~~within each school, that which~~ approximates the district's overall minority representation. Exact apportionment is not required, ~~however,~~ the ultimate goal is a reasonable plan achieving the greatest degree of **a representative racial** balance, ~~that which~~ is feasible and consistent with sound educational values and procedures;
3. Utilizing, **on an annual basis**, a State-approved English language proficiency assessment **that evaluates a student's English language proficiency on the four domains of listening, speaking, writing, and reading** ~~measure on an annual basis~~ for determining the **eligibility and placement** ~~special needs~~ of **students who may be identified as multilingual** ~~English language learners and their progress in learning English~~ pursuant to N.J.A.C. 6A:15-1.3(a)**3.(b)**;
4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;
5. Ensuring ~~that~~ support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all students; and



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6. Ensuring ~~that~~ a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies ~~that~~ such exclusion is necessary. ~~If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.~~
 - a. **If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.**

Pursuant to N.J.A.C. 6A:7-1.7(b), ~~t~~The Board of Education shall ensure ~~that~~ the district's curriculum and instruction are aligned to the **New Jersey Student Learning Standards (NJSLS)**. ~~State's Core Curriculum Content Standards and~~ **The Board also shall ensure its curriculum and instruction** address the elimination of discrimination by narrowing the achievement **and opportunity** gaps, by providing equity in educational **activities and** programs, and by providing opportunities for students to interact positively with others regardless of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status,~~ by:

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;~~
2. Ensuring courses shall not be offered separately on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;~~



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- a. Portions of classes ~~that which~~ deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions **based on gender identity for male and female students**, provided that the course content for such separately conducted sessions is the same.
3. **Increasing and promoting equitable representation** ~~Reducing or preventing the underrepresentation of all minority, female, and male students in all classes and programs including gifted and talented, accelerated, and advanced classes;~~
4. Ensuring ~~that~~ schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and **ensuring that** students understand the basic tenet of multiculturalism;
5. Ensuring **the Amistad Commission Curriculum** ~~that African American history, as well as the history of other cultures, is infused into the curriculum and is taught as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the New Jersey Core Curriculum Content Standards; and~~
6. Ensuring **the Commission** ~~that instruction on the Holocaust Education curriculum and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28; and-~~
7. **Ensuring all curricular requirements pursuant to N.J.A.C. 6A:8 and the NJSLS are taught, including any curriculum developed concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or curriculum developed by any commissions constituted for the development of curriculum concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).**

~~The Board of Education shall ensure all students have access to adequate and appropriate counseling services. When informing students about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of race, creed, color, national origin,~~



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~~ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.~~

The Board of Education shall ensure that the district's physical education program and its athletic programs are **is in a equitable, co-educational setting that is developmentally appropriate**; and **does** ~~do~~ not discriminate on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status~~, as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for students of each gender shall be comparable;
2. ~~The A school within the school~~ district may choose to operate separate teams **based on sex for both genders** in one or more sports or single teams open competitively to members of **all sexes both genders, as** so long as the athletic program as a whole provides equal opportunities for students of **all sexes both genders** to participate in sports at comparable levels of difficulty and competency; and
3. The activities comprising such athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

N.J.S.A. 18A:36-20

N.J.A.C. **6A:7-1.1; 6A:7-1.3; 6A:7-1.7**

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[See POLICY ALERT No. 232]

R 2260 EQUITY IN AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES COMPLAINT PROCEDURE

A. Purpose and Application

1. The purpose of this procedure is to give any student or the parent(s) ~~or legal guardian(s)~~ of a student the opportunity to appeal an alleged violation of the district's Affirmation Action Plan for school and classroom practices, as set forth in Policy 2260.
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and will be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual students.

B. Definitions

1. "Affirmative Action Officer" means the district official responsible for the coordination of activities relating to compliance with the Affirmative Action Plan.
2. "Affirmative Action Plan" means the Affirmative Action Plan for school and classroom practices adopted by the Board of Education.
3. "Board of Education" means the Board of Education of ~~this the~~ _____ School District.
4. "Complainant" means a student or parent(s) ~~or legal guardian(s)~~ who believes that **they have** ~~he/she has~~ been harmed or adversely affected by a failure to enforce the district's Affirmative Action Plan.



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5. “Complaint” means an unresolved problem concerning the interpretation or application by an officer or employee of this school district of law and regulations regarding the Affirmative Action Plan.
6. “Day” means a working or calendar day as identified.
7. “Student” means an individual enrolled in any formal educational program provided by the school district.
8. “School district” means ~~this the~~ _____ ~~School d~~District.
9. “Violation” means the failure of a district official or employee to take the positive steps outlined in Policy 2260 and/or included in the Affirmative Action Plan.

C. Procedure

1. A complainant shall discuss ~~their his/her~~ complaint with the staff member most closely involved in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days **of the discussion with the staff member most closely involved**, the complainant may submit a ~~written~~ complaint to the Affirmative Action Officer. **The complaint may be reported: in person; in writing; verbally by telephone; by mail to the office address; or by electronic mail. The complaint may be reported during business or non-business hours.**
3. The complaint ~~will~~ **shall** include:
 - a. The student’s name and, in the complaint of a person acting on behalf of the student, the name and address of the complainant;,-
 - b. The specific failure to act **of which** ~~that~~ the complainant complains ~~of~~;-



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- c. The school employee, if any, responsible for the alleged violation of the Affirmative Action Plan;;
 - d. The results of discussions conducted in accordance with ~~paragraph C.1. above;~~ and
 - e. The reasons why ~~the these~~ **results of the discussions were** ~~are~~ not satisfactory **to the complainant.**
43. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the ~~written~~ complaint **filed in accordance with C.2. above.** A copy of the complaint and the response will be forwarded to the Superintendent.
54. The ~~response of the~~ Affirmative Action Officer's **written response** may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the Affirmative Action Plan.
65. On **their** ~~his/her~~ timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the Affirmative Action Plan and any other person with knowledge of the violation ~~complained of.~~
76. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties and to the Board.



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87. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
- The original complaint;;
 - The response to the complaint;;
 - The Superintendent's decision;;
 - A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented;; and
 - The complainant's reason for believing the Superintendent's decision should be changed.
98. A copy of the appeal to the Board must be given to the staff member, if any, charged with a violation of the Affirmative Action Plan.
109. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
1140. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
1244. The complainant will be informed of ~~their~~ **their** his/her right to appeal the Board's decision to the Commissioner of Education or to the New Jersey Division on Civil Rights.



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D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file separate from the student's cumulative file. A notation shall be made in the student's file of the presence of the record in the separate file.
2. **A copy of the decision rendered at the highest level finding a violation of the Affirmative Action Plan has occurred shall be kept in the personnel file of the employee found to have committed a violation of the Affirmative Action Plan.**

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[See POLICY ALERT Nos. 209 and 232]

2411 GUIDANCE COUNSELING

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the schools to assist students in making and implementing informed educational and occupational choices including academic, career, and personal/social development.

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all students in this school district and shall

Choose only one of the following alternatives:

- be conducted entirely by teaching staff members certified as guidance personnel.
- include the services of teaching staff members certified as guidance personnel and other designated teaching staff members.
- be the responsibility of the classroom teacher, who may draw upon the services of other, more specialized staff members as required.
- involve the coordinated efforts of all teaching staff members under the leadership of certified guidance and counseling personnel.

The Superintendent is directed to implement a guidance program that carries out the purposes of this Policy and:

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each student;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parents and shares parents' concern for the development of their children;



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6. Provides for the means of sharing information among appropriate staff members in the student's interest;
7. **Ensures all students have access to adequate and appropriate counseling services, pursuant to N.J.A.C. 6A:7-1.7(c).**
 - a. **When informing students about possible careers or professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a).**
 - b. **The Board shall not use tests or guidance or counseling materials that are biased or stereotyped on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a); and**

~~Is available equitably to all students and prohibits biased counseling and the use of materials that discriminate among students on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability; and~~
8. Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the efficacy of such referrals.

N.J.A.C. 6A:19-1.2; 6A:8-2.2

N.J.A.C. **6A:7-1.1; 6A:7-1.3; 6A:7-1.7; 6A:8-3.2**

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[See POLICY ALERT Nos. 187, 191, 209, 229, and 232]

2423 BILINGUAL AND ~~ESL~~ EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and culturally and linguistically responsive, researched-based, and effective language instruction educational programs (LIEP) to all multilingual learners (ML) as required by law and rules of the New Jersey State Board of Education. MLs are those students whose primary language is not English and who have varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English-speaking ability pursuant to N.J.S.A. 18A:35-15 through 18A:35-26.1 and N.J.A.C. 6A:15-1.1 et seq.

The school district shall use, at the time of enrollment, the multi-step process to identify MLs enrolled in the district in accordance with N.J.A.C. 6A:15-1.3. The district shall administer to each student enrolled in the district the Statewide home-language survey (HLS) to determine which students in preschool to twelfth-grade have a primary language(s) other than English and, therefore, may be a ML.

The district shall then determine the English language proficiency of all Kindergarten to twelfth-grade students who are found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 and whose primary language is other than English by administering an English language proficiency (ELP) assessment. Students who do not meet the New Jersey Department of Education (Department)-established cut score standard on the ELP assessment shall be considered MLs and shall be offered entry into the district's LIEP. Preschool students who are identified as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as part of the screener process to determine the ML's English language proficiency level. The district shall also use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.

The district shall provide to all preschool to twelfth-grade MLs enrolled in the district pursuant to N.J.S.A. 18A:7F-46 and N.J.S.A. 18A:7F-54 with equal educational opportunities and all educational activities and programs in accordance with the provisions of N.J.A.C. 6A:15-1.4.



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The school district providing a LIEP shall submit a plan every three years to the Department in accordance with the provisions of N.J.A.C. 6A:15-1.5.

Students enrolled in a LIEP shall have equal educational opportunities, including full access to educational opportunities and services available to other students in the school district pursuant to N.J.A.C. 6A:15-1.6.

As part of the district- and school-level plans for professional development requirements pursuant to N.J.A.C. 6A:9C-4.2, the Board shall describe professional learning for bilingual, ESL, and academic content teaching staff members whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teaching staff members of MLs in accordance with the provisions of N.J.A.C. 6A:15-1.7.

All teachers of bilingual programs shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or academic content area and a standard certificate with a bilingual/bicultural education endorsement, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5 in accordance with the provisions of N.J.A.C. 6A:15-1.8.

Students identified as MLs shall be assessed annually using English Language Placement (ELP) assessments to measure the progress toward English language proficiency and to determine readiness for exiting the LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.9. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2., shall be assessed annually using an alternate ELP assessment. Every student participating in a bilingual, ESL, or English language services program established pursuant to N.J.S.A. 18A:35-15 et seq. shall be entitled to continue such participation for a period of three years pursuant to N.J.S.A. 18A:35-19.

MLs enrolled in the LIEP shall be placed in a classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit a LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English.



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In accordance with the provisions of N.J.S.A. 18A:35-22.1, a parent may remove a student who is enrolled in a bilingual education program at any time; except that during the first three years of a student's participation in a bilingual education program, a parent may only remove the student at the end of each school year.

If a parent wishes to remove the student prior to the end of each school year, the removal shall be approved by the Executive County Superintendent. If the Executive County Superintendent determines the student should remain in the bilingual education program until the end of the school year, the parent may appeal the Executive County Superintendent's decision to the Commissioner of Education or designee pursuant to the provisions of N.J.S.A. 18A:35-19.2.

Newly exited students who are not academically progressing in classes where English is the primary language of instruction may be considered for reentry to a LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.9(g)1 through (g)5.

All MLs shall satisfy requirements for high school graduation pursuant to N.J.A.C. 6A:8-5.1(a) and Policy 5460 in accordance with the provisions of N.J.A.C. 6A:15-1.10.

All Kindergarten through twelfth-grade LIEPs shall be conducted within classrooms within the school district pursuant to N.J.S.A. 18A:35-20 in accordance with the provisions of N.J.A.C. 6A:15-1.11.

The parent of a ML shall be notified in accordance with the provisions of N.J.A.C. 6A:15-1.12 that their child has been identified as eligible for placement in a LIEP. Notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English. The notice must also include the provisions detailed at N.J.A.C. 6A:15-1.12(b). Progress reports shall be written in English and in the primary language spoken by the parent of students enrolled in the LIEP.

Pursuant to N.J.A.C. 6A:15-1.13, with approval of the Executive County Superintendent on a case-by-case basis, the Board may join with another district Board to provide a LIEP and an individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, to a ML who chooses to utilize it to meet the 120-credit graduation requirement, in whole or in part.



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The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards and communities served by the LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.14. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.

N.J.S.A. 18A:35-15 through 18A:35-26.1
N.J.A.C. 6A:14-4.10; 6A:15-1.1 et seq.

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R 2423 BILINGUAL AND ESL EDUCATION

A. Definitions – N.J.A.C. 6A:15-1.2

1. “Alternate English language proficiency assessment” (alternate ELP assessment) means a New Jersey Department of Education (Department)-approved assessment for students with the most significant cognitive disabilities that assesses a student’s English language proficiency (ELP) on the four domains of listening, speaking, reading, and writing, and that is aligned with the English Language Development (ELD) standards and the Individuals with Disabilities Education Act (IDEA).
2. “Bilingual education program” means a full-time language instruction educational program (LIEP) in all courses or subjects provided in accordance with N.J.S.A. 18A:35-18. Students in a bilingual education program receive instruction in the primary language of multilingual learners (ML) enrolled in the program and in English, while also receiving English as a second language (ESL) instruction. Educators use the primary language of instruction to enhance literacy in the primary language and as a support in the development of listening, speaking, reading, and writing skills in English. Students also receive instruction in the history and culture of the country, territory, or geographic area that is the native land of the parents and families of MLs enrolled in the program, and in the history and culture of the United States.
3. “Bilingual part-time program” means an instructional program alternative in which students receive their academic content area classes in English language arts (ELA) and mathematics instruction with a certified bilingual teacher who provides instruction in the primary language of the MLs in the program, as well as ESL instruction.
4. “Bilingual resource program” means an instructional program alternative in which students receive instruction and resources that are individualized for each student, daily instruction from a certified bilingual teacher in academic content areas as identified by the school district, as well as ESL instruction.



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5. “Bilingual tutorial program” means an instructional program alternative in which students receive one period of instruction from a certified bilingual teacher in an academic content area required for graduation, a second period of tutoring in another required content area, as well as ESL instruction.
6. “Class period” means the time allocated for instruction in academic content areas as part of the regular school schedule for each day in session as set forth at N.J.A.C. 6A:32-8.3. In a block schedule, weekly instruction is equivalent to one class period for each day of school in a given week.
7. “Cut score” means the same as that term is defined pursuant to N.J.A.C. 6A:8-1.3.
8. “Dual language immersion program” means, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18 and N.J.A.C. 6A:15, a full-time LIEP that provides students structured English language instruction and instruction in a second language in all academic content areas. MLs in the program receive instruction in their primary language, as well as ESL instruction. A dual language immersion program provides daily instruction in English and a minimum of fifty percent of instruction in the primary language of enrolled MLs. A dual language immersion program that is designed to support MLs is sometimes referred to as a two-way bilingual education program.
9. “Early Language Development Standards” means the preschool English language development standards for preschool students developed by WIDA. The standards correspond to five domains of children’s development and learning: approaches to learning, language and communication development, cognition and general knowledge, physical well-being and motor development, and social and emotional development. The standards incorporated herein by reference, are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium and are available at <https://wida.wisc.edu/teach/early>.
10. “Educational activities and programs” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.



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11. “Educational equity” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
12. “Educational needs” means the particular educational requirements of MLs; the fulfillment of which will provide them with equal educational opportunities.
13. “English as a second language (ESL) program” means a daily class period of second-language acquisition instruction within a LIEP and based on a student’s English language proficiency that teaches the English language development standards and incorporates the cultural aspects of the students’ experiences in their ESL instruction.
14. “English language development standards” or “ELD standards” means the 2020 Amplification of the English Language Development Standards, Kindergarten – Grade 12 incorporated herein by reference, as amended and supplemented, developed by WIDA. They are the standards and language competencies in listening, speaking, reading, and writing that MLs in preschool programs, and elementary and secondary schools, need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic content areas. The standards are a version of ELA that have been crafted to address the specific developmental stages of students learning English. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (www.wida.us) and are available for review at <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>.
15. “English language proficiency assessment” or “ELP assessment” means a Department-approved assessment that evaluates a student’s English language proficiency on the four domains of listening, speaking, reading, and writing, and that is aligned with the ELD standards.
16. “English language services” means services designed to improve the English language skills of MLs. The services, provided in school districts with less than ten MLs in Kindergarten through twelfth-grade, are part of the regular school program and are designed to develop proficiency in the ELD standards.



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17. “Equal educational opportunity” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
18. “Exit criteria” means the criteria that must be applied before a student may be exited from a LIEP.
19. “High-intensity ESL program” means an instructional program alternative in which students receive two or more class periods each day in session of ESL instruction. One period is the standard ESL class, and the other period is a tutorial or ESL reading class.
20. “Instructional program alternative” means a LIEP, other than bilingual education and/or dual language immersion, that may be established by the Board of Education in consultation with, and approval of, the New Jersey Department of Education through a waiver request pursuant to N.J.S.A. 18A:35-18. All students in an instructional program alternative receive an ESL class period each day in session.
21. “Language instruction educational program” or “LIEP” means the program of services in which a ML receives instruction and support to develop and attain English language proficiency while meeting or exceeding the New Jersey Student Learning Standards (NJSLS) in academic content areas. MLs in a LIEP develop proficiency in the English language while they develop skills and knowledge within the academic content areas. A LIEP includes the services that all MLs are entitled to receive, pursuant to N.J.S.A. 18A:35-16 and N.J.A.C. 6A:15. LIEP includes “programs of bilingual education,” pursuant to N.J.S.A. 18A:35-16, and “instructional alternative programs,” pursuant to N.J.S.A. 18A:35-18.
22. “Multicultural curriculum” means the same as that term is defined pursuant to N.J.A.C. 6A:7.
23. “Multilingual learner” or “ML” means a student whose primary language is not English, who is identified through the process set forth in N.J.A.C. 6A:15, and who is developing proficiency in multiple languages (e.g., English and a primary language). The term is synonymous with “English learner” or “English language learner”.



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24. “Newcomer” means any student born outside of the United States who has recently arrived in the United States. Newcomer is an umbrella term that includes a heterogenous group of immigrants; some newcomers may also be MLs or students with interrupted formal education (SIFE).
25. “NJSLS” means the New Jersey Student Learning Standards as defined at N.J.A.C. 6A:8-1.3.
26. “Parent(s)” means the natural or adoptive parent, legal guardian, surrogate parent appointed pursuant to N.J.A.C. 6A:14-2.2, or a person acting in the place of a parent (such as a grandparent or stepparent with whom the student lives or a person legally responsible for the student’s welfare). Unless parental rights have been terminated by a court of appropriate jurisdiction, the parent retains all rights pursuant to N.J.A.C. 6A:32. In addition, a resource family parent may act as a parent pursuant to N.J.A.C. 6A:32 if the parent’s authority to make education decisions on the student’s behalf has been terminated by a court of appropriate jurisdiction.
27. “Primary language” means the language or mode of communication in which a ML is most fluent or speaks more regularly than any other language. In the case of a student, the primary language is the language normally used by the student’s parent.
28. “Sheltered English instruction” means an instructional program alternative to make academic instruction in English understandable to MLs. Sheltered English classes are taught by classroom teachers who deliver instruction in English, may not hold a bilingual/ESL endorsement, but have received training on strategies for instructional adaptation, pursuant to N.J.A.C. 6A:8-1.3, to make academic content areas comprehensible for MLs.
29. “State Seal of Biliteracy” means a recognition awarded pursuant to N.J.A.C. 6A:8-5.3.



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30. “Statewide home-language survey” or “Statewide HLS” means a standardized questionnaire developed by the Department for school districts to use to help identify which students are potential MLs and which students will require a record review and an ELP assessment to determine whether they are eligible for placement in a LIEP.
31. “Student with interrupted formal education” or “SIFE” means a ML in grades four to twelve who has experienced disruptions in their formal education that took place outside of the United States.

B. Identification of Eligible Multilingual Learners – N.J.A.C. 6A:15-1.3

1. The school district shall use, at the time of enrollment, the multi-step process set forth at N.J.A.C. 6A:15-1.3(a)1 through (a)3 and B.1.a. through B.1.c. below to identify MLs enrolled in the school district.
 - a. The district shall administer to each student enrolled in the school district the Statewide HLS. The district shall use the Statewide HLS to determine which students in preschool to twelfth-grade have a primary language(s) other than English and, therefore, may be a ML. The Statewide HLS shall be completed, in writing, or by verbal interview by an individual with knowledge of the student, such as a parent(s), trained school district personnel, or a bilingual or ESL teacher;
 - b. Following the administration of the Statewide HLS, the district shall conduct a records review process to determine whether the student is a ML.
 - (1) The records review process may include, but is not limited to, reviewing available information about the student’s overall academic performance from current or prior years; observations of teaching staff members who have worked with the student; interviews with the student or the student’s parent or family in their primary language; and/or additional school records as needed in compliance with State and Federal student privacy laws; and



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- c. The district shall then determine the English language proficiency of all Kindergarten to twelfth-grade students who are found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 and B.1.a. or B.1.b. above and whose primary language is other than English by administering an ELP assessment. Students who do not meet the Department-established cut score on the ELP assessment shall be considered MLs and shall be offered entry into the district's LIEP.
 - (1) Preschool students who are identified, pursuant to the processes set forth at N.J.A.C. 6A:15-1.3(a)1 and (a)2 and B.1.a. and B.1.b. above, as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as part of the screener process to determine the ML's English language proficiency level.
 - (2) The district shall also use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.
 2. The district shall maintain a roster indicating all identified students whose primary language is other than English and who are MLs.
- C. Board Requirements, Including Language Instruction Educational Programs for Multilingual Learners – N.J.A.C. 6A:15-1.4
1. The district shall provide all preschool to twelfth-grade MLs enrolled in the school district pursuant to N.J.S.A. 18A:7F-46 and 18A:7F-54 with equal educational opportunities and all educational activities and programs, including required courses and support services defined at N.J.A.C. 6A:15-1.4(b) through (e) and C.2. through C.5. below to prepare MLs to meet or exceed the NJSLS for high school graduation. The instructional opportunities shall be designed to assist MLs to fully comprehend all subject matter and demonstrate their mastery of all NJSLS academic content areas.



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- a. Instructional opportunities may also include individualized and targeted supports, as needed by MLs.
 - b. The district shall ensure that all educational services, activities, and programs incorporate a linguistically and culturally responsive, multicultural curriculum in accordance with N.J.S.A. 18A:35-4.35, 18A:35-4.36, and 18A:35-4.36a. to ensure educational equity aligned to the Board of Education’s Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
2. The Board shall provide all MLs with a LIEP.
- a. The Board shall provide appropriate instructional programs to preschool MLs pursuant to N.J.A.C. 6A:15-1.4(c) and C.3. below.
 - b. Whenever there are twenty or more MLs in Kindergarten through twelfth-grade in any one language classification enrolled in the school district, a LIEP shall include bilingual education or dual language immersion programs pursuant to N.J.A.C. 6A:15-1.4(e) and C.5. below, unless waived pursuant to N.J.A.C. 6A:15-1.15 and N. below.
 - c. Whenever there are ten or more MLs in Kindergarten through twelfth-grade enrolled in the school district, an ESL program shall be provided.
 - d. Whenever there are at least one, but fewer than ten MLs in Kindergarten through twelfth-grade enrolled in the school district, the Board shall provide the MLs with English language services. English language services shall be provided as part of the regular school program.
 - e. Instructional program alternatives may be implemented pursuant to N.J.A.C. 6A:15-1.15 and N. below.
3. The Board shall provide appropriate instructional programs to eligible preschool MLs based on the New Jersey Preschool Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A – Elements of High-Quality Preschool Programs.



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- a. A program that meets the New Jersey Preschool Teaching and Learning Standards of Quality and is approved, pursuant to N.J.A.C. 6A:13A, will be considered a preschool LIEP.
4. The Board shall establish bilingual education or dual language immersion programs whenever there are twenty or more MLs in any one language classification enrolled in the school district in Kindergarten through twelfth-grade, pursuant to N.J.S.A. 18A:35-18. Bilingual education or dual language immersion programs shall:
 - a. Be designed to prepare MLs to acquire sufficient English knowledge and skills to meet the NJSLS. All MLs participating in bilingual and dual language immersion programs shall also receive a class period of ESL instruction each day in session;
 - b. Include a curriculum that is aligned to the NJSLS and the ELD standards and includes primary language instruction delivered to further master literacy in the primary language and as a support in the development of English proficiency;
 - c. Include the full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district; and
 - d. Utilize a curriculum for bilingual education programs that is adopted by the Board.
 5. The Board shall provide at least one class period of ESL instruction each day in session based on a student's English language level to all MLs placed in a LIEP.
 - a. The Board shall develop and adopt an ESL curriculum that addresses the ELD standards to address the instructional needs of MLs.
 - b. The ESL curriculum shall be cross-referenced to the school district's bilingual education and academic content area curricula to ensure that ESL instruction is correlated to all academic content areas taught.



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6. The Board may establish dual language immersion programs to meet the requirement at N.J.A.C. 6A:15-1.4(b)2. and C.2.b. above and N.J.S.A. 18A:35-15 through 18A:35-26.
 - a. Dual language immersion programs shall be designed to help students achieve proficiency in English and in a second language while mastering academic content area skills.
 - b. Instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards.
 - c. Classes in dual language immersion programs shall be comprised of at least fifty percent MLs.
 - d. The program may be coordinated with the school district's world languages program.
 - e. Dual language immersion programs that are not established to provide the LIEP services required pursuant to N.J.S.A. 18A:35-15 through 18A:35-26 do not have to comply with the requirements of N.J.A.C. 6A:15, Policy 2423, and this Regulation.
7. The Board may establish a newcomer program for a limited duration in time to address the needs of recent immigrant students, particularly SIFEs, before the students transition to a general education classroom. A high-quality newcomer program shall:
 - a. Be age-appropriate;
 - b. Include content that relates to the NJSLS;
 - c. Include social-emotional learning; and
 - d. Include courses that are credit-bearing and count toward graduation pursuant to N.J.A.C. 6A:8, or promotion requirements to allow students to meet grade-level standards within a reasonable period of time.



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8. The Board shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable MLs to meet or exceed the NJSLs for graduation. When sufficient numbers of students are not available to form a bilingual class in an academic content area, the Board shall develop, in consultation with and approved by the Department, plans to meet the needs of the students.
 9. In addition to N.J.A.C. 6A:15-1.4(a) through (h) and C.1. through C.8. above, the Board shall design additional programs and services to meet the special needs of eligible MLs. The additional programs and services shall include, but not be limited to, individualized and targeted supports through Title I programs; special education; career and technical education programs; gifted and talented education services; supports to help MLs earn a State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3; and individualized learning opportunities pursuant to N.J.A.C. 6A:8-5.1.
 10. The Board may establish a program in bilingual education or dual language immersion for any language classification with fewer than twenty students.
 11. The Board shall establish a process for how MLs in high school may meet the world language or ELA course graduation requirements, pursuant to N.J.A.C. 6A:8-5.1, by applying credits earned in an ESL course. The Board shall verify on a student's record that the applicable ESL credits meet or exceed the NJSLs at the high school level.
- D. Approval Procedures – N.J.A.C. 6A:15-1.5
1. The school district providing a LIEP shall submit a plan every three years to the Department for approval.
 2. The Board of Education's LIEP plan shall demonstrate that:
 - a. For Kindergarten through twelfth-grade, LIEP curricula include or are aligned with:



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- (1) The NJSLS;
 - (2) The ELD standards; and
 - (3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.
- b. For preschool, the ML instruction and support meets the language instruction requirements in the New Jersey Preschool Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A and the curricula include or are aligned with:
- (1) The NJSLS;
 - (2) The ELD standards for preschool; and
 - (3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.
- c. MLs have equitable access to educational activities and programs in a manner aligned to the Board's Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
- d. School district staff engage in ongoing and continuous program evaluations that shall include regular reviews of student performance data (for example, graduation rates and assessment results) and other measures (for example, absenteeism, disciplinary records, and course enrollment) to evaluate whether MLs in the district have equitable access to educational opportunities, including, but not limited to, gifted and talented programs; advanced coursework and dual enrollment; work-based learning opportunities; extra-curricular activities; and career counseling.
- e. Preschool students participate in instructional activities pursuant to N.J.A.C. 6A:13A.



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- f. Bilingual and dual language immersion programs promote bilingualism, biliteracy, cross-cultural competency, high levels of academic achievement in both languages, and a path, if available, toward attaining the State Seal of Biliteracy.
 3. The Board's LIEP plan submitted to the Department for approval shall include information on the following:
 - a. Identification of MLs in preschool through twelfth-grade;
 - b. LIEP description;
 - c. The number of staff hired for the LIEP by certificate type;
 - d. Bilingual and ESL curriculum;
 - e. Evaluation design;
 - f. Review process for a student's exit from ML status; and
 - g. A budget for all components of the LIEP.
 4. The Department will review the plan to ensure the Board has a system of support for all MLs that is aligned to N.J.A.C. 6A:15, Policy 2423, and this Regulation. The Department may request modifications of the plan, as appropriate, and shall determine whether to approve the Board's plan.
- E. Supportive Services – N.J.A.C. 6A:15-1.6
1. Students enrolled in a LIEP shall have equal educational opportunities, including full access to educational opportunities and services available to other students in the district.



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2. The school district shall provide MLs with linguistically and culturally responsive supportive services, such as academic counseling; tutoring; career guidance; and mental health counseling. Bilingual personnel who are trained in social-emotional learning and are familiar with and knowledgeable about the unique assets and needs of the MLs, including newcomers and SIFEs, and their parents, shall provide the services.
- F. Professional Development – N.J.A.C. 6A:15-1.7
1. As part of the district- and school-level plans for professional development requirements at N.J.A.C. 6A:9C-4.2, the Board of Education shall describe professional learning for bilingual, ESL, and academic content teachers whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of MLs.
 2. The district- and school-level professional development plan shall:
 - a. Include instructional adaptational strategies, pursuant to N.J.A.C. 6A:8-3.1, and training on appropriate assessments to help MLs meet the NJSLs and the ELD standards;
 - b. Address the needs of bilingual and ESL teachers, who shall receive training in the use of the ESL curriculum and the ELD standards; and
 - c. Ensure all teachers receive training on the ELD standards and how to provide linguistically and culturally accessible instruction and appropriate modifications and accommodations for MLs.
- G. Certification – N.J.A.C. 6A:15-1.8
1. All teachers of bilingual programs shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or academic content area and a standard certificate with a bilingual/bicultural education endorsement, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5.



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2. Dual language immersion programs, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18; N.J.A.C. 6A:15; Policy 2423; and this Regulation may be taught by one or more teaching staff members. In these dual language immersion programs, the following endorsements to an instructional certificate shall be fulfilled by one or more teaching staff members:
 - a. An endorsement for the appropriate grade level and/or academic content area being taught; and
 - b. An endorsement in bilingual/bicultural education or world languages.
 - (1) A teaching staff member of a language other than English has demonstrated linguistic competence in the language of their instruction, pursuant to N.J.A.C. 6A:9B-10.5 or 11.5(a)2.
 3. All teaching staff members of ESL classes shall hold a valid New Jersey instructional certificate with an ESL endorsement, pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-11.6.
 4. All teaching staff members providing English language services shall hold a valid New Jersey instructional certificate.
- H. Language Instruction Educational Program Placement, Assessment, Exit, and Reentry – N.J.A.C. 6A:15-1.9
1. All MLs from Kindergarten through twelfth-grade shall be enrolled in a LIEP established by the Board of Education in accordance with N.J.A.C. 6A:15-1.4(b) through (f) and C.2. through C.6. above, N.J.A.C. 6A:15-1.15(a) and N.1. below, and N.J.S.A. 18A:35-18 and N.J.S.A. 18A:35-22.
 2. Students identified as MLs shall be assessed annually using ELP assessments to measure the progress toward English language proficiency and to determine readiness for exiting the LIEP. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2, shall be assessed annually using an alternate ELP assessment.



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3. A ML enrolled in the LIEP shall be placed in a classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit a LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English.
 - a. Pursuant to 34 CFR §200.6(h)(4)(ii), a ML with a disability whose disability makes it impossible for the student to be assessed in a particular domain because there are no appropriate accommodations for assessing the student in that domain may be exited from ML status based on the student meeting the Department-determined cut score on the remaining domains in which the student was assessed.
4. When the review process for exiting a student from a LIEP has been completed, the district shall notify, by written communication, the student's parent of the placement determination. If the parent or a teaching staff member disagrees with the student's placement, the parent or teaching staff member may appeal the placement to the Commissioner of Education, pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3, after exhausting the school district's appeal process.
5. A parent may remove a student who is enrolled in a LIEP pursuant to N.J.S.A. 18A:35-22.1.
 - a. A student who is identified as a ML and whose parent refuses placement in a LIEP shall still access and meet the academic expectations of the NJSLS. Pursuant to N.J.A.C. 6A:8, N.J.A.C. 6A:15-1.6, and E. above, the district shall ensure that students whose parents refuse placement are provided the appropriate instructional adaptations and appropriate assessment modifications and accommodations for Statewide assessments.



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6. The district shall monitor, for a minimum of two years, the academic progress of students who are exited from a LIEP to ensure that the students are continually meeting or exceeding the NJSLS when the curriculum and instruction are delivered in English.
7. Newly exited students who are not academically progressing in classes where English is the primary language of instruction may be considered for reentry to a LIEP as follows:
 - a. After a minimum of one-half an academic year and within two years of exit, the teaching staff member delivering instruction in English may recommend retesting with the approval of the Principal.
 - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme difficulty in adjusting to classes where English is the primary language of instruction.
 - c. The recommendation for retesting shall be based on the teaching staff member's documented observation of a student's academic performance and data-based determination that the student is experiencing difficulties due to problems in using the English language to communicate effectively with peers and adults; understand directions given by the teaching staff member; and/or comprehend basic verbal and written materials.
 - d. The student shall be tested using a different form of the English language proficiency assessment than the one used to exit the student from the LIEP.
 - e. If the student scores below the Department-determined cut score on the English language proficiency assessment, the student shall be reenrolled into a LIEP.



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I. Graduation Requirements for Multilingual Learners – N.J.A.C. 6A:15-1.10

All MLs shall satisfy requirements for high school graduation pursuant to N.J.A.C. 6A:8-5.1(a).

J. Location – N.J.A.C. 6A:15-1.11

1. All Kindergarten through twelfth-grade LIEPs shall be conducted within classrooms within the school district pursuant to N.J.S.A. 18A:35-20, except under the following circumstances:

- a. A LIEP is conducted in another school district as part of a joint program, pursuant to N.J.A.C. 6A:15-1.13 and L. below; or
- b. A ML's individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, occurs outside of the school district's classrooms.

K. Notification – N.J.A.C. 6A:15-1.12

1. The district shall notify, by written communication, the parent of a ML of the fact that their child has been identified as eligible for placement in a LIEP.

- a. The district shall issue the notification within thirty calendar days of the start of the school year.
- b. For a student who enrolls after the beginning of the school year, the district shall issue the notification within fourteen calendar days of the student being placed in a LIEP.

2. The notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English, and shall include the following information:

- a. Why the student was identified as a ML;



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- b. Why the school district determined the student needs to be placed in a LIEP that will help the student develop and attain English proficiency and meet the NJSLs;
 - c. The student's level of English language proficiency, how the level of English language proficiency was assessed, and the student's performance in academic content areas;
 - d. The method of instruction the school district will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a primary language, if applicable;
 - e. How the program will meet the student's specific needs in attaining English language proficiency and meeting or exceeding the NJSLs;
 - f. The program's exit requirements, the expected amount of time that the ML will need to successfully achieve in classrooms where the language of instruction is English, and, in the case of high school students, the expected rate of graduation;
 - g. How the LIEP will meet the objectives of the individualized education program of a student with a disability; and
 - h. A statement that the parent may decline the child's enrollment in a LIEP, and that the parent shall be given an opportunity to do so or to select a different type of LIEP service available at the child's school.
3. The district shall send progress reports to the parents of students enrolled in a LIEP in the same manner and frequency as progress reports are sent to the parent of other students enrolled in the school district.
 4. Progress reports shall be written in English and in the primary language spoken by the parent of students enrolled in the LIEP.



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5. The district shall notify the parent when the student meets the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent possesses a primary speaking ability.
- L. Joint Programs – N.J.A.C. 6A:15-1.13
1. With approval of the Executive County Superintendent on a case-by-case basis, the Board of Education may join with another district Board to provide:
 - a. A LIEP; and
 - b. An individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, to a ML who chooses to utilize it to meet the 120-credit graduation requirement, in whole or in part.
- M. Parental and Family Engagement – N.J.A.C. 6A:15-1.14
1. The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the LIEP.
 - a. This duty includes ensuring all information regarding a ML’s educational experience is available in the language in which the parent possesses a primary speaking ability, and in English. This information includes, but it not limited to: district- and school-level policies; invitational letters regarding school or district programs; information regarding student discipline policies and procedures; registration and enrollment; report cards; requests for parent permission for student participation in district or school activities; parent-teacher conferences; parent handbooks; and gifted and talented programs.
 2. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.



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Bilingual and ESL Education

N. Waiver Process Provided by Statute – N.J.A.C. 6A:15-1.15

1. A school district that has twenty or more students eligible for the bilingual education program in Kindergarten through twelfth-grade may request annual approval from the Department to waive the requirement at N.J.A.C. 6A:15-1.4(d) and C.4. above and, instead, to establish an instructional program alternative if the school district is able to demonstrate that it would be impractical to provide a full-time bilingual program due to the age range, grade span, and/or geographic location of eligible students.
 - a. Instructional program alternatives that shall be established include, but are not limited to: the bilingual part-time program; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; and the high-intensity ESL program.
 - b. All instructional program alternatives shall be designed to assist MLs to develop English language proficiency while learning the knowledge and skills for academic content areas to meet or exceed the NJSLS.
 - c. Instructional program alternatives shall be developed in consultation with the Department based on student enrollment and achievement data.
 - d. A Board of Education implementing instructional program alternatives annually shall submit to the Department student enrollment and achievement data that demonstrate the continued need for the programs.
 - e. Instructional program alternatives shall be approved annually by the Department based on the Department's review of student enrollment and achievement data.

Issued:



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Prevention and Treatment of Sports-Related
Concussions and Head Injuries

Feb 24

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[See POLICY ALERT Nos. 190, 194, 197, and 232]

2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. In order to ensure safety, it is imperative that student-athletes participating in a program of athletic competition, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete to return to a program of athletic competition before recovering from a concussion increases the chance of a more serious brain injury.

This Policy and Regulation 2431.4 are consistent with the requirements of N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and the recommendations developed by the Center for Disease Control and Prevention (CDC).

For the purpose this Policy and Regulation 2431.4, “program of athletic competition” shall include any competition or practice in high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.

For the purpose of this Policy and Regulation 2431.4, “student-athlete” shall mean any student enrolled in a public or nonpublic school in New Jersey who is a participant in a program of athletic competition organized by the school district.

The staff member supervising the program of athletic competition shall take steps to prevent concussions and head injuries; ensure student-athletes have appropriate supervision and safety equipment; and ensure student-athletes avoid unsafe conditions.



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School staff members supervising programs of athletic competition; licensed athletic trainers; nurses; and school/team physicians shall be trained on the possible signs or symptoms of a concussion. Any possible signs or symptoms of a concussion shall be reported by the student-athlete or an observer to the staff member supervising the program of athletic competition; athletic trainer; school/team physician; school nurse; and/or parent.

The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2.

Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program or athletic competition. A student-athlete who was removed from a program of athletic competition shall not participate in further programs of athletic competition until the student-athlete: is examined by a physician or other licensed healthcare provider trained in the evaluation and management of concussions; receives written medical clearance from a physician trained in the evaluation and management of concussions to return to a program of athletic competition; and progresses through the steps outlined in the CDC's Six-Step Return to Play Progression. The student-athlete's written medical clearance shall be reviewed and approved by the school physician.

School personnel shall contact the parent of a student-athlete to inform them of a suspected sports-related concussion or head injury as soon as possible after the incident. School personnel shall provide the parent with a checklist or copy of the return to play protocols outlined in this Policy and Regulation 2431.4.

The student-athlete may not begin the CDC's Six-Step Return to Play Progression until the student-athlete receives a medical examination, provides the required written medical clearance, and the medical clearance is approved by the school physician.

Some symptoms may require immediate medical treatment. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms; loss of consciousness; direct neck pain associated with the injury; or any other symptom that may require immediate medical treatment.



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The district will provide temporary supports to a student-athlete that has sustained a concussion or other head injury.

The Commissioner of Education and Commissioner of Health educational fact sheet that provides information concerning the use and misuse of opioid drugs in the event a student-athlete is prescribed an opioid for a sports-related injury shall be provided to the parents of student-athletes. The district shall obtain a signed acknowledgement of receipt by the student-athlete and their parent in accordance with the provisions of N.J.S.A. 18A:40-41.10.

The Board shall review this Policy and Regulation 2431.4 annually and update as necessary to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries pursuant to N.J.S.A. 18A:40-41.3.

The district shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school district proof of an insurance policy of an amount of not less than \$50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with this Policy and Regulation 2431.4.

Pursuant to N.J.S.A. 18A:40-41.5 and for the purpose of this Policy, a “youth sports team organization” means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions – August 2023

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.2a;
18A:40-41.3; 18A:40-41.3a; 18A:40-41.4;
18A:40-41.5

Adopted:



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Concussions and Head Injuries

Feb 24

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[See **POLICY ALERT Nos. 194, 197, 226, and 232**]

R 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and Policy 2431.4.

A. Prevention

1. The following steps may be taken to prevent concussions and head injuries and ensure the safety of student-athletes:
 - a. Limit the number of stunts during cheerleading practice.
 - (1) When stunting is performed, spotters shall be used and the surface shall be soft and in good condition; and
 - (2) Safe stunting techniques shall be taught and student-athletes shall not be permitted to attempt new or difficult stunts without proper instruction and a coach on hand.
 - b. Ensure student-athletes have appropriate supervision during practices and a designated safe practice facility in good condition for the activity.
 - c. Ensure the use of appropriate fitted and maintained safety equipment.
 - d. Ensure student-athletes avoid unsafe actions such as:
 - (1) Hitting another student-athlete in the head;
 - (2) Using their head to contact another student-athlete;



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- (3) Making illegal contacts; and
- (4) Trying to injure or put another student-athlete at risk for injury.
- e. Limit the amount of contact during practices. This may include:
 - (1) Limiting the amount of practice time that includes scrimmages or full-speed drills.
- f. Teach student-athletes proper techniques and ways to avoid hits to the head.
- g. Keep a close eye on student-athletes in positions that are at increased risk for concussion to help spot a potential concussion.

B. Possible Signs or Symptoms of Concussion

- 1. Some mild traumatic brain injuries and concussion symptoms may appear right away, while others may not appear for hours or days after the injury. These symptoms may be observed by coaches, licensed athletic trainers, school/team physicians, school nurses, teachers, parents, or a teammate. Below are a few examples of possible signs and symptoms of a concussion:
 - a. The student-athlete grabs or holds head after a play or hit - “Hands to Head”;
 - b. The student-athlete appears to be “shaking it off”;
 - c. The student-athlete appears dazed or “foggy”;
 - d. The student-athlete forgets plays or demonstrates short term memory difficulty;
 - e. The student-athlete cannot recall injury or events just before or just after the injury;



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- f. The student-athlete answers questions slowly or inaccurately;
- g. The student-athlete has a headache;
- h. The student-athlete is nauseous or is vomiting;
- i. The student-athlete is experiencing balance problems or dizziness;
- j. The student-athlete is experiencing double vision or changes in vision;
- k. The student-athlete is experiencing sensitivity to light or sound/noise;
- l. The student-athlete is feeling sluggish or foggy;
- m. The student-athlete is having difficulty with concentration and short-term memory;
- n. The student-athlete is experiencing sleep disturbance; and
- o. The student-athlete is experiencing irritability and/or mood changes.

- 2. Any possible signs or symptoms of a concussion shall be reported by the student-athlete participating in a program of athletic competition to the coach(es), athletic trainer, school or team physician, school nurse, and/or parent.

C. Treatment

- 1. Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program of athletic competition.



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2. The staff member supervising the student-athlete during the program of athletic competition shall immediately contact the school physician, athletic trainer, or school nurse to examine the student-athlete.
3. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms, loss of consciousness, or direct neck pain associated with the injury pursuant to D. below.
4. A student-athlete who is removed from a program of athletic competition shall not participate in further programs of athletic competition until:
 - a. The student-athlete is evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions and receives written clearance from a physician trained in the evaluation and management of concussions to return to the program of athletic competition; and
 - (1) The student-athlete's written medical clearance from a physician must indicate a medical examination has determined:
 - (a) The student-athlete's injury was not a concussion or other head injury, the student-athlete is asymptomatic at rest, and the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities; or
 - (b) The student-athlete's injury was a concussion or other head injury and the student-athlete's physician will monitor the student-athlete to determine when the student-athlete is asymptomatic at rest and when the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.



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- (2) The student-athlete's written medical clearance shall be reviewed and approved by the school physician.
 - (3) A student-athlete who has suffered a concussion or other head injury may not begin the CDC's Six-Step Return to Play Progression as outlined in E. below until the student-athlete receives a medical examination and provides the required written medical clearance to the Principal or designee.
 - (4) A written medical clearance not in compliance with the provisions of C.4.a. above will not be accepted.
- b. A student-athlete who has suffered a concussion or other head injury returns to regular school activities without the need for additional support and is no longer experiencing symptoms of the injury when conducting those activities.
- (1) If school is in session, a student-athlete who has suffered a concussion or other head injury must return to regular school activities without symptoms or need for additional support before returning to a program of athletic competition as part of the CDC's Six-Step Return to Play Progression.
 - (2) If school is not in session, a student-athlete who has suffered a concussion or other head injury must return to their normal daily activities without symptoms as part of the CDC's Six-Step Return to Play Progression.
- D. Symptoms Requiring Immediate Medical Assessment (911/Emergency Evaluation)
1. The following symptoms requiring immediate medical assessment include, but are not limited to:
 - a. The student-athlete loses consciousness;



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- b. The student-athlete has a headache that gets worse and does not go away;
 - c. The student-athlete is experiencing weakness, numbness, decreased coordination, convulsions, or seizure;
 - d. The student-athlete is experiencing repeated vomiting and/or intractable retching;
 - e. The student-athlete is slurring speech or exhibiting unusual behavior (disoriented);
 - f. The student-athlete has one pupil (the black part in the middle of the eye) larger than the other; and
 - g. The student-athlete cannot recognize people or places and/or gets confused, restless, or agitated.
- E. CDC's Six-Step Return to Play Progression for Students Who Have Suffered a Concussion or Other Head Injury
- 1. The return of a student-athlete to a program of athletic competition shall be in accordance with the CDC's Six-Step Return to Play Progression recommendations and any subsequent changes or other updates to those recommendations as developed by the CDC. Recovery is individual.
 - a. As applicable, the student-athlete's treating healthcare provider may guide the student-athlete through the return to play protocol while experiencing mild symptoms as part of the treatment.
 - b. In addition, the student-athlete's treating healthcare provider may adjust the treatment plan prior to Step Six, full return to competition.
 - c. Clearance from a student-athlete's physician trained in the evaluation and management of concussions is required before returning to full competition.



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2. Six-Step Return to Play Progression

a. Step 1: Back to Regular Activities

The student-athlete is back to their regular activities (such as school).

b. Step 2: Light Aerobic Activity

The student-athlete shall begin with light aerobic exercise only to increase a student-athlete's heart rate. This means about five to ten minutes on an exercise bike, walking, or light jogging. No weightlifting at this point.

c. Step 3: Moderate Activity

The student-athlete shall continue with activities to increase a student-athlete's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, or moderate-intensity weightlifting (less time and/or less weight from their typical routine).

d. Step 4: Heavy, Non-Contact Activity

The student-athlete shall add heavy, non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, or non-contact sport-specific drills (in three planes of movement).

e. Step 5: Practice & Full Contact

The student-athlete may return to practice and full contact (if appropriate for the sport) in controlled practice.

f. Step 6: Competition

The student-athlete may return to competition.



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3. It is important for a student-athlete's parent(s), coach(es), and teachers to watch for concussion symptoms after each day's Six-Step Return to Play Progression activity.
 4. A student-athlete should only move to the next step if they do not exhibit any new symptoms at the current step.
 5. If a student-athlete's symptoms return or if they develop new symptoms, this could be a sign the student-athlete is overexerting. The student-athlete shall stop these activities and the student-athlete's medical provider shall be contacted. After more rest and no concussion symptoms, the student-athlete can start at the previous step.
- F. Temporary Supports for Student-Athletes with Sports-Related Head Injuries or Concussions
1. Initial rest followed by a gradual return to activity during healing is recommended. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.
 2. Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, texting, even watching movies if a student-athlete is sensitive to light/sound, can slow a student-athlete's recovery. Managing the symptoms through a balance of rest and activity is the key to recovery.
 - a. The district will provide support for student-athletes diagnosed with a concussion.
 - b. The student-athlete's health care provider will handle short-term medical accommodations.
 3. Collaboration between the student-athlete's health care provider and the school may be necessary. If accommodations are needed for an extended time, the district may want to consider implementing accommodations via a formalized 504 plan.



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4. The Principal or designee may address the student-athlete's cognitive needs in the following ways:
 - a. Limit the student-athlete's screen time;
 - b. Have the student-athlete take rest breaks as needed;
 - c. Have the student-athlete spend fewer hours at school;
 - d. Provide the student-athlete more time to take tests or complete assignments. (All courses should be considered);
 - e. Provide the student-athlete help with schoolwork;
 - f. Reduce the student-athlete's time spent on the computer, reading, and writing;
 - g. Provide or grant the student-athlete early passing time to avoid crowded hallways; and/or
 - h. Allow the student-athlete extra time to complete tests or coursework.
5. These supports and/or short-term medical accommodations may be addressed in an individualized healthcare plan for a student-athlete who has suffered a concussion or other head injury.
6. Concussions affect several aspects of brain function, including cognition, balance and coordination, visual tracking and processing, behavior, and others. The symptoms experienced, difficulties faced, and timeline for recovery will vary for each individual.
7. A brief period of relative rest followed by a gradual return to lighter activities is generally considered the best "medicine" for healing concussions or other head injuries. This may include relative rest from both physical and cognitive activities. Each injury, and therefore each treatment plan, is different. School personnel, in collaboration with the student-athlete, parents, and the student-athlete's health care provider, are in the best position to create flexible, temporary supports to meet the needs of each student-athlete.



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G. Education

1. The CDC offers tips for health professionals and educators on their website. Interscholastic Head Injury Training Programs are available via the CDC website or the National Federation of State High School Associations.
2. This training shall be completed by the school/team physician, licensed athletic trainer, school nurses, coaches, and other relevant school personnel.

H. Other Considerations

1. Educational information for student-athletes on the prevention of concussions shall be reviewed.
2. The importance of early identification and treatment of concussions to improve recovery shall be reinforced.
3. School personnel shall contact the student-athlete's parent and inform them of the suspected sports-related concussion or head injury before allowing the student-athlete to go home after a program of athletic competition.
4. School personnel shall provide the parent of the student-athlete with a checklist or copy of the return to play protocols including the requirement of written clearance from a physician trained in the evaluation and management of concussions before the student-athlete is able to return to a program of athletic competition.

I. Interscholastic Head Injury Training Program

1. The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2. The training program shall include:



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- a. The recognition of the signs of head and neck injuries, concussions, and second impact syndrome; and
 - (1) Pursuant to N.J.S.A. 18A:40-41.1.d., if a student-athlete sustains a second concussion while still having symptoms of a previous concussion, it can lead to the severe impairment and even the death of the student-athlete, and is referred to as second-impact syndrome.
 - b. The CDC's Six-Step Return to Play Progression or any subsequent changes or other updates developed by the CDC.
- J. "Return to Play Progressions" vs. "Therapeutic Progressions"
1. In many cases, after the initial rest period, concussed individuals may be encouraged to resume limited activities, including light physical and cognitive activities, even in the presence of some continued symptoms. This may be referred to as "therapeutic progressions," and while some of the activities may overlap with the CDC's Six-Step Return to Play Progression, it is different in the goals and intent from "return to play."
 - a. "Return to play" progressions are intended to test the concussed individual's readiness to perform the activity correctly, and to do so with no symptoms.
 - b. "Therapeutic" progressions are intended to help the individual recover and to help them improve their performance and tolerance to those activities. This may take several days, or longer, at any given step.
 - c. "Therapeutic progressions" should be recommended and supervised by a health care provider familiar with the evaluation and management of concussions, and monitored by a team including the student-athlete, parents, health care provider, and school personnel. Adjustments to the program should be in response to the student-athlete's



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overall symptom load and progress. It should be remembered that student-athletes may progress at different rates for various aspects of their injury, such as tolerating light to moderate aerobic activity before tolerating being in the classroom, or tolerating schoolwork done at home before tolerating the classroom and school environment. Of note, progressions in one aspect of the treatment plan can have a positive effect on other areas as the brain is returning to a more typical overall level of function. A successful treatment plan is one that can adapt appropriately for each student-athlete.

K. Educating the Community on the District Sports-Related Concussions and Head Injuries Policy

1. The Board shall review Policy 2431.4 and this Regulation annually, and update as necessary to ensure Policy 2431.4 and this Regulation reflect the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries.
2. The district may provide regular education and training for staff including administrators, teachers, paraprofessionals, and school counselors regarding concussions and other head injuries as head injuries can happen at any time during the school day or outside of school.
3. The district is in a unique position to promote healthy behaviors. The district can embed education related to the prevention and treatment of concussions and head injuries through the New Jersey Student Learning Standards Comprehensive Health and Physical Education Standard 2.3 – Safety. In addition, N.J.S.A. 18A:6-2 requires education in accident and fire prevention and N.J.S.A. 18A:35-5 requires education in injury or illness emergencies.

Adopted:



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Feb 24

[See POLICY ALERT No. 232]

3211 CODE OF ETHICS

The Board of Education endorses the code of ethics for professional educators published by the National Education Association (**NEA**).

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues; of students; of parent(s) ~~or legal guardian(s)~~; and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I – – Commitment to the Student

The educator strives to help each student realize **their** ~~his/her~~ potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.



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2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not, on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation~~, unfairly:--
 - a. Exclude any student from participation in any program;
 - b. Deny benefits to any student; **or**
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II -- Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.



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In fulfillment of the obligation to the profession, the educator:--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent **their** ~~his/her~~ professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted:



District Policy

5520 – [~~DISORDER AND~~] DEMONSTRATIONS

Section: Students
Date Created: March 2012
Date Edited: March 2024

The Board of Education is responsible for providing a thorough and efficient system of education for pupils in this district and is authorized to [~~preserve order so~~] **ensure** that the system may function properly. Pupils will not be disturbed in the exercise of their constitutionally guaranteed rights to assemble peaceably and to express ideas and opinions, privately or publicly, provided that their activities do not infringe on the rights of others and do not interfere with the operation of the educational program.

While students are encouraged to exercise their right to peacefully assemble and express their views, it is expected that students comport themselves in a manner that enhances the integrity and impact of their message. Behavior inconsistent with the values or objectives of the demonstration, including acts of vandalism, violence, or disrespectful conduct, detracts from the intended message and undermines the purpose of the demonstration,

The Board will not permit the conduct on school premises of any willful activity engaged in by an individual acting alone or by a group of individuals that interferes with the orderly operation of the educational program or offends the rights of others. The Board specifically prohibits any assembly or expression that materially disrupts instruction; is obscene, slanderous, or grossly prejudicial; advocates the use of dangerous or harmful materials; advocates the use of force or the violation of law or school rules; or advertises goods or services for unauthorized commercial gain.

Disorderly pupils will be disciplined in accordance with law and Board Policy No. 5600; staff members who assist pupils in disorderly conduct may be subject to disciplinary measures.

The Board directs all staff members to attempt to resolve pupil conflict and dissent by reason and arbitration. Pupils who express dissent should be made aware of the lawful procedures available to them for the resolution of their grievances.

The Superintendent shall establish procedures for the prompt resolution of any disorder that occurs on school premises. The Building Principal shall be responsible for the identification and resolution of disorders in any school building and may summon law enforcement officers as necessary.

After a demonstration, a review session will be convened, where feasible and at the discretion of the Building Principal, between students and relevant adults to facilitate an open dialogue about the demonstration, its objectives, and any concerns or feedback. This forum aims to foster mutual understanding, address any issues that arose during the demonstration, and

explore constructive ways to further advocate for the demonstrated cause within the school community.

N.J.S.A. 2C:12-3; 2C:33-1; 2C:33-2; 2C:33-8

N.J.S.A. 18A:6-1; 18A:37-1; 18A:37-2

Adopted: 14 March 2012

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Feb 24

[See **POLICY ALERT No. 232**]

R 5440 HONORING STUDENT ACHIEVEMENT

A. Honor Rolls

1. Students in grades **5-12** who distinguish themselves by high academic achievement will be listed on an honor roll at the end of each marking period. Two rolls will be published: honors and high honors.
 - a. The high honor roll will include all students who have achieved a grade of not less than **A** in all subjects in that marking period.
 - b. The honor roll will include all students who have a grade of **B** or better in all subjects, excluding those students named to the high honor roll in that marking period.
 - c. A student who has been given a grade of incomplete in any subject will be ineligible for an honor roll in that marking period.
 - d. A student who has dropped a course after the mid-point of the marking period will be ineligible for an honor roll in that marking period.
2. Students in grades **5-12** who have achieved academic distinction for the school year will be listed on an honor roll at the end of the school year. Two year-end rolls will be published: honors and high honors.
 - a. The high honor roll will include all students who have achieved a final grade of at least **A** in all subjects.
 - b. The honor roll will include all students who have a final grade of **B** or better in all subjects, excluding those students named to the high honor roll.



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- c. A student who has been given a final grade of incomplete in any subject will be ineligible for a year-end honor roll.
 - d. A student who has dropped a course after the mid-point of the last marking period will be ineligible for a year-end honor roll.
 3. The honor rolls will be prepared by **the building administrator** who will review all report cards to ensure that all eligible students are listed.
 4. Each Principal will display in **their** ~~his/her~~ school the honor rolls listing students enrolled in that school.
- B. Academic Awards
1. The student who has achieved the highest scholastic rank in the graduating class will be recognized as class valedictorian and will be presented with **a distinction on their diploma**.
 2. The student who has achieved the second highest scholastic rank in the graduating class will be recognized as class salutatorian and will be presented with **a distinction on their diploma**.
 3. The following academic achievement(s) **see attached** will be recognized by the presentation of **plaque or certificate** (trophy, plaque, certificate, or other award).
 4. The following academic achievements will be recognized by the inscription of the student's name on a plaque permanently maintained and displayed in the **campus main lobby**.
 5. The selection of students for academic recognition on a basis other than numerical ranking will be made by an awards committee comprised of **administrators and teachers** and representatives of **Teaneck community**.



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- a. The committee will annually review all academic awards for their continuing relevance to the educational goals and objectives established by the Board of Education and will recommend to the **Principal and Superintendent** the removal and/or addition of awards.
 - b. The committee will establish and publish specific criteria for each academic award.
 - c. The committee will rigorously ensure that no student is denied an award or the opportunity to compete for an award on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~his/her race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability~~ in accordance with law and Policy No. 5750.
6. Academic awards offered by individuals and special interest organizations will be permitted subject to Policy No. 9700.

C. National Honor Society

Students who meet the admission qualifications established by the National Honor Society and the **middle school and high school** Chapter will be elected to membership in the Society.

D. Co-curricular Awards

1. The following recognitions will be made of individual students who have achieved distinction in co-curricular activities other than athletics.
List of recognitions available at the campus
2. Students who have been participating members of the following organizations at least **one year** (one semester, one-half the school year, other) will be recognized by the presentation of the award designated:



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Organization Award (list specific plaque, certificate, etc.)

Band	<u>Certificates</u>
Orchestra	<u>Certificates</u>
Chorus	<u>Certificates</u>
School newspaper	<u>Certificates</u>
Chemistry team	<u>Certificates</u>
(other)	_____

3. Individual students selected to participate on one of the following all-state organizations will be recognized by the presentation of N/A
4. The selection of students for co-curricular recognition on a basis other than their membership in an organization will be made by an awards committee comprised of **administrators and faculty** and representatives of **the Teaneck community**.
 - a. The committee will annually review all co-curricular awards for their continuing relevance to the educational goals and objectives established by the Board of Education and will recommend to the **Principal and Superintendent** the removal and/or addition of awards.
 - b. The committee will establish and publish specific criteria for each co-curricular award.
 - c. The committee will rigorously ensure that no student is denied an award or the opportunity to compete for a co-curricular award on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~his/her race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability~~, in accordance with law and Policy No. 5750.



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5. Co-curricular awards offered by individuals and special interest organizations will be permitted subject to Policy No. 9700.

E. Additional Recognitions

Because it is not possible to anticipate the achievements of students in all areas of school and community life, all teaching staff members are directed to be alert to the outstanding accomplishments of students other than those listed in this regulation. Any such accomplishment should be reported to the **Principal and Superintendent** with a recommendation that the Board consider appropriate recognition of the student.

F. Presentations

1. The following award(s) **Valedictorian/Salutatorian** will be announced and presented at the high school graduation ceremony.
2. The following award(s) **List of recognitions available at the campus** will be announced and presented at an awards ceremony preceding graduation.
3. The following award(s) **List of recognitions available at the campus** will be announced and presented at the annual **Honors Convocation** dinner.
4. Honor rolls and awards, academic and co-curricular, will be released for publication in accordance with Policy No. 8330.

Issued:



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Sportsmanship
Feb 24

[See POLICY ALERT No. 232]

5570 SPORTSMANSHIP

The Board of Education requires that all individuals involved in or attending the athletic and intramural programs sponsored by the Board exhibit sportsmanship when representing the school at any athletic event. Sportsmanship is defined as abiding by the rules of the contest as defined or accepted by the participating teams ~~and the gracious acceptance of victory or defeat~~. In exhibiting sportsmanship all participants shall:

1. **Respect** ~~Understand~~ and follow the rules of the contest;
2. Recognize skilled performance of others regardless of affiliation;
3. Display respect for all individuals participating in the athletic event;
4. Treat opponents in an empathetic manner; and
5. Congratulate opponents in victory or defeat.

Unsportsmanlike conduct ~~Failure to exhibit good sportsmanship~~ shall include, but not be limited to, the following ~~conduct~~:

1. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who strikes or physically abuses an official, coach, player, or spectator;
2. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who intentionally incites participants or spectators to **violent or** abusive action;
3. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who uses obscene gestures or **profane or** unduly provocative language or action towards officials, coaches, opponents, or spectators;



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Sportsmanship

- ~~4. Any school or athletic staff member who is publicly critical of a game official or opposing coaches and/or players;~~
45. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who engages in **harassing verbal or physical** conduct which exhibits bias based on **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability; and**
5. **Any school or athletic staff member who is publicly critical of a game official, opponents, and/or opposing coaches/players;**
- ~~6. Schools or school organizations engaging in pre-event activities of an intimidating nature, e.g. use of fog machines, blaring sirens, unusual sound effects or lighting, or similar activities.~~

Optional

- ~~6~~7. Other conduct judged by the **Principal or designee** _____ to be unsportsmanlike in character; and ~~7~~

Optional

- ~~7~~8. Any violation of the rules of the New Jersey State Interscholastic Athletic Association.~~7~~

Schools are not permitted to conduct pre-meet/game activities of an intimidating nature, e.g., the use of fog machines, the blaring of sirens or loud music/unusual sound effects, strobe/unusual lighting effects, or similar type activities.

Failure to exhibit good sportsmanship may **subject the individual to disciplinary action as deemed appropriate by the Board** ~~result in the Board denying the opportunity for any individual to participate in the athletic program or attend athletic events.~~

**NJSIAA General Information Constitution By-laws Rules and Regulations
2023-2024 Guidelines
N.J.A.C. 6A:7-1.1; 6A:7-1.3**

Adopted:



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Equitable ~~Equal~~ Educational Opportunity

Feb 24

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[See POLICY ALERT Nos. 209 and 232]

5750 EQUITABLE ~~EQUAL~~ EDUCATIONAL OPPORTUNITY

The Board of Education **will ensure** ~~directs that~~ all students enrolled in the schools of this district shall be afforded **an equitable** ~~equal~~ educational **opportunity** ~~opportunities~~ in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~. The Board shall assure that all students are free from harassment, sexual or otherwise.

The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will ~~eliminate discrimination~~, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~:

1. School climate/learning environment;
2. Courses of study, including **p**Physical **e**Education;
3. Instructional materials and strategies;
4. Library materials;
5. Software and audio-visual materials;
6. Guidance and counseling;
7. Extra-curricular programs and activities; **and**
8. Testing and other assessments.



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Equitable ~~Equal~~ Educational Opportunity

~~The school district's curricula will include Multi-cultural Education content and practices, instruction on African American History in the teaching of U.S. History and instruction on the Holocaust and other acts of genocide.~~

Affirmative action shall be taken to ensure that students are protected from the effects of discrimination, in accordance with Policy 2260. Students who experience less than equal educational opportunities or experience discrimination shall use the procedure established by Regulation 5750 to report and/or appeal any harassment or discriminatory practice.

The conduct of teaching staff members shall exemplify the highest principles of equality and democracy. Conduct and attitudes that display discrimination are contrary to the policies of this Board and, further, are destructive to the self esteem that this Board wishes to encourage in all students. A teaching staff member's act of derision or enmity, in any form, against a person or persons on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~ shall be considered to be conduct unbecoming to a professional staff member of this district and shall be subject to appropriate discipline.

The Superintendent shall develop and promulgate a procedure by which a student or parent may appeal Board policy, district practice, or the act or omission of any district employee that allegedly violates this ~~P~~policy.

42 U.S.C.A. 12101

N.J.S.A. 10:5-1 **et seq.**

N.J.S.A. 18A:4A-1 et seq.; 18A:6-5 et seq.; 18A:36-20

~~N.J.S.A.~~

N.J.A.C. 6A:7-1.1 ~~et seq.~~; **6A:7-1.3**; 6A:14-1.2

Adopted:



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Secret Societies
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5841 SECRET SOCIETIES

The Board of Education ~~prohibits certain~~ affirms the legislative prohibition of student organizations ~~declared harmful as defined in N.J.S.A. 18A:42-5 and 18A:42-6 with closed membership practices as hostile to the democratic ideals of public education.~~

No ~~student social~~ organization ~~of students~~ will be granted the use of school facilities or permitted the use of the name of the school or this school district unless that organization has first been approved by the **Principal or designee** _____. The application for such approval will set forth the purposes, constitution, and bylaws of the organization; its membership qualifications; and the process by which a person becomes a member.

No **student** organization will be approved if its purposes conflict with the authority and goals of this Board or the best interests of the students of this district; if membership is drawn from outside the currently enrolled student body; if membership qualifications are based on considerations of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, disability or political beliefs,~~ or any other consideration not appropriate to the purpose of the organization; or if any qualifying student who applies may be denied membership.

Nothing in this ~~P~~olicy shall prevent or otherwise deny participation in constitutionally protected prayer consistent with protections of the First Amendment of the United States Constitution.

A student who seeks to form or is a member of a fraternity, sorority, or other secret organization formed in whole or in part of students enrolled in this district may be disciplined by this Board. The Board reserves the right to require that any student attest as to **their** ~~his/her~~ membership in a secret organization.

N.J.S.A. 18A:42-5; 18A:42-6
N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted:



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Equal Access of Student Organizations

Feb 24

[See POLICY ALERT No. 232]

5842 EQUAL ACCESS OF STUDENT ORGANIZATIONS

The Board of Education will permit the use of school facilities by student-initiated organizations for non-curricular student activities. A student-initiated organization, regardless of the size of the group, will not be denied an opportunity to meet and use school facilities on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** or the religious, political, philosophical, or other content of the speech at their meeting.

An application for permission to meet on school premises shall be made to the **Principal or designee** _____, who shall grant permission provided **it is that he/she determined**s that:

1. The activity has been initiated by students;
2. Attendance at the meeting is voluntary;
3. ~~No agent or employee of the district will promote, lead, or participate in the meeting;~~
34. The meeting is for a lawful purpose;
45. The meeting does not materially and substantially interfere with the orderly conduct of instructional activities in the school;
56. Nonschool persons do not direct, conduct, control, or regularly attend the activity; and
67. The activity is adequately supervised by appropriately certified school district staff.

A student-initiated group granted permission to meet on school premises shall be subject to the same rules and regulations that govern the meetings of student organizations sponsored by this Board, except as provided by this **Pp**olicy.



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Equal Access of Student Organizations

Participation in a student-initiated meeting must be available to all students who wish to attend and cannot be denied on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~a student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability.~~ The Board will not permit the organization of a fraternity, sorority, or secret society **in accordance with N.J.S.A. 18A:42-5 and 18A:42-6.** ~~A student-initiated meeting may be attended by no more than _____ outside resource person(s).~~

Access to school facilities by student organizations will be provided within the governing principles of the First Amendment of the Constitution of the United States.

School district staff involvement in student organizations shall be in accordance with the governing principles of the First Amendment of the Constitution of the United States.

An appropriately certified staff member shall be assigned to attend a student-initiated meeting in a custodial capacity and shall not participate in the activity while serving in this custodial capacity. No teaching staff member shall be **required** ~~compelled~~ to attend a student-initiated meeting if the content of the speech at the meeting is contrary to **their** ~~his/her~~ beliefs.

The ~~Building~~ Principal **or designee** may take such actions as may be necessary to maintain order and discipline on school premises and to protect the safety and well-being of students and staff members.

20 U.S.C.A. 1701 et seq.

United State Department of Education – Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools

N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted:



POLICY

Teaneck Board of Education

Section: Property
7510. USE OF SCHOOL FACILITIES
Date Created: March 2012
Date Edited: March 2021

7510. USE OF SCHOOL FACILITIES

The Board of Education believes the school facilities of this district should be made available for community purposes, provided that such use does not interfere with the educational and co-curricular programs of the school district. For the purpose of this policy, “school facilities” also includes school grounds.

The Board will permit the use of school facilities when such permission has been requested in writing and has been approved by the Business Administrator/Board Secretary. The Board reserves the right to withdraw permission after it has been granted in the event circumstances change requiring such school facilities or school grounds will be needed for a school district purpose or due to a school closing due to weather or other emergency.

In weighing competing requests for the use of school facilities, the Board will give priority to the following applicants, in the descending order given:

- A. Class I: community-based organizations. A community based organization must be a) representative of the Teaneck Township community or significant segments of the community and b) provide educational, recreational, athletic or related services to the community;
- B. Class II: non-profit 501(c)(3) and/or other charitable organizations;
- C. Class III: for-profit organizations;
- D. No other organization or individuals will be permitted use without express written permission of the Board of Education.

Each user shall present evidence of the purchase of organizational liability insurance to the limit as prescribed by district regulations. Each user shall inspect any facility or school grounds to be used prior to such use and shall notify a district representative of any existing safety or dangerous conditions. In the event such conditions exist, the district may cancel or modify the user’s access to the school facility **including subsequent or recurrent reservations** until such conditions are addressed. Users shall be financially liable for damage to the facilities and for proper chaperonage as required by the school district administration. **The user shall reimburse the Board for the costs of any and all repairs resulting from damage from the user.**

Use of school equipment in conjunction with the use of school facilities must be specifically requested in writing and may be granted in accordance with Policy No. 7520. The users of school equipment must accept liability for any damage or loss to such equipment that occurs while it is in their use, regardless of any assignment of negligence. Where rules so specify, certain items of equipment may only be used by a qualified operator approved by the school district administration.

The Board shall approve annually a schedule of fees for the use of school facilities based upon the following guidelines:

1. The use of school facilities for activities Classes I and II shall be without cost to the user except that the user shall be responsible for **prepayment of** any custodial and service costs incurred by **such [the]use [on Sunday]** at a rate set forth by the Board.
2. All other organizations or persons granted the use of school shall pay in advance the scheduled fee required by the use, in addition to any custodial or service fees incurred.

The school district shall provide a copy of Policy and Regulation 2431.4 – Prevention and Treatment of Sports-Related Concussions and Head Injuries to all youth sports team organizations that operate on school grounds or in school facilities. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the school district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that uses school facilities or operates on school grounds if the youth sports team organization provides the school district proof of an insurance policy in the amount of not less than \$50,000 per person, per occurrence; insuring the youth sports team organization against liability for any bodily injury suffered by a person. The youth sports team organization must also provide a statement of compliance with the school district’s Policy and Regulation 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries.

For the purpose of this Policy, a “youth sports team organization” means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

The user is responsible for the provision and costs of security personnel when facilities are being used in connection with a request for use of school facilities. The Board will provide security personnel at the cost of the user. In the event that security personnel employed directly by the Board are unavailable to provide services for an event or activity, the user must obtain approval from the Board for any and all alternative licensed security guards or agencies. The user acknowledges and agrees to hold the Board harmless from any claims, damages, or liabilities arising out of or related to the absence of security personnel or services during use.

The Superintendent shall develop regulations for the use of school facilities; such regulations shall be distributed to every user of the facilities and every applicant for the use of school facilities. Permission to use school facilities shall be granted only to persons and organizations that agree to the terms of Policy and Regulation 7510, the requirements as outlined in the use of

school facilities application, and in accordance with the terms outlined in the approval granted by the school district.

N.J.S.A. 18A:20-20; 18A:20-34

Adopted: 14 March 2012

Revised: 11 December 2019

Revised: 24 March 2020

Revised: 17 March 2021

Revised: 19 March 2024

District Regulation

7510 - USE OF SCHOOL FACILITIES

Section: Property Date Created: March 2012 Date Edited: March 2024

General

The Board reserves the sole right to fully limit, control, and determine the conditions of any and all uses of school facilities by non-school organizations or persons. Non-school organizations (or persons) are defined as those whose activities are not under the full and direct control of the Board.

Any application and approval for facility use does not constitute a landlord-tenant relationship. It is a use permit, revocable for good cause or which may be transferred by the School Business Administrator/Board Secretary to another facility when required by a school need.

Application for use of a building will not be granted whenever, in the judgment of the Principal or School Business Administrator/Board Secretary, the health or safety of the building and/or its occupants will be affected adversely. Violation by the applicant of any rule or regulation or condition governing the use of school buildings will be cause for the cancellation of all existing use permits.

A use permit may not be transferred from one organization to another. Any attempt to so transfer a use permit will result in such permit being deemed, immediately, null and void.

No privileges for use of any facilities other than those stated in the use permit will be granted. No modifications, changes, additions, installations, or alterations to any of the building, facilities, utilities, or equipment are permitted.

Custodial personnel must be on duty the entire time a building is occupied. There will be no exceptions. Custodians, as stewards of school property, will require applicants to adhere to the rules governing rental of school building facilities. In extreme cases of violations of these rules, a custodian can require an applicant to cease all activities and vacate the premises. All fees will be forfeit by the applicant in such instances.

School buildings must be vacated by the time stipulated in the application, but not later than 10:30 p.m. (elementary schools) or 12:00 midnight secondary schools) unless special permission is granted by the School Business Administrator/Board Secretary at the time of the application. It is noted that when custodians are required to work past 12:00 midnight, different fee rates may apply.

Authorized school district personnel and Board trustees will have free access to all areas of the school facilities at all times, including periods when the facilities are used by the applicant

The following schedule of charges apply for each individual date of use for groups B, C and D.

A. Applicants Must

1. Agree to comply strictly with all township ordinances and rules and regulations of the Board of Health and Police and Fire Departments regarding public assemblies. Use of facilities will be limited to capacity approved by the local Fire Department. If it is necessary to have a uniformed fireman present to enforce this safety regulation, this will be at the expense of the applicant.
2. Provide a Certificate of Insurance with:
 - a. Liability coverage acceptable to the School Business Administrator/Board Secretary, and
 - b. That specifically holds harmless the Board of Education, its agents and employees from liability for injury or damage to any person or property of any person, on school premises during the term of the permit to the School Business Administrator/Board Secretary at least three work days in advance of the first day of use.
3. Satisfy the Board of Education's representative that they are responsible, that they will guarantee orderly behavior, and that they will underwrite any damage due to their use of any Board property. This specifically includes assumption of all responsibility by the applicant for the action of its members, invitees, and others using the facilities under its auspices. Abuse of the use permit will constitute grounds for cancellation of **subsequent or reoccurring** reservations [~~already made~~] and refusal of new reservations. **The Applicant shall reimburse the Board for the costs of any and all repairs resulting from damage from the Applicant's usage.**
4. Supply all equipment (other than furniture already in the school) necessary for their activities. Use of 'built-in' school equipment will be permitted if requested in the initial application for use and with the approval of the School Business Administrator/Board Secretary. School pianos may be used provided the Principal approves. Pianos may not be moved except by professional moving men arranged for and paid by the applicant. Tuning, paid for by the applicant, may only be done by professionals approved by the School Business Administrator/Board Secretary or the Principal.
5. Set up and remove (at the end of use) all equipment and materials (except school furniture) necessary for their activities at times which do not conflict with school programs.
6. Offer neither gratuities nor payments of any kind, except as outlined in these regulations, to any Board employee; nor make any arrangements for Board employees to provide any service to the applicant, which by these regulations, are the applicant's responsibility

B. Health and Safety

1. No smoking will be permitted in school buildings or on school grounds.
2. No alcoholic beverages or non-physician prescribed drugs are permitted on, or to be consumed in school buildings or on school grounds.

3. The ambient air temperature of buildings or facilities will not be raised or adjusted for non-school building uses. The applicant is asked to take special note of this regulation. Only the School Business Administrator/Board Secretary shall have authority to modify this regulation. Violation of these rules may result in the immediate cessation of the use permit with no rebate of fees.

C. Availability

1. School activities have priority in the use of school facilities.
2. Applicants may request a particular facility, and if no school program has been scheduled, the facility will be reserved for the applicant. If, in the opinion of the Board representatives, the applicant's program should be moved to another facility another facility will be made available. All reasonable attempts to make the alternate facility as equivalent as possible to that which was originally requested will be made.
3. In all instances, building facility use is subject to the availability of custodial personnel. At no time shall facility use be granted without a school employed custodian being on duty.
4. The high school football stadium and track shall only be available for use as follows (in priority order):
 - a. Teaneck High School athletics and band
 - (1) Fall - football games
 - (2) Spring - track meets
 - (3) Band - Fridays for formations (fall only)
 - b. Teaneck High School physical education program (fall).
 - c. State or league athletic association games or meets (to which THS belongs), given prior approval of the Athletic Director and School Business Administrator/Board Secretary.
 - d. Open community use of the track (all year).
 - e. Teaneck junior football regular seasons schedule and playoff home games with prior approval of the Athletic Director and the School Business Administrator/Board Secretary (fall only).
 - f. Township Recreation Department summer programs (east of the playing field and track).

D. Application Procedures

1. Non-school organizations without an organization classification may not use Teaneck public school facilities.

2. To request the use of a facility, an organization must complete an Application for Use of School Building Facilities at the building for which use is desired at least ninety calendar days in advance of the planned activity.
3. The Building Principal will review the application for completeness, fill in additional information as necessary, reserve the facility for reject, in writing, the application if the facility is not available, and forward the application to the Business Office within two work days.
4. Upon receipt of the application, the Business Office will confirm the organization's classification and certificate of insurance, contact the maintenance department for appropriate staffing, and determine fees if chargeable.
5. The Business Office will notify the applicant and the Building Principal of the arrangements and request receipt of fees (if any) no later than ten calendar days prior to the activity.
6. Usage fees will be sent to the Business Office. If user fees are not received by the tenth calendar day prior to the activity, the Business Office will supply a written cancellation notice to both the applicant and the Building Principal.

E. Applicant Classification

1. Initial Application

- a. All non-school organizations, prior to any use of school facilities, must apply to the School Business Administrator/Board Secretary and receive an organization classification at least thirty calendar days prior to the intended date of facilities use.
- b. Documentation of applicant's statements may be required when necessary to properly determine classification.
- c. Classifications will be permanent unless a re-classification is warranted.

2. Re-classification

- a. Any organization not using school facilities for two years or longer must be re-classified.

- b. If there is a change in any of the information on which the classification was based, an organization must notify the Board offices and immediately apply for a re-classification.
- c. If, in the judgment of the School Business Administrator/Board Secretary, subsequent information indicates the possible need for a re-classification, the organization must re-file for a re-classification before any further use of school facilities will be permitted.

3. Appeal

- a. If an organization disagrees with the classification assigned, it must first attempt to resolve the problem with the School Business Administrator/Board Secretary.
- b. If unresolvable, the organization may appeal, in writing only, to the Board. The appeal must set forth the reasons the organization feels it is entitled to another classification and any additional information requested by the Board must be supplied.
- c. The Board will make the final determination of classification.

4. Criteria

An organization's classification will be based on two types of criteria: characteristics and function.

- a. Function - states the organization's primary reason(s) for being:
 - (1) Group A - Organizations supporting Teaneck schools. Its programs Teaneck youth, youth activities, or service work. (Highest rank)
 - (2) Group B - Educational, intellectual, artistic and social organizations; U.S., New Jersey, Bergen County, and Teaneck Township governmental bodies and sub-units; Recognized charitable or public service organizations; Groups affiliated with recognized religious denominations but not religious services or activities. (Second highest rank)
 - (3) Group C - Not-For-Profit groups or organizations and organizations of limited purpose and interest. (Third highest rank)
 - (4) Group D - Religious services or activities commercial/ for profit organizations and political or quasi-political organizations supporting

or opposing persons, causes, principles, or opinions, or for personal purposes. (Fourth rank)

b. Characteristics - embody the organization's intent to service Teaneck schools and residents and used to further define the organization's function:

(1) Activity Center - an organization located in Teaneck primarily servicing Teaneck schools, residents, or community purposes.

(2) Membership - an organization whose membership is open to anyone expressing an interest in participating in the organizations activities and the membership rolls of the organization are fifty percent Teaneck residents.

(3) School/Community Interest - an organization whose major objectives are to serve a broad spectrum of Teaneck Schools and community interests, especially the needs of the youth of Teaneck.

F. Approved Activities

Non-school organizations may use school facilities for the following types of Board approved activities:

1. General/Membership Meeting - a general purpose meeting for the conduct of business or welfare of the membership.
2. Patriotic Observation - an activity solely for patriotic themes or activities.
3. Educational Programs or Courses/Seminars/Lectures/Exhibitions activities with a definite educational goal or instructive or informative purpose.
4. Competitions - (not sports or athletic) a competitive activity such as a tournament or judged activity.
5. Recreation/Athletics/Sports - Physical and social activities whether competitive or non competitive.
6. Concerts/Recitals/Plays/Drama - (including rehearsals) includes the broad range of artistic activities.
7. Fund Raisers - any activity for the purpose of raising funds or which results in the raising of funds for an organization or any of its purposes.
8. Religious Services - services or activities with the intent to worship. This activity is included as an approved use for individual events only.

9. Rallies/Support Meetings - an activity for the purpose of supporting or opposing, or gaining support or opposition for persons, causes, principles, or opinions.

An activity not covered by the aforelisted will be assigned by the School Business Administrator/Board Secretary for fee schedule purposes.

G. Fees

An organization whose activity is not open to the public, or who charges admission, shall have its rating, above, increased or raised by one. For example, an “A” organization charging admission shall receive a ranking of “B”.

The Board may apply conditions to certain organizations using facilities Classifications A and B. These limits may include the number, duration, and type of activities as well as waiver of fees for ordinary uses.

Fees Charged - will be as follows:

Fee charges are per daily use.

The rental fee for rehearsals shall be the full fee for the approved daily use. Saturday or Sunday = rental fee + (2.0 x custodial fee)

Holiday = rental fee + (3.0 x custodial fee)

N/A = Not available

Multiple facilities = any combination of auditorium, gym, library or cafeteria

The following schedule of charges applies for each individual date of use for groups A, B, C and D.

GROUP	<u>A</u>	B	C	D
AUDITORIUM				
Middle School	<u>\$0</u>	\$300	\$300 + Cust.	\$600 + Cust.
High School	<u>\$0</u>	\$500	\$500 + Cust.	\$800 + Cust.
High School (multiple facilities)	<u>\$0</u>	\$500 + \$200/add'l. facility	\$500 + \$200/ Facil. Cust.	\$800 + \$500/ Facil. + Cust.

GYMNASIUMS				
(no locker rooms)				
Elementary	<u>\$0</u>		\$200 + Cust.	Not Available
Middle School	<u>\$0</u>		\$400 + Cust.	Not Available
High School	<u>\$0</u>	\$500	\$500 + Cust.	Not Available

EF GYMNASIUM (no locker rooms)				
EF Building	<u>\$0</u>	\$200	\$200	\$500
School Parking Lots	<u>\$0</u>	\$300	\$300	\$600
School Fields	<u>\$0</u>	\$300	\$300	\$600

CLASSROOMS (per room) - Note: Libraries, excluding access to technology equipment is at triple the per room rental fees, except at the high school.				
GROUP	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
Elementary	<u>\$0</u>		\$50 + Cust.	\$300 + Cust.
Middle School	<u>\$0</u>		\$50 + Cust.	\$300 + Cust.
High School	<u>\$0</u>		\$50 + Cust.	\$300 + Cust.
CAFETERIA (no kitchen)				

Elementary	<u>\$0</u>		\$200 + Cust.	\$500 + Cust.
Middle School	<u>\$0</u>		\$300 + Cust.	\$600 + Cust.
High School	<u>\$0</u>		\$500 + Cust.	\$800 + Cust.
Other Spaces High School				
Media Center				
Pupil Center				

1. The fee charged covers only the use of specific areas as approved in the application, including halls and lavatories when appropriate, and which are immediately adjacent to the approved areas. No other facilities or portions of facility may be used.
2. With regard to the use of the Teaneck High School Auditorium, all groups will be charged for the fees paid to pupil helpers (\$6.50 per hour) over and above all other fees, payable to the pupil helpers, with the understanding that:
 - a. A minimum of two pupils must be utilized to insure the proper handling and care of our facilities and equipment.
 - b. The parties using the facility must confer with the high school Stage Crew Advisor to explain what their needs will be, and to discuss how feasible these are, given the nature of our facility and the schedule of events planned for the auditorium (with the provision that school events must take precedence over outside events).
 - c. A higher fee (\$8.00 per hour) will be charged for pupils who are asked to work on Saturday or Sunday.
 - d. An additional fee of \$175 for a minimum of four hours will be required payable to the Stage Crew Advisor if special lighting or sound set-ups are needed. The four hour minimum shall include set-up and clean up time. Additional hours of support shall be at a rate of \$43.75 per hour. If it is determined that additional pupil workers are needed, they shall be compensated at the same rate noted in paragraph 2a above. If the grand piano is required to be moved, an additional fee will be assessed for the move and the tuning to keep the delicate sound equipment in fine repair.
 - e. The stage facility will be closed to all outside groups during exam review periods and during exam week as pupils simply are not available to work.
3. Custodial fees will be charged at prevailing hourly rates **and shall be prepaid in advance**, in accordance with the annual schedules established by the School Business Administrator/Board Secretary, for each hour or fraction thereof for each custodian

assigned to service the applicant's activity.

4. Permission to use the cafeteria kitchen must be cleared with the School Business Administrator/Board Secretary, who will determine the specific equipment that may be used by the applicant. A food service employee(s) assigned by the food service management company must be on duty in the kitchen during the period of use by the applicant. Said individual(s) is acting in the capacity of steward of school property, and shall be compensated at a rate determined by the food service company and made payable to the food service management company.

Fees Payment (except as noted above) - must be by check payable to the Teaneck Board of Education and must be received no later than ten calendar days prior to planned usage. Failure to receive full payment in advance automatically nullifies the Application for Use.

Donations towards the use of Board facilities are strongly encouraged.

~~[Fees Waiver – no waiver of fees is permitted except by the Board upon submission, in writing, of proof of hardship. In such cases, the Board reserves the right to examine the financial or other records of the applicant to ensure that hardship exists in the opinion of the Board.]~~

H. Definitions

1. Holiday - a day designated by the Board as a holiday for all district personnel.
2. Closed to Public - an activity restricted to the membership and/or guests of an organization.
3. Open to Public - an activity for which no admission fee is charged and which anyone may participate in.
4. Suggested Donation or Suggested Contribution - an "optional" non-required admission fee. That is, a suggested charge to participate in or view an activity that does not have to be paid in order to be admitted to the activity. An organization wishing to avail themselves of the reduced fees to be charged for building use, must use the words "suggested donation" or "suggested contribution" on all advertising, tickets, etc.
5. Admission Fee - The term "admission fee" (donation, contribution, etc.) is defined and understood as an entrance fee or charge for the purpose of controlling admission to the activity and/or be a source of funds to an organization.

In the event there is a question as to whether a fee being charged is an admission fee, the matter will be referred to the School Business Administrator/Board Secretary who will make the final determination.

Charges levied for the express purpose of purchasing supplies and/or materials to be used in an activity will not be considered admission fees, provided documentation suitable to the School Business Administrator/Board Secretary is provided in advance of the facilities use. Tuition charges levied by a bona-fide educational institution shall not be considered admission fees.

I. Special Provisions

The following organizations are expected to fully comply with all School Facilities Use regulations, except fees, as noted below.

J. P.T.A. (P.T.O., P.T.S.A.)

Teaneck schools parent-teacher associations are permitted use of a school building for the purposes of meetings and fund raising in accordance with the rules and regulations on use of school buildings by non-school organizations.

1. Twelve general membership meetings per school year (no holidays or weekends) - no fee charges - maximum four hours per use.
2. Twenty-four executive Board meetings per school year (no holidays or weekends) - no fee charges - maximum four hours per use.
3. One fund-raising activity per year (no holidays), up to eight hours of custodial service - no fee charges, using school facilities unless written permission is obtained from the Board for an additional fund-raiser.

K. Scouting

Official Teaneck scout troops will be permitted the use of a school building for weekly weekday meetings of a troop. The meetings may not exceed one per week (on weekday, no weekends or holidays) and may not be longer than three hours in length. There will be no fee charges.

L. Teaneck Adult Education

The Teaneck Adult Education program is permitted the use of school facilities in accordance with Board policies relating to adult Education.

M. Teaneck Township Recreation Program

The Teaneck Township Recreation Department is permitted the use of school facilities for program activities. No rental charges will be made. Custodial fees will be charged only when and if services are specifically required for an activity, or if on a holiday, weekend, or custodial overtime situation is incurred. The Recreation Department will provide full

supervision for all of its activities, and return facilities used to the condition in which they were found.

Organizations qualifying under fee schedule classes A and B are expected to require a minimum of custodial services and leave facilities in the condition in which they were found. When more than a minimum of custodial services is required, the organization shall incur actual custodial fee charges.

N. Guidelines for use of high school auditorium

1. A blackout period will be set up around each of the three major school events (the Fall drama, the Terpsies concert, and the Spring Musical) during which no stage events will be permitted for three weeks prior to, and two days after their occurrence (this is a necessity because of the complicated sets and platforms which are usually put up for these performances. In addition, lighting plots are set during this time period, involving long stretches of time for aiming lamps, looking at the results, and then adjusting according to the needs of the event being staged).

This blackout period will not interfere with any non-stage events which are sometimes scheduled during the blackout period (for example, should there be an important meeting planned for parents in the auditorium, the performers could easily rehearse elsewhere since the use of the house, and the set up of a podium and mike do not involve what is on the stage. Less elaborate school events such as the Band Concert or the Vocal performance would need only a one week blackout period prior to and one day after each occurrence.

2. Any and all conflicts will be resolved in concert with all parties involved.

O. Insurance Coverage for Youth Sports Team Organizations

Any youth sports team organization, including cheerleaders, that is granted permission to use school facilities must provide the school district proof of an insurance policy against liability for any bodily injury in the amount of not less than \$50,000 per person per occurrence, insuring the youth sports team organization against liability for any bodily injury suffered by a person. The youth sports team organization must also provide a statement of compliance with the school district's Policy and Regulation 2431.4 – Prevention and Treatment of Sports-Related Concussions and Head Injuries, which will be provided to the adult representative of the requesting organization with the application to use school facilities.

For the purpose of this Policy/Regulation, a “youth sports team organization” means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

Issued: 14 March 2012

Revised: 13 February 2013

Revised: 14 November 2018

Revised: 19 March 2024

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Vandalism
Feb 24

[See POLICY ALERT No. 232]

7610 VANDALISM

The Board of Education believes ~~that~~ all school district property should be respected and all persons who use or have access to school district property should respect such property and take pride in the institutions of this community and the schools of this district.

Any person who purposely or knowingly damages school district property or damages school district property recklessly or negligently in the employment of fire, explosives, or another dangerous means listed in accordance with N.J.S.A. 2C:17-2 or purposely or recklessly tampers with the tangible property of the school district so as to endanger school district property shall be reported to the appropriate law enforcement agency. **Pursuant to N.J.S.A. 18A:37-3, the parent(s) of any minor who shall injure any public or nonpublic school property shall be liable for damages for the amount of injury to be collected by the Board or the owner of the premises in any Court of competent jurisdiction, together with costs of suit** ~~Where the damage to district property is more than minimal or has been caused by a student or a minor not a student of this district, the Board will hold liable for the amount of the damage the parent(s) or legal guardian(s) having legal custody and control of the minor responsible for the damage.~~

A person convicted of an offense of **criminal mischief** that involves an act of graffiti **may, in addition to any other penalty imposed by the Court, will be required to pay reimburse the school district monetary restitution in the amount of the pecuniary damage caused by the act of graffiti the cost of damages and may be required to perform community service, which may include removing the graffiti from the property, in accordance with N.J.S.A. 2C:17-3.c. the law. If community service is ordered by the Court, it shall be for either not less than twenty days or not less than the number of days necessary to remove the graffiti from the property** ~~In addition, the courts may suspend or postpone driving privileges of any person, at least thirteen and under eighteen years of age, if convicted of an act of graffiti.~~



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A person who purposely defaces or damages district property with any symbol that exposes persons to violence, contempt, or hatred on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability~~ **is may have committed** guilty of a crime and shall be reported to the appropriate law enforcement agency **in accordance with Policy and Regulation 8465, N.J.A.C. 6A:16-6.3, and the Memorandum of Agreement with Local Law Enforcement.**

The Board may also report to the appropriate law enforcement agencies any person whose vandalism of school property is serious or chronic.

~~The Superintendent shall develop regulations to implement this policy and to protect textbooks, school equipment, and school facilities from undue wear, damage, or loss.~~

N.J.S.A. 2C:33-10 ~~et seq.~~
N.J.S.A. 18A:34-2; 18A:37-3
N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:16-6.3

Adopted:



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[See POLICY ALERT No. 232]

R 7610 VANDALISM

A. Definitions

1. “Vandalism” means the willful and malicious acts of any person that result in the destruction, defacement, or damage of any property, real or personal, belonging to or entrusted to the Board of **Education**. Vandalism includes arson and **acts an**-act of graffiti.
2. “Arson” means the willful and malicious burning or setting on fire of any building or part of any building owned or operated by the Board, by any person.
3. “Act of graffiti” means the drawing, painting, or making of any mark or inscription on school district real or personal property without the permission of the school district.

B. Reporting Vandalism

1. Any school employee who has reason to believe ~~that~~ an act of vandalism has occurred shall immediately report that belief or suspicion to the Principal of the affected building or, if the vandalism occurs at a facility other than a school, the supervisor in charge of the facility.
2. The Principal or supervisor shall promptly institute an investigation of the report by taking these steps as appropriate to the extent and seriousness of the vandalism:
 - a. Requesting the reporting employee to file a report of the evidence giving rise to **their** ~~his/her~~ belief or suspicion that vandalism has occurred;
 - b. Visiting the site of the vandalism and examining its extent, taking photographs as necessary;
 - c. Determining and recording the names of witnesses, if any;



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- d. Interviewing witnesses and requesting their written reports of events;
 - e. Assessing the costs of repair and replacement of any parts of the building, furnishings, and/or equipment; and
 - f. Questioning the ~~person or~~ person(s), if any, identified as having caused the vandalism.
3. The Principal will complete and file with the Superintendent a detailed vandalism and property damage report.
 4. The Principal will notify **law enforcement** ~~the police~~ **when appropriate and in accordance with applicable laws.** ~~if the vandalism involves:~~
 - a. ~~Significant damage, or~~
 - b. ~~Arson, or~~
 - c. ~~Theft or burglary, or~~
 - d. ~~The use of any symbol that exposes persons to violence, contempt, or hatred on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability, or~~
 - e. ~~An act of graffiti.~~
- C. Penalties and Restitution
1. A student who vandalizes school property is subject to discipline, which may include suspension or expulsion, in accordance with **Board Policy, Board Regulation, and law Policy Nos. 5600, 5610, and 5620.**
 2. A student who vandalizes school property will be held liable for any damages caused by the act of vandalism.



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3. The parent(s) ~~or legal guardian(s)~~ of any minor who **shall injure any injures/vandalizes public or nonpublic** school property, ~~whether or not the minor is enrolled in this district~~, shall be liable for damages ~~for to~~ the amount of the injury **to be collected by the Board or the owner of the premises in any Court of competent jurisdiction**, together with costs of suit **in accordance with** ~~if the Board must resort to legal process to obtain payment of damages.~~ N.J.S.A. 18A:37-3.
 - a. The **Principal or designee** _____ shall obtain a professional estimate of the cost of repairs and/or replacements necessitated by the vandalism.
 - b. The **Principal or designee** _____ shall present the student's parent(s) ~~or legal guardian(s)~~ with an itemized bill based on the estimated costs.
 - c. If, within **thirty** _____ calendar days, the student's parent(s) ~~or legal guardian(s)~~ has not paid the bill or made arrangements with the **Principal or designee** _____ for the payment of the bill in periodic installments, the Superintendent shall inform the Board and **may** recommend ~~that~~ the Board Attorney commence civil action for the amount due together with costs.
 - d. No diploma, transcript, transfer card, or report card will be issued to the student until all obligations to the Board have been met.
- ~~4. The Principal will recommend to the Superintendent and the Superintendent will recommend to the Board, a student whose vandalism of school property is so serious or chronic as to warrant reporting the student to the police.~~
45. Any person who purposely defaces or damages school property with any symbol that exposes persons to violence, contempt, or hatred on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or**



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~~sex, social or economic status, or disability is~~ **may have committed** ~~guilty of~~ a crime and shall be reported to the appropriate law enforcement agency **in accordance with Policy and Regulation 8465; N.J.A.C. 6A:16-6.3; and the Memorandum of Agreement with Local Law Enforcement.**

56. Any person who purposely or knowingly damages school district property recklessly or negligently in the employment of fire, explosives, or another dangerous means listed in accordance with N.J.S.A. 2C:17-2, or purposely or recklessly tampers with the tangible property of the school district so as to endanger school district property, will be reported to the appropriate law enforcement agency.
67. A person convicted of an offense of **criminal mischief** that involves an act of graffiti **may, in addition to any other penalty imposed by the Court,** will be required to ~~pay~~ **reimburse** the school district **monetary restitution in the amount of the pecuniary damage caused by the act of graffiti** ~~the cost of damages and may be required~~ to perform community service, which may include removing the graffiti from the property, in accordance with N.J.S.A. 2C:17-3.c. ~~the law.~~ **If community service is ordered by the Court, it shall be for either not less than twenty days or not less than the number of days necessary to remove the graffiti from the property.** ~~In addition, the courts may suspend or postpone driving privileges of any person, at least thirteen and under eighteen years of age, if convicted of an act of graffiti.~~

Issued:



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Notification of Juvenile Offender Case Disposition
Feb 24

[See **POLICY ALERT No. 232**]

9323 NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

~~School~~ Principals have a need to receive and have access to juvenile justice proceedings involving juveniles who are registered students in the school building. The ~~school~~ Principal **or designee** shall have access to information relating to juvenile justice proceedings in accordance with N.J.S.A. 2A:4A-60.

The ~~school~~ Principal **or designee, on a confidential basis**, may request from law enforcement agencies at the time of charge, adjudication, or disposition, information as to the identity of a juvenile student charged, **the offense charged**, the adjudication, and the disposition. The ~~school~~ Principal **or designee** may inform school staff members of this information if the Principal **or designee** deems it appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to the juvenile's educational and social development. This information will not become part of the juvenile student's permanent school record and shall not be maintained except as authorized by regulation of the **New Jersey Department of Education (NJDOE)**.

A law enforcement or prosecuting agency shall, at the time of a charge, adjudication, or disposition, **send written notice to advise** the ~~school~~ Principal **or designee** of the school where the juvenile is enrolled, of the identity of the juvenile charged, the offense charged, the adjudication, and the disposition if:

1. The offense occurred on school property or a school bus, occurred at a school-sponsored function, or was committed against an employee or official of the school; ~~or~~
2. The juvenile was taken into custody as a result of information or evidence provided by school officials; or
3. **The ~~An~~ offense**, if committed by an adult, would constitute a crime, and the offense:
 - a. Resulted in death or serious bodily injury or involved an attempt or conspiracy to cause death or serious bodily injury; ~~or~~



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Notification of Juvenile Offender Case Disposition

- b. Involved the unlawful use or possession of a firearm or other weapon; ~~or~~
- c. Involved the unlawful manufacture, distribution, or possession with intent to distribute a controlled dangerous substance or controlled substance analog; ~~or~~
- d. Was committed by a juvenile who acted with a purpose to intimidate an individual or group of individuals because of race, color, ~~creed~~, religion, ~~national origin, ancestry, age, marital status, affectational~~ or sexual orientation ~~or sex~~, **or ethnicity** ~~social or economic status, or disability~~; or
- e. Would be a crime of the first, ~~or~~ second, **or third** degree.

Information provided **to the Principal or designee pursuant to** ~~in accordance with N.J.S.A. 2A:4A-60.d. the section above~~ shall be treated as confidential **but may be made available to such members of the staff and faculty of the school as** ~~. The school Principal may inform school staff members of this information if the Principal or designee deems it appropriate for maintaining order, safety, or discipline in the school or for~~ ~~to~~ planning programs relevant to ~~a~~ the juvenile's educational and social development. This information will not become part of the juvenile student's permanent school record and shall not be maintained except as authorized by regulation of the **NJDOE Department of Education**.

Law enforcement or the prosecuting agency may provide the ~~school~~ Principal **or designee** with information identifying one or more **juvenile students** ~~juveniles~~ who are under investigation or ~~who~~ have been taken into custody for the commission of any act that would constitute an offense if committed by an adult when the law enforcement or prosecuting agency determines that the information may be useful to the Principal **or designee** in maintaining order, safety, or discipline in the school or in planning programs relevant to the juvenile's educational and social development. Information provided in accordance with **N.J.S.A. 2A:4A-60.e.** ~~the section above~~ shall be treated as confidential, but the ~~school~~ Principal **or designee** may inform school staff members of this information if the Principal **or designee** deems it appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to the juvenile's educational and social development. No information provided **pursuant to N.J.S.A. 2A:4A-60** ~~in accordance with this paragraph~~ shall be maintained.



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Notification of Juvenile Offender Case Disposition

The Principal **or designee** who requests and/or receives information as specified in this ~~Pp~~olicy shall notify the Superintendent or designee within twenty-four hours **of the request being made. In accordance with N.J.S.A. 53:1-20.6, the Principal or designee shall notify the Superintendent or designee of any applicable fees associated with the request.**

The school district shall comply with the ~~NJDOE Department of Education~~ NJDOE rules and regulations concerning the creation, maintenance, and disclosure of student records regarding ~~school~~ Principal **or designee** notification of juvenile offender case disposition and this ~~Pp~~olicy.

~~N.J.S.A. 2A:4A-60 P.L.1982, c.79~~
~~N.J.S.A.R.S. 53:1-15; 53:1-20.6~~
~~N.J.A.C. 6A:7-1.1; 6A:7-1.3~~
~~P.L.1985, c.69~~

Adopted:



Professional Development

District Funded – \$2,341.16

Name: Haquisha Q. Taylor

School or Department: Business Office

Conference/Seminar/Workshop: 2024 NJASBO Annual Conference

Location: Atlantic City, NJ

Dates: June 5-7, 2024

Estimated Cost: \$500.00

Explanation: To get Professional Development and Continuing Education credits for the yearly certification

Name: Irene Gray

School or Department: Business Office

Conference/Seminar/Workshop: 2024 NJASBO Annual Conference

Location: Atlantic City, NJ

Dates: June 5-7, 2024

Estimated Cost: \$920.58

Explanation: To get Professional Development and Continuing Education credits for the yearly certification

Name: Jenine Kea

School or Department: Business Office/Payroll

Conference/Seminar/Workshop: 2024 NJASBO Annual Conference

Location: Atlantic City, NJ

Dates: June 5-7, 2024

Estimated Cost: \$920.58

Explanation: To get Professional Development and Continuing Education credits for the yearly certification

Professional Development

District Funded – \$503.00

Title II Funded - \$627.48

Total Cost: \$1,130.48

Name: Ashley Andreala-Marra, Zainabu Conteh, Megan Gallow, Lillian Garcia, Munyiva Munguti, Mariam Muheisen, Javalda Powell, Analisse Seise, Robert Villegas, Terrence Williams

School or Department: BFMS

Conference/Seminar/Workshop: NJ Coalition for Inclusive Education Leadership Conference

Location: Kean University, Union, NJ

Dates: June 7, 2024

Estimated Cost: \$343. (District funded)

Explanation: In this inclusive education conference, the participant will attend workshops focused on developing educational experiences and environments that are inclusive and meaningful while valuing and respecting the diversity of all learners.

Name: Megan Gallow, Joe Panepinto

School or Department: BFMS & Lowell Elementary Schools

Conference/Seminar/Workshop: Social Work Ethics

Location: Virtual

Dates: 5/22/2024

Estimated Cost: \$100. (District funded)

Explanation: In this workshop, participants will learn about the ethical models for decision-making and small group discussions to identify and clarify how they view and make decisions when confronted with ethical dilemmas.

Name: Amy Morik

School or Department: Whittier Elementary School

Conference/Seminar/Workshop: Reflection as Revolution: Ways of Being as a Catalyst for Change

Location: Montclair State University

Dates: 5/23/2024

Estimated Cost: \$60. (District funded)

Explanation: To support and enhance the services provided to our Special education and general education students in the areas of emotional regulation and social emotional learning.

AMEND

Name: Maura Tuite, Theresa Avella, Aknaris, Diaz, Iris Hernandez, Diana Salib, Meredith Martino, Kimberly Pirro, Analisse Seise, Jennifer Taylor, and Kristine Thielman

School or Department: Child Study Team – LDT-C

Conference/Seminar/Workshop: Disproportionality Learning Series

Location: Rutgers University - Newark, NJ

Dates: 2/16/24 & 3/01/24

Estimated Cost: **\$116.00**

Explanation: Participants will engage in a Disproportionality Learning Series.

Name: Susan Morton

School or Department: Teaneck High School

Conference/Seminar/Workshop: American Psychology Association’s Inaugural Tri-State High School Psychology Workshop

Location: Seton Hall University – South Orange, New Jersey

Dates: May 15, 2024

Estimated Cost: \$37.00 (Title II Grant Funded)

Substitute Required

EXPLANATION: Workshop will provide up-to-date learning sessions related to continuing education programs in psychology.

Name: Ashley Sularz

School or Department: Curriculum and Instruction

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

Location: NJPSA – 12 Centre Dr., Monroe Township, NJ 08831

Dates: May 17, 2024

Estimated Cost: \$72.36 – (Title II Grant Funded)

Substitute Not Required

EXPLANATION: Key topics addressed include: equity work in elementary education, civics in action, student-led strategies for fostering engagement in high school social studies.

Name: Christine Mayers

School or Department: Curriculum and Instruction

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

Location: NJPSA – 12 Centre Dr., Monroe Township, NJ 08831

Dates: May 17, 2024

Estimated Cost: \$72.36 – (Title II Grant Funded)

Substitute Not Required

EXPLANATION: Key topics addressed include: equity work in elementary education, civics in action, student-led strategies for fostering engagement in high school social studies.

Name: Mary Joyce Laqui

School or Department: Teaneck High School

Conference/Seminar/Workshop:

Location: TCNJ: Center for Future Educators - 2000 Pennington Rd., Ewing, NJ 08628

Dates: May 21, 2024

Estimated Cost: No cost

Substitute Required

EXPLANATION: To present on behalf of the NJEA on New Jersey's curriculum mandates on fostering critical thinking, social justice and empathy in a K-12 setting.

Name: Tiffany Torres

School or Department: Benjamin Franklin Middle Schools

Conference/Seminar/Workshop: NJ Teachers of English to Speakers of Other Languages (NJTESOL) Annual Conference

Location: Hyatt Regency Hotel - New Brunswick, New Jersey

Dates: May 31, 2024

Estimated Cost: \$445.76 – Title II Funded

Substitute Required

EXPLANATION: Annual conference showcasing best practices for teaching multilingual students.

AMEND

Name: Suletty Diaz

School or Department: Lowell Elementary School

Conference/Seminar/Workshop: NJ Teachers of English to Speakers of Other Languages (NJTESOL) Annual Conference

Location: Hyatt Regency Hotel - New Brunswick, New Jersey

Dates: May 31, 2024

Estimated Cost: \$445.76 – Title II Funded (Cost amended)

Substitute Required

EXPLANATION: Annual conference showcasing best practices for teaching multilingual students.

Name: Paul Sheppard

School or Department: Teaneck High School

Conference/Seminar/Workshop: Duke Energy Convention Center

Location: 525 Elm Street Cincinnati OH, 45202

Dates: June 10, 2024 – June 14, 2024

Estimated Cost: No Funding Required

Substitute Required

EXPLANATION: Will serve as a College Board essay reader for the AP Language and Composition exam.

FIELD TRIP

District Funded - \$750.**Parent Funded - \$7,664.****PTA Funded - \$11,057.****Student Activity Funded - \$3,875.****Grand Total: \$23,346.**

Trip Leader(s): Amber Halpern, Stephanie McKee, Alexis Ryerson, Estefany Gallardo, Destiny Harmon, Linda Harrison, Ellen Buechel, 8 Teaneck Police Department Officers

School or Department: Hawthorne, Lowell, and Whittier Elementary Schools**Trip Planned:** Teaneck Swim Club**Location:** Teaneck, New Jersey**Number of Students:** 73**Date(s):** June 7, 2024**Rain Date:** June 10, 2024**Estimated Cost:** \$400.00 (Parent Funded)**Substitute Required****EXPLANATION:** The Teaneck Police Department and the Safety Patrol students from Hawthorne, Lowell, and Whittier Elementary Schools will work together to promote activism awareness and strengthen community ties.

Trip Leader(s): Tawana Smith, Sandra Warren-Givens, Kristen Ferriera, Jemara Blount, Samuel Griffin, Nicola Richardson, Ellen Buechel, 20 Parent Chaperones

School or Department: Hawthorne Elementary School**Trip Planned:** The Funplex**Location:** East Hanover, New Jersey**Number of Students:** 71**Date(s):** June 4, 2024**Estimated Cost:** \$3,986.00 (PTA Funded)**Substitute Not Required****EXPLANATION:** Together with their teachers and classmates, fourth graders will take on physical and social-emotional challenges. The scheduled activities will continue to teach them how to get along with others as they transition to middle school.

Trip Leader(s): Colette Brantley, Two Parent Chaperones

School or Department: Hawthorne Elementary School**Trip Planned:** Bergen County Courthouse/Bowler City**Location:** Hackensack, New Jersey**Number of Students:** 14**Date(s):** June 5, 2024**Estimated Cost:** \$182.00 (PTA Funded)**Substitute Not Required****EXPLANATION:** Fourth-grade peer mediators will get the chance to learn important facts about the legal system through a courthouse tour, a meeting with a judge, and a Q&A session. Students will be taken to Bowler City for their end-of-year party after their visit to the courts.

FIELD TRIP

Trip Leader(s): Emily Smith, Amanda Estevez, Brittany Shepard, Danielle Annunziata, Peter Antonakis, MeiLinh LaMui, Alyssa Salgado, Kate Augusto, Monica Lawson, Kelly Cambridge, Jessica Brown, Amis Aguero, Uzaz Salih, Anna Hernandez, Fernando Hernandez, MaryRose Chamoun, Jennifer Talmadge, Dora Windecker, Dana Hildago, Five Parent Chaperones

School or Department: Lacey Elementary School

Trip Planned: Donaldson Farms

Location: Hackettstown, New Jersey

Number of Students: 80

Date(s): May 28, 2024

Estimated Cost: \$2,178.00 (\$750.00- District Funded for Transportation), (\$1,428.00- Parent Funded)

Substitute Not Required

EXPLANATION: Kindergarten students will learn about plants and their uses.

Trip Leader(s): Makayala Brown, Brandi Lewis, Susie Kim, Rochelle Yaros, Carrie Williams, Karelia Rodriguez, Tia Richardson, Ramya Subramanian, Lisa Sgambati, Monique Frazier-Ellington, 11 Parent Chaperones

School or Department: Lowell Elementary School

Trip Planned: Powerhouse Studios

Location: Paramus, New Jersey

Number of Students: 78

Date(s): June 5, 2024

Estimated Cost: \$4,389.00 (PTO Funded)

Substitute Not Required

EXPLANATION: Fourth grade end of year celebration.

Trip Leader(s): Nishat Hafeez, Jennifer Arias, Monique Frazier-Ellington, Eight Parent Chaperones

School or Department: Lowell Elementary School

Trip Planned: Bergen County Zoo

Location: Paramus, New Jersey

Number of Students: 44

Date(s): May 17, 2024

Estimated Cost: \$236.00 (Parent Funded)

Substitute Not Required

EXPLANATION: Students in kindergarten will gain knowledge about animals and their environments.

Trip Leader(s): Nishat Hafeez, Jennifer Arias, Monique Frazier-Ellington, Eight Parent Chaperones

School or Department: Lowell Elementary School

Trip Planned: Phelps Park (**WALKING TRIP**)

Location: Teaneck, New Jersey

Number of Students: 44

Date(s): June 3, 2024

Estimated Cost: \$0.00

Substitute Not Required

FIELD TRIP

EXPLANATION: Kindergarten students are learning about community. Students will learn about the roles of local parks by visiting a nearby park.

Trip Leader(s): Sharmaine Joseph, Dominika Kaczynski, Abigail Aleska, Dennis Hiel, Monique Frazier-Ellington, 12 Parent Chaperones

School or Department: Lowell Elementary School

Trip Planned: Phelps Park (**WALKING TRIP**)

Location: Teaneck, New Jersey

Number of Students: 40

Date(s): June 6, 2024

Rain Date: June 11, 2024

Estimated Cost: \$0.00

Substitute Not Required

EXPLANATION: **First grade** students will use their knowledge of maps, keys and locations while visiting a local park.

Trip Leader(s): Marina Williams, Ashley Davis, Willa Rudy, Gerald Henry, Destiny Harmon, Mindy Marcus, Jim DiMicelli, Two Paraprofessionals

School or Department: Whittier Elementary School

Trip Planned: Benjamin Franklin Middle School

Location: Teaneck, New Jersey

Number of Students: 76

Date(s): June 13, 2024

Estimated Cost: \$0.00

Substitute Not Required

EXPLANATION: Annual Moving Up Ceremony

Trip Leader(s): Jean- Gratien Uwisavve, Josephine Cinella, Victor Stanic, Melinka Ramirez, Lauren Mattias

School or Department: Benjamin Franklin Middle School

Trip Planned: Patisserie Florentine

Location: Closter, New Jersey

Number of Students: 45

Date(s): May 28, 2024

Rain Date: June 3, 2024

Estimated Cost: \$675.00 (Student Activity Funded)

Substitute Required

EXPLANATION: Seventh grade French classes will tour a chef's kitchen for a baking demonstration and lecture.

Trip Leader(s): Molly Neff, Mitsael Trinidad, Joey Hochgesang, Kelley Blessing, Brittany Eisele, Cecilia Chan, 17 Parent Chaperones

School or Department: Thomas Jefferson Middle School

Trip Planned: Bergen County Teen Arts Festival/American Dream Mall

Location: Paramus, New Jersey/East Rutherford, New Jersey

Number of Students: 140

Date(s): May 17, 2024

Estimated Cost: \$8,800.00 (\$3,200.00-Student Activity Funded), (\$5,600.00-Parent Funded)

Substitute Not Required

FIELD TRIP

EXPLANATION:

Band, orchestra, and dance ensemble students will perform at the Bergen County Teen Arts Festival and receive ratings based on their performances. To celebrate their day, the students will next head to the Nickelodeon Studios Amusement Park.

Trip Leader(s): Mitsael Trinidad, Kelly Blessing, Spencer Jones, Megan McBryde

School or Department: Thomas Jefferson Middle School

Trip Planned: Teaneck High School

Location: Teaneck, New Jersey

Number of Students: 35

Date(s): June 11, 2024

Estimated Cost: \$0.00

Substitute Not Required

EXPLANATION: Students will be performing commencement music for the 8th grade moving up ceremony.

Trip Leader(s): Joan Goodson, Brielle Rubin, Kelly Walsh, Ashley Alcott, James Pruden, Antoinette Bush, Christina Chopra, Marisol Urena, Emmanuel Viray, Paulette Szalay, Saah Hali, Jennie Brolewicz, Lisa Rosen, Amanda Zoran, Dinahlee Rodriguez, Cecilia Chan, 10 Parent Chaperones

School or Department: Thomas Jefferson Middle School

Trip Planned: Teaneck Swim Club

Location: Teaneck, New Jersey

Number of Students: 131

Date(s): June 6, 2024

Rain Date: June 7, 2024

Estimated Cost: \$2,500.00 (PTA Funded)

Substitute Not Required

EXPLANATION: This is an annual eighth grade graduation trip.

Trip Leader(s): James Belluzzi, Charles Clark, Vance Steinbergen

School or Department: Teaneck High School

Trip Planned: Thomas Jefferson and Benjamin Franklin Middle Schools

Location: Teaneck, New Jersey

Number of Students: 45

Date(s): May 16, 2024

Estimated Cost: \$0.00

Substitute Not Required

EXPLANATION: The Heroes and Cool Kids will be mentoring middle school students on various topics, such as making good choices during middle school and beyond.

Fundraising Activities by School

School or Department: Teaneck High School

Activity: **Water and Snacks at Graduation**

Sponsoring Organization: Junior Class Student Council

Name of Sponsors: Natasha Green, Staff Member

Participants: Junior Student Council Members to Friends, Family, Teachers

Date(s): June 13, 2024

Location: At Graduation

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

Funds to sponsoring organization 100%

EXPLANATION: Funds would be used to pay the senior expenses.

Tuitions

Student ID#	<u>Placement</u>	<u>Tuition</u>	<u>Start Date</u>	<u>1:1 Aide</u>
	BBCSS - Brownstone School - 2023-2024 SY	\$64,800.00	4/15/2024	

Clinicians

<u>Placement</u>	<u>Discipline/Rate</u>		<u>NOT TO EXCEED</u>
AMENDMENT	Hillmar LLC	<p>BILINGUAL: Spanish - speech-language, psychological, educational, social, occupational, BDI evaluation= \$ 650. per evaluation; Bilingual: Hebrew, Arabic, Mandarin, Cantonese, Hindi/Kannada, Ukrainian, Russia; Korean, Italian; Portuguese, Polish, Turkish, Gujarati and others \$870. per evaluation. Note: Bilingual (specialty language) Psychological requiring cognitive with/and adaptive testing = \$1,125.; Bilingual (specialty languages) educational with/and oral language testing = \$1,125. Monolingual: English- speech-language, psychological, educational, social, occupational, BDI evaluation= \$ 500. per evaluation; CST Evaluations for the Hearing Impaired- speech-language, psychological, educational and social evaluation= \$650. per evaluation;Note: hearing impaired Psychological requiring cognitive with/and adaptive testing = \$875.; educational with/and oral language testing = \$875. Occupational Therapy Services: \$120. per treatment; Telepractice Services are also available. Counseling Services: \$100. per group session per hour; \$95. per individual session per hour; Telepractice Services are also available. Applied Behavior Services (ABA): Discrete Trial and Therapy: \$ 100. per hour Professional Development: \$ 145. per hour Functional Behavioral Assessments: \$145. per hour Coordination/Advisory and Oversight: \$145. per hour Telepractice Services are also available. Participation at IEP Meetings: \$150. per hour (minimum 1 hour); Oral Interpreter (Spanish) at I.E.P. Meeting: \$ 125. per hour (minimum 1 hour); Other Specialty Languages: \$150. per hour (minimum 1 hr); Sign Language Translator: \$ 150. per hr (minimum 1 hr); Written Translation of Hillmar, LLC child study teams assessments involving bilingual psychological, educational, social and speech-language evaluation impressions and/or results from English to Spanish continue to be available. The fee for this service remains the same at \$35. per page. Copies of Test Protocols: \$10. per test protocol. Speech Therapy Services Rates (Monolingual: English): \$120. per 60 min @ a maximum of 5 students in group session or individual sessions. Speech Therapy Services Rates (Bilingual: English): \$140. per 60 min @ a maximum of 5 students in group session or individual sessions.</p>	\$35,000.00

Special Education Medicaid Initiative (SEMI) Action Plan

In accordance with N.J.A.C. 6A:23A-5.3(f) and (g), failure to maximize SEMI, each district that has less than 90 percent participation of SEMI eligible students in the prebudget year or has failed to comply with all program requirements set forth in N.J.A.C. 6A:23A-5.3(e) shall submit a SEMI action plan to the Executive County Superintendent for review and approval as part of the district's proposed budget submission. Districts should determine which items below relate to their specific areas of weakness and then specify activities to be implemented to improve and maximize SEMI participation.

County: BERGEN

District: TEANECK - 03-5150

Date: February 2024

Corrective Action Plan Table					
SEMI Action Plan Components	District Activities for Compliance	Person(s) Responsible	Projected Timelines	Documentation of Completion/Implementation	Date Completed
<p>Establishing Benchmarks for Maximum SEMI Participation: Establish a benchmark of x percent for the current school year or for the first year that the district does not have an approved waiver pursuant to the provisions of N.J.A.C. 6A:23A-5.3(b), whichever is applicable, for obtaining maximum participation of all SEMI eligible students by the start of the subsequent school year.</p> <p>The benchmarks for the current school year or for the first year that the district does not have an approved waiver pursuant to (b) above, whichever is applicable, for achieving maximum participation shall close, at a minimum, the gap between current participation and maximum participation by 50 percent by the beginning of the subsequent school year; and</p> <p>The benchmarks shall be based on the percentage of parental consent forms collected from eligible students. The number of parental consent forms shall reflect one parental consent form or one document noting parental refusal for each eligible student.</p>	<p>As per N.J.A.C 6A:23A-5.3(f), an action plan is required because 100% of budgeted revenue was not met. The FY 2023 SEMI program performance report showed 64% of revenue was achieved and triggered an action plan. In order to increase the maximum participation and increase the budgeted revenue, the following activities will take place: Ensure an accurate Medicaid-Eligible/Special Education Student count is reflected on the NJ SMART report. This will ensure that the projected reimbursement revenue is accurate and achievable.</p>	<p>Case Managers, SEMI Coordinator, and Directors of Special Services & Nursing Services</p>	<p>Current/On-going</p>	<p>NJ SMART report must reveal an itemized reflection of the District's Special Education student count. (ie. Special Education students who receives services and Special Education students that do not receive services.)</p>	
<p>Documenting SEMI Eligible Health-Related Services: Procedures to ensure that all SEMI eligible health-related services, including those provided by entities where the district has placed SEMI eligible students, are documented in the third-party administrator's system.</p>	<p>Ensure that student health-related services provided by the District's staff, independent contractors, agencies, and NJ approved OOD School services are entered into the EdPlan website.</p>	<p>Case Managers, SEMI Coordinator, and Directors of Special Services & Nursing Services</p>	<p>Current/On-going</p>	<p>IEPs and provider logs. Contact with PCG is current and ongoing. List of eligible students in and out of district will be maintained by the Caseworkers and Frontline IEP website. Contracts and information from outside consultants will be maintained by District Special Education Directors.</p>	
<p>Timely Certification of Quarterly Staff Pool List: Procedures to ensure that the quarterly staff pool list is certified under the time frames required in the implementation of cost settlement via the third-party</p>	<p>Ensure documentation of Contractors staff additions and deletions adequately and certify staff pool.</p>	<p>SEMI Coordinator</p>	<p>Current/On-going</p>	<p>Contractors submit staff changes via email and email can serve as documentation.</p>	

**CHANGE
ORDER**

AIA DOCUMENT G701

OWNER
ARCHITECT
CONTRACTOR
FIELD
OTHER

PROJECT: GC-02

Fire Alarm Upgrade at Teaneck High School
100 Elizabeth Avenue, Teaneck, New Jersey 07666

DATE: 10-Apr-24
ARCHITECT'S PROJECT NO.: 4019C

TO CONTRACTOR:

CONTRACT DATE: TBD

Sal Electric Company, Inc.

CONTRACT FOR: GC

83 Fleet Street
Jersey City, New Jersey, 07306

The Contract will change as follows:

Credit change order to BOE for unused allowance - \$15,354.00
(See GC-01 Rev1 dated 08/22/2023 for previous allowance reduction.)

Not valid until signed by the Owner, Architect, Construction Manager, and Contractor.

The original Contract Sum was	\$965,425.00
Net change by previously authorized Change orders	\$0.00
The Contract Sum prior to this Change order was	\$965,425.00
The Contract Sum will be decreased by this Change Order	(\$15,354.00)

The new Contract Sum including this Change order will be \$950,071.00

The Contract Time is unchanged by this change order. n/a

The date of Substantial Completion is unchanged by this change order. n/a

Di Cara | Rubino Architects

ARCHITECT

30 Galesi Drive

Address

Wayne, New Jersey 07470

Address

BY: *Reginald Franklin*

DATE: 10-Apr-24

Sal Electric Company, Inc.

CONTRACTOR

83 Fleet Street

Address

Jersey City, New Jersey, 07306

Address

BY: *Brian Perez*

DATE: 4/10/24

Teaneck Board of Education

OWNER

651 Teaneck Road

Address

Teaneck, New Jersey 07666

Address

BY:

DATE:

**CHANGE
ORDER**

OWNER
ARCHITECT
CONTRACTOR
FIELD
OTHER

AIA DOCUMENT G701

PROJECT:

GC-01

Cafeteria HVAC Upgrade at Lowell School
1025 Licoln Place, Teaneck, New Jersey 07666

DATE: 10-Apr-24
ARCHITECT'S PROJECT NO.: 4002

TO CONTRACTOR:

CONTRACT DATE: TBD

T.M. Brennan Services Inc.

CONTRACT FOR: GC

3505 Route 94

Hamburg, New Jersey 07419

The Contract will change as follows:

Credit change order to BOE for unused allowance - \$50,000.00

Not valid until signed by the Owner, Architect, Construction Manager, and Contractor.

The original Contract Sum was	\$376,000.00
Net change by previously authorized Change orders	<u>\$0.00</u>
The Contract Sum prior to this Change order was	<u>\$376,000.00</u>
The Contract Sum will be decreased by this Change Order	<u>(\$50,000.00)</u>

The new Contract Sum including this Change order will be \$326,000.00

The Contract Time is unchanged by this change order. n/a

The date of Substantial Completion is unchanged by this change order. n/a

Di Cara | Rubino Architects

ARCHITECT

30 Galesi Drive

Address

Wayne, New Jersey 07470

Address

BY: *Reginald Franklin*

DATE: 10-Apr-24

T.M. Brennan

CONTRACTOR

3505 Route 94

Address

Hamburg, New Jersey 07419

Address

BY:

DATE:

Teaneck Board of Education

OWNER

651 Teaneck Road

Address

Teaneck, New Jersey 07666

Address

BY:

DATE:



INDUSTRIAL AND COMMERCIAL PAVING
INSTALLATION OF PETRO MAT FABRIC
675 FRANKLIN AVENUE
NUTLEY, NEW JERSEY 07110
(973) 667-7300 • FAX (973) 667-1190

April 24, 2024

Proposal / Contract - Revised

Teaneck BOE
651 Teaneck Road
Teaneck, NJ 07666
Attn: Anthony D'Angelo

Email: AD'angelo@teaneckschools.org

Phone: 201-248-0205

EDS Contract #1098

Re: Mill | Pave | Stripe @ Teaneck High School & Lowell Elementary School

D&L Paving Contractors, Inc. is pleased to submit our proposal to furnish all equipment, labor, and material necessary to complete the following work for above referenced project.

Teaneck High School:

- Total area ~54,475 sqft.
- Mill area 2" in-depth.
- Install 2" HMA surface course mix I-5.
- Clean and prepare area.
- Apply tac-kote.
- Stripe to existing layout.

Total Job Cost: \$139,900.00

Lowell Elementary School:

- Total area ~38,520 sqft.
- Mill area 2" in-depth.
- Install 2" HMA surface course mix I-5.
- Clean and prepare area.
- Apply tac-kote.
- Stripe to existing layout.

Total Job Cost: \$98,144.00

Exclusions:

- | | |
|--|---|
| 1. Permits, Testing, Survey and Layout, Engineering. | 4. Ponding of Areas less than 2% Slope. |
| 2. Excavation and repair of soft areas in sub-base. | 5. Nights, Saturdays, and Holidays. |
| 3. Traffic Control, Saw cutting, Adjustment of Utilities | |

Terms and Conditions

1. Quantities stated above are approximate only. Payment will be based on actual field measurements.
2. Sales Tax will be charged on all invoices for all work unless a valid Sales Tax Exemption Certificate is received.
3. If rock/concrete and such is encountered and cannot be removed by on-site machinery, and blasting services are required, the cost of blasting shall be the owner's responsibility.
4. If we encounter soft areas during proof rolling of the subbase, then excavating, backfill and compaction will be charged as an extra.
5. **Cold Weather Paving-** Paving done under cold weather conditions can cause asphalt imperfections. Cold, frost, rain, wind, snow, and moisture can cause defects. Paving work done under these conditions will be done at the owner's responsibility with repair work done at the owner's expense.
6. All Asphalt Paving should be left to "set-up" a minimum of 72 hours. Exposure to vehicle use in any manner could result in damage to new paving. D & L will not be held responsible for damages.
7. The prices listed in this proposal shall be valid for thirty days.
8. A reduction in quantities may result in an increase in prices.
9. This proposal becomes effective as a **CONTRACT**, after the purchaser has executed its acceptance.
10. Conditions, which are not specifically incorporated in this contract, will not be recognized. No modification or transfer of this contract after acceptance shall be binding upon the Seller, unless made in writing and signed by one of the Seller's Officers.
11. **All prices are based on the current asphalt/cement index for liquid AC20 and are subject to change without written notification.**
12. This proposal may be withdrawn pending the results of a credit investigation or it may be necessary to post a bond or establish an escrow account with sufficient funds and a guarantee of payment upon completion of our work.
13. Invoices will be rendered monthly, or at completion of work, whichever comes first, and payments are expected on any portion of the work performed and/or materials furnished during that 30-day period.
14. **Final Payment-** Payment in full is required within 30 days. A service charge of 1 1/2 % per month will be added to any unpaid portion of our invoice, which is annual percentage rate of 18%.

If the proposal is satisfactory, please sign, date, and return one copy at your earliest convenience. If applicable, please submit a copy of your tax-exempt or capital improvements certificate.

Thank you,



Joseph Matarazzo
D & L Paving Contractors, Inc.

Accepted By: _____
Name and Title: _____
Date: _____

Contractor's Cost Proposal - Summary (L/E/M)

ESCNJ State Approved Coop #65MCECCPS

Date: February 07, 2024

Re: IQC Master Contract #: 20/21-03
JOC Work Order #: 101015.00
Owner PO #:
Title: Teaneck PS Lowell Elementary Chimney & Coping Repairs 22-011
Contractor: Murray Paving and Concrete LLC
Proposal Value: \$89,219.63

MASONRY RESTORATION **\$89,219.63**

Proposal Total **\$89,219.63**

This Proposal total represents the correct total for the proposal. Any discrepancy between line totals, sub-totals and the proposal total is due to rounding of the line totals and sub-totals.

The Percentage of NPP on this Proposal: %

Contractor's Cost Proposal - Detail (L/E/M)

ESCNJ State Approved Coop #65MCESCPCS

Date: February 07, 2024

Re: IQC Master Contract #: 20/21-03
 JOC Work Order #: 101015.00
 Owner PO #:
 Title: Teaneck PS Lowell Elementary Chimney & Coping Repairs 22-011
 Contractor: Murray Paving and Concrete LLC
 Proposal Value: \$89,219.63

Sect.	Item	Mod.	UOM	Description	Line Total
Labor	Equip.	Material	(Excludes)		
MASONRY RESTORATION					
1	01 22 20 00 0008		HR	Cement MasonFor tasks not included in the Task Catalog and as directed by owner only.	\$5,440.69
			Installation	Quantity 56.00 x Unit Price 100.16 x Factor 0.9700 = Total 5,440.69	
				REMOVE BRICK SECTIONS, PREP AREAS, SET TIE SUPPORTS, TOOTH NEW MASONRY	
2	01 22 20 00 0008 0002			For Foreperson, Add	\$1,360.72
			Installation	Quantity 280.00 x Unit Price 5.01 x Factor 0.9700 = Total 1,360.72	
3	01 22 20 00 0008		HR	Cement MasonFor tasks not included in the Task Catalog and as directed by owner only.	\$6,995.17
			Installation	Quantity 72.00 x Unit Price 100.16 x Factor 0.9700 = Total 6,995.17	
				CHIMNEY COPING REMOVAL / RESET, CLEAN EXISTING UNITS	
4	01 22 20 00 0008 0002			For Foreperson, Add	\$194.39
			Installation	Quantity 40.00 x Unit Price 5.01 x Factor 0.9700 = Total 194.39	
5	01 22 20 00 0016		HR	LaborerFor tasks not included in the Task Catalog and as directed by owner only.	\$5,730.22
			Installation	Quantity 56.00 x Unit Price 105.49 x Factor 0.9700 = Total 5,730.22	
				STAGE MATERIALS, SET EQUIPMENT, LAYOUT AREAS, CUTING CMU	
6	01 22 20 00 0061		HR	Flagperson For Traffic Control	\$4,847.83
			Installation	Quantity 48.00 x Unit Price 104.12 x Factor 0.9700 = Total 4,847.83	
7	01 22 23 00 1211		WK	6 CY Rear Dump Truck With Full-Time Truck Driver	\$5,602.80
			Installation	Quantity 1.00 x Unit Price 5,776.08 x Factor 0.9700 = Total 5,602.80	
				SUPPLY MATERIALS, EQUIPMENT TO SITE; SCAFFOLDING; DISMANTLING; DAILY DEBRIS CARTING	
8	01 54 23 00 0014		CCF	Heavy Duty Masonry Scaffolding With Bracing Accessories - Area Based On 2' Wide Sections (CCF / Month)	\$5,582.54
			Installation	Quantity 48.00 x Unit Price 119.90 x Factor 0.9700 = Total 5,582.54	
				MASONRY SCAFFOLDING ROOF LEVEL	
9	01 54 23 00 0019		CCF	Up To 20' Height Heavy Duty Masonry Scaffolding Initial Erection And Final Dismantling, Per CCF Of Scaffolding And Accessories.	\$4,135.92
			Installation	Quantity 48.00 x Unit Price 88.83 x Factor 0.9700 = Total 4,135.92	
				MASONRY SCAFFOLDING GROUND LEVEL	
10	01 54 23 00 0043		SF	5/8" CD Grade Plywood, Temporary Lumber	\$1,164.00
			Installation	Quantity 400.00 x Unit Price 3.00 x Factor 0.9700 = Total 1,164.00	
				TEMPORARY PROTECTION AT SCAFFOLDING	

Contractor's Cost Proposal - Detail (L/E/M) Continues..

Job Order No: 101015.00
Job Order Title: Teaneck PS Lowell Elementary Chimney & Coping Repairs 22-011

MASONRY RESTORATION

11	01 54 26 00 0012	EA	Swing Stage Platform And Temporary Roof Mounted Outrigger System Erection And DismantlingIncludes both initial erection and final dismantling of temporary roof mounted outrigger system.							\$7,630.36
		Installation	Quantity	Unit Price	Factor	=	Total			
			1.00	7,866.35	x	0.9700		x		7,630.36
			MATERIAL HOISTING TO ROOF AREAS							
12	01 56 16 00 0002	SF	6 Mil, Plastic Sheeting, Applied To Floors							\$213.40
		Installation	Quantity	Unit Price	Factor	=	Total			
			500.00	0.44	x	0.9700		x		213.40
			TEMPORARY PROTECTION							
13	01 74 19 00 0012	EA	20 CY Dumpster (3 Ton) "Construction Debris"Includes delivery of dumpster, rental cost, pick-up cost, hauling, and disposal fee. Non-hazardous material.							\$1,474.40
		Installation	Quantity	Unit Price	Factor	=	Total			
			2.00	760.00	x	0.9700		x		1,474.40
			DEBRIS REMOVAL							
14	02 41 16 13 0014	CCF	By Pneumatic Tools/Hand, Masonry Construction Building Demolition							\$2,027.69
		Installation	Quantity	Unit Price	Factor	=	Total			
			30.00	69.68	x	0.9700		x		2,027.69
			BRICK VENEER REMOVAL							
15	02 41 16 13 0014 0004		For Up To 500, Add							\$608.19
		Installation	Quantity	Unit Price	Factor	=	Total			
			30.00	20.90	x	0.9700		x		608.19
16	02 41 19 13 0335	VLF	Brick, Hard Mortar, Tooothing Masonry Cutouts							\$3,997.18
		Installation	Quantity	Unit Price	Factor	=	Total			
			136.00	30.30	x	0.9700		x		3,997.18
			FACADE AREA BRICK REPOINT NEW TO EXISTING							
17	02 41 19 13 0337	VLF	Concrete Block, Hard Mortar, Tooothing Masonry Cutouts							\$2,367.96
		Installation	Quantity	Unit Price	Factor	=	Total			
			136.00	17.95	x	0.9700		x		2,367.96
18	02 41 19 13 0356	LF	>12" To 24" Wide, Remove And Reset Precast, Stone Or Masonry Coping							\$1,715.45
		Installation	Quantity	Unit Price	Factor	=	Total			
			30.00	58.95	x	0.9700		x		1,715.45
			CHIMNEY COPING REMOVAL / RESET UNITS							
19	03 01 30 71 0010	SF	Patch Verticals Or Overheads With 1/8" To 1/4" Copolymer Cementitious CompoundRapid Set - WunderFixx							\$1,259.45
		Installation	Quantity	Unit Price	Factor	=	Total			
			80.00	16.23	x	0.9700		x		1,259.45
20	04 01 20 41 0004	EA	8mm Diameter, 350mm Length, 304 Stainless Steel Helical Pin, Grouted Tie For Stabilizing Solid Masonry (Helifix® CemTie)							\$169.56
		Installation	Quantity	Unit Price	Factor	=	Total			
			8.00	21.85	x	0.9700		x		169.56
			PARAPET COPING SET PIN ATTACHMENTS							
21	04 01 20 41 0004 0022		For Up To 10, Add							\$79.46
		Installation	Quantity	Unit Price	Factor	=	Total			
			8.00	10.24	x	0.9700		x		79.46
22	04 01 20 41 0014	EA	4.5mm Diameter, 1.2m Length, 304 Stainless Steel Helical Pin, Tie For Stitching Masonry Cracks (Helifix® Helibar)							\$632.34
		Installation	Quantity	Unit Price	Factor	=	Total			
			10.00	65.19	x	0.9700		x		632.34
			MASONRY REPAIT TIE PINS							

Contractor's Cost Proposal - Detail (L/E/M) Continues..

Job Order No: 101015.00
Job Order Title: Teaneck PS Lowell Elementary Chimney & Coping Repairs 22-011

MASONRY RESTORATION

23	04 01 20 41 0014	0022		For Up To 10, Add						\$397.31	
			Installation	Quantity	Unit Price	Factor	=	Total			
				10.00	40.96	0.9700		397.31			
				x	x						
24	04 01 20 41 0173		SF	Repair Bulging Or Loose Masonry Using New MasonryIncludes saw cutting, tooothing, removing loose masonry, installing anchor and installing new brick and mortar.						\$7,164.81	
			Installation	Quantity	Unit Price	Factor	=	Total			
				80.00	92.33	0.9700		7,164.81			
				x	x						
				REPAIR EXISTING NEW BRICK AREA AT EXISTING TIE INS							
25	04 01 20 91 0002		SF	Cut And Repoint, Hard Mortar, Running Bond, Brick						\$801.61	
			Installation	Quantity	Unit Price	Factor	=	Total			
				80.00	10.33	0.9700		801.61			
				x	x						
26	04 05 19 13 0029		CLF	#12 (For 12" Walls), Mill Galvanized, Two-Wire, 3/16" Side Rods, 3/16" Cross Rods, Ladder-Type, Masonry Wall Reinforcement						\$423.27	
			Installation	Quantity	Unit Price	Factor	=	Total			
				4.00	109.09	0.9700		423.27			
				x	x						
				CHIMNEY PARAPET RESET COPINGS REINFORCEMENT							
27	04 05 19 13 0029	0025		For Hot-Dipped Galvanized, Add						\$101.89	
			Installation	Quantity	Unit Price	Factor	=	Total			
				4.00	26.26	0.9700		101.89			
				x	x						
28	04 05 19 16 0075		EA	4-1/2" Length, 1-1/4" Width, 14 Gauge, Hot-Dipped Galvanized, Corrugated Buck (Brick) Anchor						\$225.91	
			Installation	Quantity	Unit Price	Factor	=	Total			
				85.00	2.74	0.9700		225.91			
				x	x						
				BRICK SUPPORT WALL ANCHOR REPLACEMENTS							
29	04 21 13 00 0009		SF	Norman Size Red Brick, Running BondNorman size brick, 3-5/8" x 2-1/4" x 11-5/8". (4.5 Bricks/SF)						\$13,643.05	
			Installation	Quantity	Unit Price	Factor	=	Total			
				500.00	28.13	0.9700		13,643.05			
				x	x						
				DECAYED BRICK REPLACEMENTS							
30	04 21 13 00 0009	0029		For Common Or American Bond, Add						\$388.00	
			Installation	Quantity	Unit Price	Factor	=	Total			
				500.00	0.80	0.9700		388.00			
				x	x						
31	04 72 00 00 0013		SF	2-1/2" Thick Precast Concrete Coping						\$399.54	
			Installation	Quantity	Unit Price	Factor	=	Total			
				0.00	47.59	0.9700		0.00			
				x	x						
			Demolition	Quantity	Unit Price	Factor	=	Total			
				30.00	13.73	0.9700		399.54			
				x	x						
				CHIMNEY COPING REMOVAL / RESET							
32	07 13 53 00 0014		CSF	1/16" Neoprene Sheet Waterproofing						\$1,956.22	
			Installation	Quantity	Unit Price	Factor	=	Total			
				8.00	252.09	0.9700		1,956.22			
				x	x						
				WATERPROOFING							
33	09 01 90 52 0006		SF	Hand Scrape, Concrete And Masonry Surfaces, Surface Preparation						\$349.20	
			Installation	Quantity	Unit Price	Factor	=	Total			
				500.00	0.72	0.9700		349.20			
				x	x						
34	32 14 11 00 0006		SF	1" Mortar Bedding						\$95.16	
			Installation	Quantity	Unit Price	Factor	=	Total			
				30.00	3.27	0.9700		95.16			
				x	x						
				CHIMNEY COPING MORTAR BEDDING							

Contractor's Cost Proposal - Detail (L/E/M) Continues..

Job Order No: 101015.00
Job Order Title: Teaneck PS Lowell Elementary Chimney & Coping Repairs 22-011

MASONRY RESTORATION

35	32	14	11	00	0006	0071	For Up To 100, Add												\$43.94
							Installation	Quantity		Unit Price		Factor	=	Total					
								30.00	x	1.51	x	0.9700		43.94					

Subtotal for MASONRY RESTORATION **\$89,219.63**

Proposal Total **\$89,219.63**

This Proposal total represents the correct total for the proposal. Any discrepancy between line totals, sub-totals and the proposal total is due to rounding of the line totals and sub-totals.

The Percentage of NPP on this Proposal: %



Murray Contracting

210 S. Newman St., Hackensack, NJ 07601

~~January 13, 2022~~
REV. 5/14/23

Project Reference: Teaneck Lowell Elementary School

1025 Lincoln Place - Teaneck, New Jersey 07666

EXTERIOR MASONRY CHIMNEY FACADE REPAIRS, PRECAST PARAPET COPINGS:

Murray Contracting proposes to complete the scope of work below with the proper insurances, certifications, equipment, materials, demolition, debris removals based on daily prevailing wage labor.

General exterior masonry brick area restoration removal and installation of new brick toothing at chimney area, remove and reset existing chimney precast copings and replace decayed precast tapered concrete coping units to match existing.

GENERAL SCOPE:

- Provide required temporary protection, scaffolding and material outrigger hoist at roof areas
- Cut and remove existing chimney area four courses of existing decayed brick facade sections
- Cut and remove existing chimney area double row of existing decayed brick sections
- Grind out mortar joints at needed replacement areas, clean dust or debris prior to repointing
- Repair adjoining masonry areas budging or loose brick, tooth grout and mortar repoint joints
- Provide new galvanized masonry brick clips and Helical Pins as required at new brick replacements
- Provide new running bond brick to match existing red clay type material
- Remove and salvage existing chimney cap stone, prep and reinstall on new mortar reinforced bedding
- ~~• Remove existing decayed Four (4) parapet precast tapered wall coping, prep and replace to match~~
- ~~• Caulk exposed joints watertight at new parapet copings~~
- Debris removal

OMIT FROM SCOPE. TO BE INCLUDED IN ROOF/WATERPROOF PROPOSAL.
S. ZAWOS

EXCLUSIONS AND NOTES:

WE EXCLUDE: Permit Fees, Masonry Coatings,

NOTE: New replacement brick and precast parapet copings to match existing adjoining areas as close as possible in texture, color and size based on standard readily available materials.

PHONE
201-670-0030

EMAIL
steven@murraycontracting.net

FAX
609-674-0588

Environmental Services Proposal

Environmental Design Inc.

PROFESSIONAL SERVICES
ASCM SERVICES & PROJECT MONITORING
FOR THE
ASBESTOS ABATEMENT PROJECT
AT
TEANECK HIGH SCHOOL - PIPE TUNNELS
100 ELIZABETH AVENUE
TEANECK, NJ 07666

FOR
TEANECK PUBLIC SCHOOLS
651 TEANECK ROAD
TEANECK, NJ 07666

EDI Project Number: PR-240424-1197

April 24, 2024

Environmental Design Inc.

5434 King Avenue, Suite 101
Pennsauken, New Jersey 08109
Phone: 1-888-306-4545
www.editestesting.com



PROPOSAL

April 24, 2024

Between the Client: Anthony D'Angelo
Director of Facilities & Grounds
Teaneck Public Schools
1315 Taft Avenue
Teaneck, NJ 07666

And the Consultant: *Environmental Design Inc.*
5434 King Avenue, Suite 101
Pennsauken, New Jersey 08109

For the Project: Professional Asbestos Support Services
Asbestos Abatement in Pipe Tunnels & Storage Areas
Teaneck High School
EDI Project Number: PR-240424-1197

SCOPE OF WORK

EDI understands that the Client is requesting professional environmental consulting services, including Asbestos Safety Control Monitor (ASCM) services, in conjunction with the asbestos abatement project in the pipe tunnels and basement storage areas at Teaneck High School.

The abatement scope of work involves the removal of asbestos-containing pipe insulation, as well as non-asbestos thermal system insulation from the pipe tunnels under full containment conditions in accordance with *N.J.A.C.5:23-8* and the project specifications. The pipe tunnels will be cleaned of extraneous debris and decontaminated as part of the abatement project. The total area of the tunnels is estimated at 8,585 SF containing approximately 6,595 LF of pipe insulation (ACM and non-ACM insulation). There also is approximately 400 LF of pipe insulation in the basement storage areas which will be removed via "wrap & cut" procedures.

The abatement will take place in an occupied building during normal first shift hours. The project duration is estimated at thirty (30) calendar days, inclusive of site mobilization, separation barrier construction, work area preparations, abatement and cleaning, final air clearance testing, and work area teardown & site demobilization.

EDI will provide project design, project management, project oversight, and air monitoring throughout all phases of the asbestos abatement project.

In providing ASCM and Project Monitoring Services, *EDI* is prepared to do the following:

- Review existing data, inspect/survey work areas, and develop an asbestos abatement specification in accordance with code requirements. The specification will ensure that the asbestos abatement is conducted according to all applicable federal, state, and local regulations, as well as the specific needs of the district. The specification will include, but not be limited to, the following items to facilitate the completion of the project in a safe and cost-effective manner:
 - ⇒ Delineate the scope of work & determine method of removal.
 - ⇒ Develop air sampling strategy for an abatement in an occupied building.
 - ⇒ Outline project schedule and phasing timelines.
- Release the approved specifications to the code official in the jurisdiction having authority.
- Assist the Client with the review of the documents submitted by the abatement contractor. Coordinate pre-construction meeting(s) and implementation of the project.
- *EDI* will prepare and submit variances to the NJ Department of Community Affairs and meet with DCA inspector on-site, as necessary. Variances are submitted to the NJ DCA for approval. The fees are imposed by the State of New Jersey and are paid directly to the NJ DCA. Variances may be needed depending on final abatement design and conditions present in the work area during the abatement (e.g. live electrical in the work area). *EDI* will only obtain the building permit(s) if the situation warrants us to act as the district's "agent."
- Provide an Asbestos Safety Technician (AST) to serve as the onsite supervisor and district representative during all phases of the project. The AST will be responsible for ensuring the contractor's work meets all of the requirements of the NJ asbestos abatement sub-code, as well as federal regulations and contractual obligations delineated in the bid specification. The AST will observe and document the activities of the contractor during the entire project and direct corrective action when necessary to ensure proper compliance with the applicable regulations. Perform all required inspections during the project.
- Conduct airborne asbestos fiber monitoring during the abatement. Sample analysis will be performed on-site and/or at an accredited laboratory designated by *EDI*, as applicable. Testing and analysis will conform to the requirements of the NJ asbestos abatement sub-code and the Asbestos Hazard Emergency Response Act (AHERA) 40 CFR 763 sub part E.
- Prepare a final report that will contain a detailed listing of test results, inspections, daily logs, sign-in sheets, permit information, and any state inspection forms issued during the project.

FEE SCHEDULE

Professional Asbestos Support Services
Asbestos Abatement in Pipe Tunnels & Storage Areas @ Teaneck High School
EDI/Project Number: PR-240424-1197

PROFESSIONAL SERVICES

Specification Development & Project Management <i>Spec Design & Project Management; project communications; coordination w/NJDCA; lab review (104 hours @ \$90/hour)</i>	\$9,360.00
AST Project Monitoring <i>Daily air sampling & project oversight; progress inspections; documentation (400 hours @ \$69.50/hour)</i>	\$27,800.00
On-site Microscopist <i>Daily on-site microscopy; required for "occupied" projects (300 hours @ \$74.50/hour)</i>	\$22,350.00
Final Report (1 @ \$300 each)	\$300.00

ANALYTICAL FEES

PCM daily project air samples - 1 hour TAT (250 @ \$40 each)	\$10,000.00
TEM final clearance air samples - 6 hour TAT (30 @ \$110 each)	\$3,300.00
TEM contingency samples in case of failures - 6 hour TAT (10 @ \$110 each)	\$1,100.00

STATE FEES

NJ DCA surcharge (6% of AST monitoring fees)	\$1,668.00
Variance; if needed (3 @ \$571.00 each)	\$1,713.00

GRAND TOTAL (ESTIMATE INCLUDING CONTINGENCIES) \$77,591.00

Rates based on Bergen County Master Service/Consultant contract RFP-21-013 (Resolution 1528-23).

*The Client will only be charged for samples analyzed. Variances may or may not be required depending on project conditions. NJ Department of Community Affairs fees are imposed on all ASCM firms and must be paid directly by **EDI** as a requirement of our ASCM license.*

TERMS & CONDITIONS

All fees are predicated upon existing regulations. *EDI* reserves the right to modify these fees should any changes, amendments, or revisions, which would affect the scope of work performed or any required changes are needed to bring the sampling, inspection, or report into compliance with Federal, State, or Local regulations.

The fees quoted will remain in effect for a period of 60 days from the date of this proposal. A signed copy of this proposal must be returned to *EDI* prior to the start of any work, along with a purchase order authorizing *EDI* to proceed. *EDI's* terms of payment are due in full upon receipt of the final report.

The Client shall be responsible for all costs incurred by *EDI* for its additional labor and or air sampling analysis needed to complete the project in the event of the selected abatement contractor's negligence or failure to complete the project on time as delineated in the bid specification. Fees are portal to portal.

It is understood and agreed that the *EDI* has done nothing to create or contribute to the presence of any hazardous waste, pollutants, chemicals, or other hazardous materials at the sites covered in this proposal. The Client understands and agrees that a full and complete determination as to whether a certain property is or is not free from environmental contamination cannot be made with 100% certainty. The Client has retained *EDI* for the sole purpose of providing the services outlined in this cost proposal and supplementary correspondence. *EDI* is only responsible for providing the services described in this proposal. Further, unless included in this proposal the Client agrees that *EDI* will not be held liable for any disclosures, notifications, or reports that are required to be made to third parties, including the appropriate governmental agencies.

If any hazardous substance other than asbestos is present and could lead to possible exposure, it is the Client's responsibility to notify *EDI* before any *EDI* personnel enter the project site.


EDI finds it difficult to perform their services in the absence of drawings. Drawings are preferred to be scaled architectural or engineering blue prints, (HVAC, Electrical, Plumbing or Mechanical) however, in some cases a simple high-quality schematic will be acceptable. The acceptability of drawings will be at the discretion of *EDI*. The Client acknowledges drawings may be required, and it is their responsibility to provide them to *EDI* if at all possible.

All disputes concerning this project shall be submitted by either party to arbitration under the offices of the American Arbitration Association in accordance with its Rules then in effect. The hearing locale shall be Camden County, New Jersey. Any decision rendered by said association shall be binding upon the parties and may be entered as a judgment in any Court of competent jurisdiction. *EDI* will not be responsible for providing security for the Client's property.

ACCEPTANCE OF PROPOSAL

Professional Asbestos Support Services
Asbestos Abatement in Pipe Tunnels & Storage Areas @ Teaneck High School
EDI Project Number: PR-240424-1197

Please note acceptance of the proposal by signing the original and returning it to us. Please make a copy for your records.



Tim Gromen
Director, Industrial Hygiene & Safety

April 24, 2024

Dated

Client Authorized Representative

Dated

2024 ESY Staff for BOE Agenda

Extended School Year Program - Lead Teachers

<u>ESY Lead Teachers</u>	<u>Total Stipend (not to exceed)</u>
1. Iris Hernandez	\$9,000.00
2. William Mazerolle	\$9,000.00

that the Board approves the following staff members for participating in the district's Extended School Year Program, from June 24, 2024, through August 05, 2024, and off on July 4, 2024, from 8:00 am to 12:00 noon:

Summer Staff: (\$50 per hr., 120 hrs. max., not to exceed \$6,000 each)

<u>ESY Teachers</u>	<u>Total Stipend (not to exceed)</u>
1. Asha Jagadeesh	\$ 6,000.00
2. Cekuan James	\$ 6,000.00
3. Ashley Andreala-Marra	\$ 6,000.00
4. Jaqwaysia Edge	\$ 6,000.00
5. Lorena Valer	\$ 6,000.00
6. Claudette Peterkin	\$ 6,000.00
7. Amy Morales	\$ 6,000.00
8. Dana Orner	\$ 6,000.00
9. Kelly Walsh	\$ 6,000.00
10. Thecla Jones	\$ 6,000.00
11. Elzbieta Biernacka	\$ 6,000.00
12. Stephanie Davis	\$ 6,000.00
13. Michael DeAvila	\$ 6,000.00
14. Jennie Brolewicz	\$ 6,000.00
15. Vatrell Graves	\$ 6,000.00

2024 ESY Staff for BOE Agenda

16. Patrick Delaney	\$ 6,000.00
17. Jennifer Bell	\$ 6,000.00
18. Esin Sasmaz	\$ 6,000.00
19. Brittany Butler	\$ 6,000.00
20. Jones, Spencer	\$ 6,000.00
21. Costa, Tara	\$ 6,000.00
22. Taylor, Mickell	\$ 6,000.00
23. Jackson, Alyssa	\$ 6,000.00
24. Smith, Tawana	\$ 6,000.00
24. Rose, Kerryann	\$ 6,000.00
25. Bagan, Monica	\$ 6,000.00
26. Zeybek, Filiz	\$ 6,000.00
27. McBryde, Megan	\$ 6,000.00

Transition Coordinator: (\$50.00 per hr., 50 hrs. max., not to exceed \$2,500.00)

- TBD

Summer Nursing Staff: (\$50.00 per hr., 120 hrs. max., not to exceed \$6,000.00)

1. Monique Frazier-Ellington
2. Cecilia Chan
3. Johanna Reyes

Speech Specialist Staff: (Level of service as dictated by the IEP requirements)

1. Nicole Weiss
2. Felicia Vinpa

Summer Substitute Staff: (\$50.00 per hr., 120 hrs. max., not to exceed \$6,000.00)

1. Janine Lawler
2. Karelia Rodriguez
3. Gillian Iappelli
4. Gina Petrosi-Higgins
5. Nurdan Musa
6. Tyler Williams

Human Resource Management



POSITION DESCRIPTION

THE TEANECK PUBLIC SCHOOL DISTRICT

Human Resource Management

POSITION DESCRIPTION

POSITION TITLE: Chief Technology Officer

ADMINISTRATIVE RELATIONSHIP: Reports to the Director of Partnerships, Outreach, and Special Projects

SUPERVISES: Technology and Information Services Staff

NATURE AND SCOPE OF POSITION:

The Chief Technology Officer provides leadership aligned with district goals to ensure that resources effectively support teaching and learning throughout the district. The Chief Technology Officer will also provide leadership regarding the planning, development, implementation, and evaluation of technology use within the district. The Chief Technology Officer will coordinate the planning, development, implementation, and evaluation of curriculum and instructional practices within instructional technology and library media to ensure that all students meet and exceed the New Jersey-adopted standards.

ESSENTIAL QUALIFICATIONS:

1. Hold a Master's Degree from an accredited college or university.
2. Have at least five (5) years of successful administrative experience.
3. Google Admin Certification (must be obtained within 120 days of assuming position)
4. Experience with supporting: Hosted Applications; Desktop Management Systems; Directory Services and Local Area Networks, Google for Education, Active Directory and GADS.
5. Experience with Operating Systems, Software and Hardware with Apple, PC, and Chrome OS platforms.
6. Strong organizational skills, with an ability to:

- a. Make decisions in accordance with established policies/regulations
 - b. Understand and follow directions while working independently
 - c. Take technical lead of projects while working in a team environment
7. Motivated individual who demonstrates a high aptitude for technology, with a desire and ability to learn quickly.
8. Outstanding communication skills
9. Meet such alternatives to the above qualifications as the Superintendent may deem appropriate, acceptable, and legal.

ESSENTIAL FUNCTIONS OF POSITION:

- 1. Previous experience as or significant experience working with a Systems Administrator
- 2. Certifications from Google, VMW, and/or Microsoft
- 3. Experience with the following: Windows Deployment Server; Deployment Student or similar product for Apple devices; virtual server environments; content filtering; Learning Management Systems; Google Apps in Education; threat detection/removal systems
- 4. Experience with networking protocols and advanced networking concepts (ie. network switching, routing, and VLANs, School Based Administration

PREFERRED QUALIFICATIONS:

- 1. Work collaboratively with central office administrators, principals, and teachers to ensure that library media and technology services are effectively implemented throughout the district.
- 2. Provide support to administrative and supervisory staff.
- 3. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.
- 4. Recommend, implement, support, and manage the latest technology integration and innovation.
- 5. Works collaboratively with schools and departments to support technology integration and innovation.
- 6. Identifies and supports instructional applications for technology.
- 7. Oversees implementation of District Wide instructional technology needs in keeping with current standards in schools and Central Office.
- 8. Attend required staff meetings and serve, as appropriate, on staff committees.
- 9. Observe strictly, to avoid the appearance of conflict, all requirements of the School Ethics Act (N.J.S.A. 18A:12-21 et seq.) regarding conflicts of interest in employment,
- 10. Purchasing and other decisions, including solicitation and acceptance of gifts and favors, and submitting in a timely manner the required annual disclosure statement regarding employment and financial interests.
- 11. Perform any duties that are within the scope of employment and certifications, as assigned by the Superintendent and not otherwise prohibited by law or regulation.
- 12. Adhere to New Jersey School Law, State Board of Education Rules and Regulations, Board of Education Policies and Regulations, school regulations and procedures, and contractual obligations.

13. Deep understanding of information and instructional technology applied in an educational setting.
14. Ensures that the District's IT Security policies and practices are current in order to protect the integrity of all systems.
15. Provides oversight and direction for integrated data communications networks and the use of integrated database management systems.
16. Designs and implements online quality assurance support programs, including system and database security.
17. Implements and evaluates systems and procedures to protect data integrity, reliability, and accessibility.
18. Evaluate technological changes, emerging technologies, and best practices in computer and communication fields to recommend innovative and cost effective integration of new technologies.
19. Oversees all functional areas of information technology, including software design and development, systems administration, project management, systems testing, and application and network support.
20. Sets standards/guidelines for software development processes and deliverables and measure performance against these standards.
21. Manages the District's centralized technology operating budget and recommends prudent fiscal approaches for long-term hardware and software acquisition and maintenance.
22. Oversees and manages the District's Business Enterprise Applications and Network Services.
23. Recommends for hire, supervises, and evaluates the work of assigned staff.
24. Negotiates and manages services contracts to ensure the best outcomes for District technology investments.
25. Serves as a strategic advisor, functional expert, and thought partner to the Superintendent and executive/management team regarding key data and accountability strategies, initiatives, and technology.

TERMS OF EMPLOYMENT:

Twelve-month position. Salary \$115-\$140K

EVALUATION:

The annual performance evaluation will be based upon this position description and any applicable State regulations and/or Board of Education policies.

Human Resource Management



POSITION DESCRIPTION

THE TEANECK PUBLIC SCHOOL DISTRICT

Human Resource Management

POSITION DESCRIPTION

POSITION TITLE: ELEMENTARY MATHEMATICS INSTRUCTIONAL COACH

ADMINISTRATIVE RELATIONSHIP: Reports to the Director of School Innovation, English, and ESL and the Supervisor of Mathematics in support of Campus Administration

ESSENTIAL QUALIFICATIONS:

1. Must hold the following:
 - o Valid certificate as Elementary School Teacher in Grades K-6 (1001) or equivalent.
2. Valid Middle School Endorsement with Subject matter Specialization: Mathematics in Grades 5 – 8 (1102) or Teacher of Mathematics K-12 (1900) (preferred).
3. Five (5) years of successful mathematics classroom instruction in grades K-5.
4. In-depth understanding of NJSLs-Math K-5 progressions and articulation.
5. Proven track record of working with teachers to plan, implement, and reflect upon standards aligned mathematics lessons.
6. Experience with and knowledge of data-informed decision-making in order to inform instructional practices in support of professional learning opportunities.
7. Knowledge of and ability to apply principles and practices that foster an inclusive and collaborative culture.
8. Knowledge of the Multi-Tiered System of Support structure (MTSS) for mathematics.
9. Able to work among multiple schools to support grade-level teachers (districtwide).
10. Able to perform essential job functions with or without reasonable accommodation.

ESSENTIAL FUNCTIONS OF POSITION:

1. Assists with implementation of the district's mathematics curricular resource including development of model lesson plans aligned to the NJSLs - Mathematics;
2. Ability to lead instructional planning sessions that support teacher-teams in developing engaging, effective, standards-aligned mathematics lessons;

3. Able to develop a plan for effective coaching conversations informed by data analysis and classroom artifacts;
4. Ability to model for, team teach with, and coach mathematics teachers on implementation of evidence based instructional strategies/practices to maximize fidelity of implementation of the district curricular resources;
5. Ability to disaggregate state-level and district-level data from formative and summative assessments;
6. Ability to coach staff and administrators on effective use of data to change/improve instruction and increase student achievement;
7. Ability and willingness to work alongside grade-level teachers to model lessons in support of strengthening instructional practices;
8. Able to structure community-wide information sessions and parent outreach events in support to strengthening home-school partnerships related to mathematics practices;
9. Ability to create and lead grade-level professional development sessions focused on best practices related to mathematics instruction;
10. Able to select and apply appropriate methods to support effective teacher practice and growth in a variety of educational settings, including elementary self-contained and departmentalized classrooms and content area classrooms;
11. Ability to work among multiple buildings;
12. Attends all mathematics department meetings;
13. Must be able to perform essential job functions with or without reasonable accommodations; and
14. Perform, as assigned by the Superintendent or his/her designee, additional or alternate duties which are within the scope of employment and certification

Position descriptions are established by The Department of Human Resource Management and are adopted by the Board of Education. This document is intended to summarize the essential duties, responsibilities, qualifications and requirements of the said position with the purpose of clarifying the general nature and scope of a position's role as part of the overall organization. Position descriptions are not designed to contain or be interpreted as a comprehensive inventory of all tasks an employee might be expected to perform, and they do not limit the right of the employer/supervisor to assign additional tasks or otherwise to modify duties to be performed. Individuals shall perform other duties as assigned including work in other functional areas to cover absences, or relief to equalize peak work periods or otherwise balance the workload. Every employee has a duty to perform all assigned tasks. The order of essential functions and duties of the position as listed in the position description is not designed to or intended to rank the duties in any specific order of importance.

TERMS OF EMPLOYMENT:

Ten-month position. Salary determined by negotiations between the Teaneck Board of Education and the Teaneck Township Education Association.

EVALUATION:

The annual performance evaluation will be based upon this position description and any applicable State regulations and/or Board of Education policies.

Human Resource Management



POSITION DESCRIPTION

THE TEANECK PUBLIC SCHOOL DISTRICT

Human Resource Management

POSITION DESCRIPTION

POSITION TITLE: SECONDARY MATHEMATICS INSTRUCTIONAL COACH

ADMINISTRATIVE RELATIONSHIP: Reports to the Director of School Innovation, English and ESL and the Supervisor of Mathematics in support of Campus Administration

ESSENTIAL QUALIFICATIONS:

1. Bachelor of Arts in Mathematics or Master of Science in Mathematics Education or equivalent (preferred).
2. Must hold the following:
 - o Valid certificate as Teacher of Mathematics K-12 (1900) (preferred); or
 - o Valid certificate as Elementary School Teacher in Grades K-6 (1001) AND Valid Middle School Endorsement with Subject matter Specialization: Mathematics in Grades 5 – 8 (1102)
3. In-depth understanding of NJSLS-Math 6-8 progressions and articulation.
4. Proven track record of working with teachers to plan, implement, and reflect upon standards aligned mathematics lessons.
5. Experience with and knowledge of data-informed decision-making in order to inform instructional practices in support of professional learning opportunities.
6. Five (5) years of successful secondary mathematics classroom instruction.
7. Knowledge of and ability to apply principles and practices that foster an inclusive and collaborative culture.
8. Knowledge of the Multi-Tiered System of Support structure (MTSS) for mathematics
9. Must be able to work among multiple schools to support grade-level teachers (districtwide).
10. Must be able to perform essential job functions with or without reasonable accommodation.

ESSENTIAL FUNCTIONS OF POSITION:

1. Assists with implementation of the district's mathematics curricular resource including development of model lesson plans and tiered interventions aligned to the NJSL - Mathematics;
2. Ability to create and lead grade-level professional development sessions focused on best practices related to mathematics instruction;
3. Models for, team teaches with, and coaches mathematics teachers on implementation of evidence-based instructional strategies/practices to ensure fidelity of implementation using the district's curricular resources;
4. Ability to lead instructional planning sessions that support teacher-teams in developing engaging, effective, standards-aligned mathematics lessons;
5. Ability to coach grade-level teachers on research-based practices in mathematics aligned to the New Jersey State Learning Standards - Mathematics;
6. Ability to develop a plan for effective coaching conversations informed by observations, data analysis and classroom artifacts;
7. Ability to disaggregate state-level and district-level data from formative and summative assessments;
8. Ability to coach staff and administrators on effective use of data to change/improve instruction and increase student achievement;
9. Ability and willingness to work alongside grade-level teachers to model lessons in support of strengthening instructional practices;
10. Able to structure community-wide information sessions and parent outreach events in support to strengthening home-school partnerships related to mathematics;
11. Able to select and apply appropriate methods to support effective teacher practice and growth in a variety of educational settings, including elementary self-contained and departmentalized classrooms and content area classrooms;
12. Attends all mathematics department meetings;
13. Ability to work between buildings;
14. Must be able to perform essential job functions with or without reasonable accommodations; and
15. Perform, as assigned by the Superintendent or his/her designee, additional or alternate duties which are within the scope of employment and certification.

Position descriptions are established by The Department of Human Resource Management and are adopted by the Board of Education. This document is intended to summarize the essential duties, responsibilities, qualifications and requirements of the said position with the purpose of clarifying the general nature and scope of a position's role as part of the overall organization. Position descriptions are not designed to contain or be interpreted as a comprehensive inventory of all tasks an employee might be expected to perform, and they do not limit the right of the employer/supervisor to assign additional tasks or otherwise modify duties to be performed. Individuals shall perform other duties as assigned including work in other functional areas to cover absences, or relief to equalize peak work periods or otherwise balance the workload. Every employee has a duty to perform all assigned tasks. The order of essential functions and duties of the position as listed in the position description is not designed to or intended to rank the duties in any specific order of importance.

TERMS OF EMPLOYMENT:

Ten-month position. Salary determined by negotiations between the Teaneck Board of Education and the Teaneck Township Education Association.

EVALUATION:

The annual performance evaluation will be based upon this position description and any applicable State regulations and/or Board of Education policies.

Human Resource Management



POSITION DESCRIPTION

THE TEANECK PUBLIC SCHOOL DISTRICT

Human Resource Management

POSITION DESCRIPTION

POSITION TITLE: Elementary Literacy Instructional Coach

ADMINISTRATIVE RELATIONSHIP: Reports to the Director of School Innovation, English and ESL in support of Campus Administration

ESSENTIAL QUALIFICATIONS:

1. Must hold the following:
 - o Instructional certificate: Elementary School Teacher in Grades K - 6 (1001) or equivalent; and
 - o Instructional certificate: Reading (1430) or at minimum 15 credits at the graduate level of adv. course work in reading education.
2. Knowledge of and ability to apply effective methods for planning, implementing and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices;
3. Experience with and knowledge of data-informed decision-making in order to inform instructional practices in support of professional learning opportunities;
4. Five (5) years of successful classroom elementary/language arts instruction with elementary learners;
5. Significant experience working with students who demonstrate difficulty with meeting grade-level language arts standards;
6. Knowledge of and ability to apply principles and practices that foster an inclusive and collaborative culture;
7. Knowledge of the Multi-Tiered System of Support structure (MTSS) for literacy education and reading recovery;
8. Able to work among multiple schools to support grade-level teachers (districtwide); and
9. Able to perform essential job functions with or without reasonable accommodation.

ESSENTIAL FUNCTIONS OF POSITION:

1. Ability to lead instructional planning sessions that support teacher-teams in developing engaging, effective, standards-aligned literacy / language arts lessons;
2. Ability to model and team-teach lessons in grade-level literacy classes,
3. Ability to work one-on-one or in small groups with students to provide intensive and strategic reading instruction in the areas of fluency, vocabulary, reading comprehension, phonics and phonemic awareness;
4. Ability to coach grade-level teachers in research-based practices aligned to the science of reading;
5. Able to develop a plan for effective coaching conversations informed by data analysis and classroom artifacts;
6. Ability to disaggregate state-level and district-level data from formative and summative assessments and address academic gaps;
7. Able to structure community-wide information sessions and parent outreach events in support to strengthening home-school partnerships related to literacy practices;
8. Ability to create and lead grade-level professional development sessions focused on best practices related to literacy instruction;
9. Able to select and apply appropriate methods to support effective teacher practice and growth in a variety of educational settings, including elementary self-contained and departmentalized classrooms and content area classrooms;
10. Ability to work among multiple buildings;
11. Must be able to perform essential job functions with or without reasonable accommodations; and
12. Perform, as assigned by the Superintendent or his/her designee, additional or alternate duties which are within the scope of employment and certification

Position descriptions are established by The Department of Human Resource Management and are adopted by the Board of Education. This document is intended to summarize the essential duties, responsibilities, qualifications and requirements of the said position with the purpose of clarifying the general nature and scope of a position's role as part of the overall organization. Position descriptions are not designed to contain or be interpreted as a comprehensive inventory of all tasks an employee might be expected to perform, and they do not limit the right of the employer/supervisor to assign additional tasks or otherwise modify duties to be performed. Individuals shall perform other duties as assigned including work in other functional areas to cover absences, or relief to equalize peak work periods or otherwise balance the workload. Every employee has a duty to perform all assigned tasks. The order of essential functions and duties of the position as listed in the position description is not designed to or intended to rank the duties in any specific order of importance.

TERMS OF EMPLOYMENT:

Ten-month position. Salary determined by negotiations between the Teaneck Board of Education and the Teaneck Township Education Association.

EVALUATION:

The annual performance evaluation will be based upon this position description and any applicable State regulations and/or Board of Education policies.

Human Resource Management



POSITION DESCRIPTION

THE TEANECK PUBLIC SCHOOL DISTRICT

Human Resource Management

POSITION DESCRIPTION

POSITION TITLE: Secondary Literacy Instructional Coach

ADMINISTRATIVE RELATIONSHIP: Reports to the Director of School Innovation, English and ESL in support of Campus Administration

ESSENTIAL QUALIFICATIONS:

1. Must hold the following:
 - o Instructional certificate: K-12 English/Language Arts (1410) or equivalent; and
 - o Instructional certificate: Reading (1430) OR at minimum 15 credits at the graduate level of adv. course work in reading education.
2. Knowledge of and ability to apply effective methods for planning, implementing and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices;
3. Experience with and knowledge of data -informed, decision-making in order to inform instructional practices in support of professional learning opportunities;
4. Five (5) years of successful secondary language arts instruction;
5. Significant experience teaching students who demonstrate difficulty with meeting grade-level language arts standards;
6. Knowledge of and ability to apply principles and practices that foster an inclusive and collaborative culture;
7. Knowledge of the Multi-Tiered System of Support structure (MTSS) for literacy education and reading recovery at the secondary level;
8. Must be able to work among multiple schools to support grade-level teachers (districtwide); and
9. Must be able to perform essential job functions with or without reasonable accommodation.

ESSENTIAL FUNCTIONS OF POSITION:

1. Ability to lead instructional planning sessions that support teacher-teams in developing engaging, effective, standards-aligned literacy / language arts lessons;
2. Able to model and apply standards-aligned systematic instruction and interventions for language and literacy development;
3. Ability to work one-on-one or in small groups with students to provide intensive and strategic reading instruction
4. Ability to coach grade-level teachers on research-based practices aligned to the science of reading and the New Jersey Student Learning Standards - ELA;
5. Able to develop a plan for effective coaching conversations informed by observations, data analysis and classroom artifacts;
6. Ability to disaggregate state-level and district-level data from formative and summative assessments;
7. Ability and willingness to work alongside grade-level teachers to model lessons in support of strengthening instructional practices;
8. Able to structure community-wide information sessions and parent outreach events in support to strengthening home-school partnerships related to literacy practices;
9. Ability to create and lead grade-level professional development sessions focused on best practices related to literacy instruction;
10. Able to select and apply appropriate methods to support effective teacher practice and growth in a variety of educational settings, including elementary self-contained and departmentalized classrooms and content area classrooms;
11. Ability to work between among buildings
12. Must be able to perform essential job functions with or without reasonable accommodations; and
13. Perform, as assigned by the Superintendent or his/her designee, additional or alternate duties which are within the scope of employment and certification

Position descriptions are established by The Department of Human Resource Management and are adopted by the Board of Education. This document is intended to summarize the essential duties, responsibilities, qualifications and requirements of the said position with the purpose of clarifying the general nature and scope of a position's role as part of the overall organization. Position descriptions are not designed to contain or be interpreted as a comprehensive inventory of all tasks an employee might be expected to perform, and they do not limit the right of the employer/supervisor to assign additional tasks or otherwise modify duties to be performed. Individuals shall perform other duties as assigned including work in other functional areas to cover absences, or relief to equalize peak work periods or otherwise balance the workload. Every employee has a duty to perform all assigned tasks. The order of essential functions and duties of the position as listed in the position description is not designed to or intended to rank the duties in any specific order of importance.

TERMS OF EMPLOYMENT:

Ten-month position. Salary determined by negotiations between the Teaneck Board of Education and the Teaneck Township Education Association.

EVALUATION:

The annual performance evaluation will be based upon this position description and any applicable State regulations and/or Board of Education policies.