

**BERGENFIELD BOARD OF EDUCATION**  
**BOARD OF EDUCATION**  
**BUDGET WORKSHOP MINUTES**

**Monday February 12, 2024**

**6:00 PM**

**District Conference Room**

Meeting Called to Order by the President

Roll Call

Attendee Name	Organization	Title	Status	Arrived
Joseph Amara	Bergenfield Board of Education	President	Present	
Guadalupe Ruiz-Catala	Bergenfield Board of Education	Vice President	Absent	
Nelson Reynoso	Bergenfield Board of Education	Trustee	Absent	
Deborah Podwin	Bergenfield Board of Education	Trustee	Present	
Fanny Cruz-Betesh	Bergenfield Board of Education	Trustee	Present	

Also present: C. Tully, D. Markman, J. Khoury-Frias, S. Biggins

Flag Salute: Waived

Statement of the President: Waived

"The New Jersey Open Public Meetings Law was enacted to insure the right of the public to have advance notice of and to attend meetings of this Board, except where specifically exempted by law, at which any business affecting their interest is discussed or acted upon. In accordance with the provisions of this act, the Board of Education has caused notice of this meeting to be published by having same advertised in The Record on December 29, 2023; also notice of this meeting has been mailed to the members of the Board, the Borough Clerk, all Elementary Schools, Roy W. Brown Middle School, the High School and District the Website on February 6, 2024."

Public Comment: None

The Bergenfield Board of Education now opens the floor for our first public comment session. Public comments regarding tonight's agenda items only will be heard at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period. You will have an opportunity to make any other comments during the 2nd public comment session later in the meeting.

New Business

Budget Presentations from:

Steven Neff, Mathematics and Science  
Dominick Rotante, Roy W. Brown Middle School  
Stephanie Machin, Guidance Counseling and Support Services  
Michele Saunders, Early Childhood, Gifted & Talented and Fine Arts

Attachment: 2-12-24 Budget Workshop Minutes (10985 : Minutes for February 2024)

Public Comment: None

The Bergenfield Board of Education now opens the floor for our 2nd public comment for any other comments at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period.

Adjourn

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Deborah Podwin, Trustee
<b>SECONDER:</b>	Fanny Cruz-Betesh, Trustee
<b>AYES:</b>	Amara, Podwin, Cruz-Betesh
<b>ABSENT:</b>	Ruiz-Catala, Reynoso

Informational Items:

- 1. Posting for 2/12/24 Meetings.
- 2. Budget Presentation Documents.

Attachment: 2-12-24 Budget Workshop Minutes (10985 : Minutes for February 2024)

**BERGENFIELD BOARD OF EDUCATION**  
**BOARD OF EDUCATION**  
**EXECUTIVE SESSION MINUTES**

**Monday February 12, 2024**

**7:00 PM**

**District Conference Room**

Meeting Called to Order by the President

Roll Call

Attendee Name	Organization	Title	Status	Arrived
Joseph Amara	Bergenfield Board of Education	President	Present	
Guadalupe Ruiz-Catala	Bergenfield Board of Education	Vice President	Absent	
Nelson Reynoso	Bergenfield Board of Education	Trustee	Absent	
Deborah Podwin	Bergenfield Board of Education	Trustee	Present	
Fanny Cruz-Betesh	Bergenfield Board of Education	Trustee	Present	

Also present: C. Tully, D. Markman, J. Khoury-Frias, S. Biggins

Flag Salute: Waived

Statement of the President: Waived

"The New Jersey Open Public Meetings Law was enacted to insure the right of the public to have advance notice of and to attend meetings of this Board, except where specifically exempted by law, at which any business affecting their interest is discussed or acted upon. In accordance with the provisions of this act, the Board of Education has caused notice of this meeting to be published by having same advertised in The Record on June 30, 2023; also notice of this meeting has been mailed to the members of the Board, the Borough Clerk, all Elementary Schools, Roy W. Brown Middle School, the High School and District the Website on February 6, 2024."

Verbal Comments: None

The Bergenfield Board of Education now opens the floor for our first public comment session. Public comments regarding tonight's agenda items only will be heard at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period. You will have an opportunity to make any other comments during the 2nd public comment session later in the meeting.

Department Reports

**Student Representative Report:** None

**Business Administrator/Board Secretary**

For Discussion:

2. Motion to accept and approve the minutes for January 2024.

JKF reviewed with Board. Approved for Action at Regular Meeting.

Attachment: 2-12-24 Executive Meeting Minutes (10985 : Minutes for February 2024)

**RESULT: MOVED FORWARD**

Next: 2/26/2024 8:00 PM

3. Motion to accept and approve the Tuition Contract(s) for Sent Students for the 2023/2024 School Year.

JKF reviewed with Board. Approved for Action at Regular Meeting.

**RESULT: MOVED FORWARD**

Next: 2/26/2024 8:00 PM

4. Motion to accept and approve the Use of Facilities list.

JKF reviewed with Board. Approved for Action at Regular Meeting.

**RESULT: MOVED FORWARD**

Next: 2/26/2024 8:00 PM

5. Motion to accept and approve the appropriation of restricted revenues to the 2023-2024 budget as follows:

<u>Purpose</u>	<u>Account Number</u>	<u>Amount</u>
NJEP23101007	12-000-270-734-10-000	\$155,660.26
	12-000-270-732-10-000	\$ 4,021.00
	11-000-270-610-10-000	\$ 587.75
		\$160,269.01

JKF reviewed with Board. Approved for Action at Regular Meeting.

**RESULT: MOVED FORWARD**

Next: 2/26/2024 8:00 PM

#### Assistant Superintendent of Curriculum

1. Motion to accept and approve the February 6, 2024 Special Education Monthly Report.

DM reviewed with Board. Approved for Action at Regular Meeting.

**RESULT: MOVED FORWARD**

Next: 2/26/2024 8:00 PM

2. Motion to accept and approve the Bergenfield Public School District 2024 Summer Enrichment, Transition, Extended School Year and Academic Programs.

DM reviewed with Board. Approved for Action at Regular Meeting.

**RESULT:            MOVED FORWARD**

**Next: 2/26/2024 8:00 PM**

3. Motion to accept and approve the purchase of instructional supplies for Washington Elementary School, from Literacy Resources LLC, amount not exceeding \$688.62, payable through Title I Funds.

DM reviewed with Board. Approved for Action at Regular Meeting.

**RESULT:            MOVED FORWARD**

**Next: 2/26/2024 8:00 PM**

4. Motion to accept and approve Professional Development on Sheltered English Instruction for Non-ESL Staff Members, provided by Up the Bar Consulting, two full-day classes for up to 24 teachers, for a total cost not to exceed \$10,000, payable through Title III Immigrant Funds.

DM reviewed with Board. Approved for Action at Regular Meeting.

**RESULT:            MOVED FORWARD**

**Next: 2/26/2024 8:00 PM**

5. Motion to accept and approve Professional Development on Sheltered English Instruction for ESL Staff Members, provided by Up the Bar Consulting, two full-day classes for up to 24 teachers, for a total cost not to exceed \$10,000, payable through Title III Funds.

DM reviewed with Board. Approved for Action at Regular Meeting.

**RESULT:            MOVED FORWARD**

**Next: 2/26/2024 8:00 PM**

6. Motion to accept and approve the proposal from Robin for the Robin SEL Curricular Support Package for Roy W. Brown Middle School, amount not exceeding \$2,400, payable through ESSER III Funds.

DM reviewed with Board. Approved for Action at Regular Meeting.

**RESULT:            MOVED FORWARD**

**Next: 2/26/2024 8:00 PM**

7. Motion to accept and approve the 2023/2024 After School Professional Development Academy Workshops for district employees at \$40 per hour.

Restorative Practices in the Classroom	Payable through Esser III
Yoga-Vinyasa Flow	Payable through Esser III
Draw Anything in the Classroom	Payable through Title IIA
Music in the Classroom	Payable through Esser III
Making the Most of I-Ready Resources	Payable through Title IIA
How to Incorporate NEWSELA	Payable through Title IIA

Engaging Teacher Strategies	Payable through Title IIA
Improving High School Study Skills-AP	Payable through Title IIA
AI in Teaching and Learning	Payable through Title IIA
Choosing the Path to Wellness	Payable through Esser III

DM reviewed with Board. Approved for Action at Regular Meeting.

<b>RESULT:</b>	<b>MOVED FORWARD</b>	<b>Next: 2/26/2024 8:00 PM</b>
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### Assistant Superintendent of Personnel

1. Motion to accept and approve the Personnel Recommendations.

SB reviewed with Board. Approved for Action at Regular Meeting.

<b>RESULT:</b>	<b>MOVED FORWARD</b>	<b>Next: 2/26/2024 8:00 PM</b>
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2. Motion to accept and approve the Second Reading of the following policy and regulation:

Policy 1642.01 Regulation 1642.01	Sick Leave
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SB reviewed with Board. Approved for Action at Regular Meeting.

<b>RESULT:</b>	<b>MOVED FORWARD</b>	<b>Next: 2/26/2024 8:00 PM</b>
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3. Motion to accept and approve the Second Reading of the following Policy:

Policy # 2560.50 - Therapy Dog
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SB reviewed with Board. Approved for Action at Regular Meeting.

<b>RESULT:</b>	<b>MOVED FORWARD</b>	<b>Next: 2/26/2024 8:00 PM</b>
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### Superintendent

#### Committee Meeting Briefs

2. Motion to accept and approve the agreement between the Bergenfield Board of Education and the parents of a student whose name is annexed in the Superintendent's Office.

CT reviewed with Board. Approved for Action at Regular Meeting.

<b>RESULT:</b>	<b>MOVED FORWARD</b>	<b>Next: 2/26/2024 8:00 PM</b>
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## Verbal Comments: None

The Bergenfield Board of Education now opens the floor for our 2nd public comment for any other comments at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period.

## Adjourn

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Deborah Podwin, Trustee
<b>SECONDER:</b>	Fanny Cruz-Betesh, Trustee
<b>AYES:</b>	Amara, Podwin, Cruz-Betesh
<b>ABSENT:</b>	Ruiz-Catala, Reynoso

## Private Session:

Trustee Podwin moved and Trustee Cruz-Betesh seconded to go to Private Session at 8:12 PM.

## Informational Documents

1. Maintenance/Custodial OT January 2024.

**BERGENFIELD BOARD OF EDUCATION**  
**BOARD OF EDUCATION**  
**ACTION MEETING MINUTES**

Monday February 12, 2024

7:30 PM

District Conference Room

Meeting Called to Order by the President

Roll Call	Attendee Name	Organization	Title	Status	Arrived
	Joseph Amara	Bergenfield Board of Education	President	Present	
	Guadalupe Ruiz-Catala	Bergenfield Board of Education	Vice President	Absent	
	Nelson Reynoso	Bergenfield Board of Education	Trustee	Absent	
	Deborah Podwin	Bergenfield Board of Education	Trustee	Present	
	Fanny Cruz-Betesh	Bergenfield Board of Education	Trustee	Present	

Also present: C. Tully, D. Markman, J. Khoury-Frias, S. Biggins

Flag Salute

Statement of the President

"The New Jersey Open Public Meetings Law was enacted to insure the right of the public to have advance notice of and to attend meetings of this Board, except where specifically exempted by law, at which any business affecting their interest is discussed or acted upon. In accordance with the provisions of this act, the Board of Education has caused notice of this meeting to be published by having same advertised in The Record on June 30, 2023; also notice of this meeting has been mailed to the members of the Board, the Borough Clerk, all Elementary Schools, Roy W. Brown Middle School, the High School and District the Website on February 6, 2024."

Public Comment: None

The Bergenfield Board of Education now opens the floor for our first public comment session. Public comments regarding tonight's agenda items only will be heard at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period. You will have an opportunity to make any other comments during the 2nd public comment session later in the meeting.

New Business

1. Motion to accept and approve the Personnel Recommendations.

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Fanny Cruz-Betesh, Trustee
<b>SECONDER:</b>	Deborah Podwin, Trustee
<b>AYES:</b>	Amara, Podwin, Cruz-Betesh
<b>ABSENT:</b>	Ruiz-Catala, Reynoso

Attachment: 2-12-24 Action Meeting Minutes (10985 : Minutes for February 2024)



2. Motion to accept and approve the FY24 Emergent and Capital Maintenance Needs Grant Program Award of \$88,940 from the NJDOE and NJSDA.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Deborah Podwin, Trustee  
**SECONDER:** Fanny Cruz-Betesh, Trustee  
**AYES:** Amara, Podwin, Cruz-Betesh  
**ABSENT:** Ruiz-Catala, Reynoso

3. Motion to accept and approve the purchase of supplies for the SEL classrooms at Washington Elementary School, from Amazon.com LLC, amount not exceeding \$193.29, payable through Title IV Funds.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Deborah Podwin, Trustee  
**SECONDER:** Fanny Cruz-Betesh, Trustee  
**AYES:** Amara, Podwin, Cruz-Betesh  
**ABSENT:** Ruiz-Catala, Reynoso

4. Motion to accept and approve the following conferences payable out of Title II and LEA Funds.

<u>Name(s)</u>	<u>Position</u>	<u>Conference</u>	<u>Account Number</u>	<u>Cost</u>	<u>Source of Funds</u>
A. Hilburn	English Teacher	National Writing Project, Madison, NJ, 2/14/24	-	\$0.00	-
E. Valera	Guidance Counselor	Annual School Counselor Luncheon and Workshop Event at Ramapo College, Mahwah, NJ, 2/23/24	-	\$0.00	-
L. De Pinto	Guidance Counselor	ASAP-NJ 37th Annual Conference, East Windsor, NJ, 2/29/24	20-273-200-500-15-270	\$150.00	Title II
R. Violante	Football Coach	Nike Coach of the Year Clinic, Windsor, CT, 2/29/24 - 3/2/24	11-402-100-800-08-028	\$130.00	LEA
S. Gussen	Reading Specialist	The Intersection of Reading and	-	\$0.00	-

		Writing, Online, 03/11/24			
E. Handras	ELA and Social Studies Teacher	The Intersection of Reading and Writing, Online 3/11/24	-	\$0.00	-
M. Osborne	Drama Teacher	Theatre Day for Teachers, Montclair, NJ 3/13/24	20-273-200-500-15-270	\$150.00	Title II
D. Schmidt C. Vangelas	Child Studies Team	2024 Educational Enterprises Conference, Paramus, NJ 3/22/24	-	\$0.00	-
M. Yoskowitz	Guidance Counselor	PACE University Counselor Luncheon, White Plains, NY, 04/12/24	-	\$0.00	-
D. Massey	Guidance Counselor	The Catholic Colleges of Northeastern Pennsylvania, Wilkes-Barre Township, PA 4/17/24 - 4/19/24	-	\$0.00	-

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Deborah Podwin, Trustee  
**SECONDER:** Fanny Cruz-Betesh, Trustee  
**AYES:** Amara, Podwin, Cruz-Betesh  
**ABSENT:** Ruiz-Catala, Reynoso

5. Motion to accept and approve the following new travel reimbursements payable through Title II Funds.

<u>Name</u>	<u>Conference</u>	<u>Lodge</u>	<u>Meals</u>	<u>Mileage</u>	<u>Tolls/ Parking /Other</u>	<u>Account</u>
L. De Pinto	ASAP-NJ 37th Annual Conference, East Windsor, NJ, 2/29/24			\$47.85	\$8.82 (Tolls)	20-273-200-500-15-270

M. Yoskowitz	PACE University Counselor Luncheon, White Plains, NY, 04/12/2024	-	-	\$5.59	\$6.25 (Tolls)	20-273-200-500-15-270
D. Massey	The Catholic Colleges of Northeastern Pennsylvania, Wilkes-Barre Township, PA 4/17/24 - 4/19/24			\$108.66	\$4.04 (Tolls)	20-273-200-500-15-270

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Deborah Podwin, Trustee  
**SECONDER:** Fanny Cruz-Betesh, Trustee  
**AYES:** Amara, Podwin, Cruz-Betesh  
**ABSENT:** Ruiz-Catala, Reynoso

6. Motion to accept and approve the HIB Report for 2/12/2024.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Deborah Podwin, Trustee  
**SECONDER:** Fanny Cruz-Betesh, Trustee  
**AYES:** Amara, Podwin, Cruz-Betesh  
**ABSENT:** Ruiz-Catala, Reynoso

Public Comment: None

The Bergenfield Board of Education now opens the floor for our 2nd public comment for any other comments at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period.

Adjourn

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Fanny Cruz-Betesh, Trustee  
**SECONDER:** Deborah Podwin, Trustee  
**AYES:** Amara, Podwin, Cruz-Betesh  
**ABSENT:** Ruiz-Catala, Reynoso

## Private Session:

Trustee Cruz-Betesh moved and Trustee Podwin seconded to go to Private Session in the Superintendent's Office at 8:33 PM. The Board will not reconvene.

## Updates of the following:

- Legal Issue
- Residential Issue
- HIB

**BERGENFIELD BOARD OF EDUCATION**  
**BOARD OF EDUCATION**  
**DISCIPLINE MEETING MINUTES**

**Monday February 26, 2024**

**5:00 PM**

**District Conference Room**

Meeting Called to Order by the President  
 Roll Call

Attendee Name	Organization	Title	Status	Arrived
Joseph Amara	Bergenfield Board of Education	President	Present	
Guadalupe Ruiz-Catala	Bergenfield Board of Education	Vice President	Present	
Nelson Reynoso	Bergenfield Board of Education	Trustee	Present	
Deborah Podwin	Bergenfield Board of Education	Trustee	Present	
Fanny Cruz-Betesh	Bergenfield Board of Education	Trustee	Absent	

Also present: C. Tully, D. Markman, J. Khoury-Frias, S. Biggins

Flag Salute: Waived

Statement of the President: Waived

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Verbal Comments: None

The Bergenfield Board of Education now opens the floor for our first public comment session. Public comments regarding tonight's agenda items only will be heard at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period. You will have an opportunity to make any other comments during the 2nd public comment session later in the meeting.

New Business

Private Session:

Trustee Reynoso moved and Vice-President Ruiz-Catala seconded to go to Private Session at 5:03 PM.

Verbal Comments: None

The Bergenfield Board of Education now opens the floor for our 2nd public comment for any other comments at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period.

Attachment: 2-26-2024 Discipline Meeting Minutes (10985 : Minutes for February 2024)

## Adjourn

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Nelson Reynoso, Trustee
<b>SECONDER:</b>	Guadalupe Ruiz-Catala, Vice President
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

## Informational:

1. Posting for Discipline Hearing.

**BERGENFIELD BOARD OF EDUCATION**  
**BOARD OF EDUCATION**  
**BUDGET WORKSHOP MINUTES**

**Monday February 26, 2024**

**6:00 PM**

**District Conference Room**

Meeting Called to Order by the President

Roll Call

Attendee Name	Organization	Title	Status	Arrived
Joseph Amara	Bergenfield Board of Education	President	Present	
Guadalupe Ruiz-Catala	Bergenfield Board of Education	Vice President	Present	
Nelson Reynoso	Bergenfield Board of Education	Trustee	Present	
Deborah Podwin	Bergenfield Board of Education	Trustee	Present	
Fanny Cruz-Betesh	Bergenfield Board of Education	Trustee	Absent	

Also present: C. Tully, D. Markman, J. Khoury-Frias, S. Biggins

Flag Salute: Waived

Statement of the President: Waived

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Adjourn:

The Board adjourned at 6:04 pm and returned at 6:20 PM.

Public Comment: None

The Bergenfield Board of Education now opens the floor for our first public comment session. Public comments regarding tonight's agenda items only will be heard at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period. You will have an opportunity to make any other comments during the 2nd public comment session later in the meeting.

New Business

Budget Presentation from:

Tara Schneider, Humanities  
 Lorry Booth, Special Education  
 Jim Fasano, Bergenfield High School

Attachment: 2-26-2024 Budget Workshop Minutes (10985 : Minutes for February 2024)

## Public Comment

The Bergenfield Board of Education now opens the floor for our 2nd public comment for any other comments at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period.

## SEPAG Teachers:

PD for the upcoming workshop.

- Inclusion should be required of all students and PD needed.
- Upcoming play rehearsal should be sensory friendly.

Question asked about where new Tri-Valley classes will be:

- Christine Hall –  
Class size
- Anthony Rapetti -  
Inclusion comment.

## Adjourn

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Nelson Reynoso, Trustee
<b>SECONDER:</b>	Deborah Podwin, Trustee
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

## Informational Items:

1. Posting for 2-26-24 Meetings.
2. BHS Budget Highlights.
3. Humanities Budget Highlights.
4. Special Education Budget Highlights.



# BERGENFIELD BOARD OF EDUCATION

## BOARD OF EDUCATION

### MINUTES FOR THE CAUCUS MEETING

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**Monday February 26, 2024**
**7:00 PM**
**District Conference Room**


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#### 1. Meeting Called to Order by the President

#### 2. Roll Call

Attendee Name	Organization	Title	Status	Arrived
Joseph Amara	Bergenfield Board of Education	President	Present	
Guadalupe Ruiz-Catala	Bergenfield Board of Education	Vice President	Present	
Nelson Reynoso	Bergenfield Board of Education	Trustee	Present	
Deborah Podwin	Bergenfield Board of Education	Trustee	Present	
Fanny Cruz-Betesh	Bergenfield Board of Education	Trustee	Absent	

Also present: C. Tully, D. Markman, J. Khoury-Frias, S. Biggins

**Flag Salute: Waived**

**Statement of the President: Waived**

"The New Jersey Open Public Meetings Law was enacted to insure the right of the public to have advance notice of and to attend meetings of this Board, except where specifically exempted by law, at which any business affecting their interest is discussed or acted upon. In accordance with the provisions of this act, the Board of Education has caused notice of this meeting to be published by having same advertised in The Record on June 30, 2023; also notice of this meeting has been mailed to the members of the Board, the Borough Clerk, all Elementary Schools, Roy W. Brown Middle School, the High School and District the Website on February 15, 2024."

#### 3. Verbal Comments: None

The Bergenfield Board of Education now opens the floor for our first public comment session. Public comments regarding tonight's agenda items only will be heard at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period. You will have an opportunity to make any other comments during the 2nd public comment session later in the meeting.

#### 4. Discussion of Evening Agenda

#### 5. Discussion of Committee Reports

A. Finance Committee

B. Policy Committee

Attachment: 2-26-2024 Regular Meeting Minutes (10985 : Minutes for February 2024)

## 6. Verbal Comments: None

The Bergenfield Board of Education now opens the floor for our 2nd public comment for any other comments at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period.

## 7. Motion to go to Private Session

1. Tonight's personnel.
2. Open Litigation.
3. HIB.

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Guadalupe Ruiz-Catala, Vice President
<b>SECONDER:</b>	Nelson Reynoso, Trustee
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

## 8. Motion to Adjourn

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Guadalupe Ruiz-Catala, Vice President
<b>SECONDER:</b>	Nelson Reynoso, Trustee
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

**BERGENFIELD BOARD OF EDUCATION**  
**BOARD OF EDUCATION**  
**MINUTES FOR THE REGULAR MEETING**

**Monday February 26, 2024**

**8:00 PM**

**Front Cafeteria of the High School**

- 1. Meeting called to order by the President**
- 2. Roll Call**

<b>Attendee Name</b>	<b>Organization</b>	<b>Title</b>	<b>Status</b>	<b>Arrived</b>
Joseph Amara	Bergenfield Board of Education	President	Present	
Guadalupe Ruiz-Catala	Bergenfield Board of Education	Vice President	Present	
Nelson Reynoso	Bergenfield Board of Education	Trustee	Present	
Deborah Podwin	Bergenfield Board of Education	Trustee	Present	
Fanny Cruz-Betesh	Bergenfield Board of Education	Trustee	Absent	

Also present: C. Tully, D. Markman, J. Khoury-Frias, S. Biggins, V. Wood (Student Representative)

**B. 2023/2024 Board Goals**

1. Continue to raise academic achievement levels of all students all subject areas to maintain ranking as a top tier school district
2. Continue to promote a supportive environment that promotes diversity, equity, and inclusive programming and curriculum for all
3. Continue to provide opportunities to expand critical thinking skills, SEL competencies, civic involvement, environmental awareness, and information literacy skills
4. Review, modify, and expand co-curricular activities, experiential learning, and community service opportunities
5. Continue to broaden public engagement with parents, students, and community while increasing parental engagement in the educational process

**Flag Salute**

**Statement of the President**

"The New Jersey Open Public Meetings Law was enacted to insure the right of the public to have advance notice of and to attend meetings of this Board, except where specifically exempted by law, at which any business affecting their interest is discussed or acted upon. In accordance with the provisions of this act, the Board of Education has caused notice of this meeting to be published by having same advertised in The Record on June 30, 2023; also notice of this meeting has been mailed to the members of the Board, the Borough Clerk, all Elementary Schools, Roy W. Brown Middle School, the High School and District the Website on February 15, 2024."

Attachment: 2-26-2024 Regular Meeting Minutes (10985 : Minutes for February 2024)

### 3. Minutes

1. Motion to accept and approve the minutes for January 2024.

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Deborah Podwin, Trustee
<b>SECONDER:</b>	Nelson Reynoso, Trustee
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

### 4. Written Communication: None

### 5. Verbal Comments: None

The Bergenfield Board of Education now opens the floor for our first public comment session. Public comments regarding tonight's agenda items only will be heard at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period. You will have an opportunity to make any other comments during the 2nd public comment session later in the meeting.

### 6. Report and Recommendations of Superintendent of Schools

#### A. Student Representative Report: Vanessa Wood

Over the past month, the student body has been achieving remarkable milestones while diligently preparing for the challenges and opportunities that lie ahead, fostering Bergenfield High School's reputation of excellence and growth within our educational community.

For starters, the Academic Decathlon team advanced to the State competition for the second time in school history and will be competing this Saturday. At the Regional Award Ceremony, a majority of decathletes won medals of their own and the team received fourth place in the region. The Model UN team competed in a conference at Bergen County Academies, in which delegate Arieanna Tambriz received an Honorable Commendation award. Arieanna also represented Bergenfield in the All State Choir this past week in Atlantic City. Bergenfield's Indoor Percussion team competed in 2 competitions this month and recently received third place in their competition at JFK High School. Over the Weekend, the wrestling team had 2 state tournament qualifiers. Nathan Quinones placed 4th in Region 2, and is the first NJSIAA Boys State Qualifier for Bergenfield since 2011. Abigail Loszynski placed 2nd at the North Region 1 tournament, upsetting 2 girls to make the finals. Both Nathan and Abigail made it to the NJSIAA State Championship Tournament in Atlantic City. They compete Thursday-Saturday; and you can watch live on NJ.com.

The Bears Dance Team has accomplished a remarkable feat as they won third in the nation at the Dance Team Union National Championship for the medium varsity hip hop division. The team went to Florida earlier this month to compete against a multitude of schools nationwide, and through their dedication, they reached the top ranks! Along with this amazing achievement, the Dance Team also held the annual Dancing with the Staff Competition, an event in which different teachers, accompanied by members of the dance team, competed in a judged performance to see which teacher is the best the dancer! Our Dancing with the Staff champion this year was Mr. DiIorgi, with Mrs. Liguori and Mrs. Alvarez placing 2nd and 3rd, respectively. Congratulations to all staff members who participated!

With March coming so soon, the Student Congresses have been active in preparation for new events! The Class of 2025 is hosting a 4 v. 4 badminton tournament on March 5th. Class of 24 Congress sold Valentine's day Grams and has opened sign-ups for a 3v3 basketball tournament for students who want to compete against other teams. The tournament will be this Friday, March 1st right after school! It's \$5 per player and admission to watch is free. A snack stand will be also provided.

With State testing also coming in March for Juniors at BHS, NJGPA Math Prep will be running every day after school from 3:00pm-4:00pm from now until NJGPA testing begins on March 11th.

Spring Sports sign-ups for Softball, Boys Tennis, Baseball, Track, Boys Volleyball and Golf are opened now on Family ID. In order for students to participate, they will need an up to date sports physical.

## B. General Recommendations

Motions 2-22 were blocked voted.

1. Motion to accept and approve the Personnel Recommendations.

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Nelson Reynoso, Trustee
<b>SECONDER:</b>	Deborah Podwin, Trustee
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

2. Motion to accept and approve the February 6, 2024 Special Education Monthly Report.

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Guadalupe Ruiz-Catala, Vice President
<b>SECONDER:</b>	Nelson Reynoso, Trustee
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

3. Motion to accept and approve the HIB Report for February 2024.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

4. Motion to accept and approve the continuation of student suspensions for students whose names are annexed in the Superintendent's Office.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

5. Motion to accept and approve the Bergenfield Public School District 2024 Summer Enrichment, Transition, Extended School Year and Academic Programs.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

6. Motion to accept and approve the purchase of instructional supplies for Washington Elementary School, from Literacy Resources LLC, amount not exceeding \$688.62, payable through Title I Funds.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

7. Motion to accept and approve Professional Development on Sheltered English Instruction for Non-ESL Staff Members, provided by Up the Bar Consulting, two full-day classes for up to 24 teachers, for a total cost not to exceed \$10,000, payable through Title III Immigrant Funds.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

8. Motion to accept and approve Professional Development on Sheltered English Instruction for ESL Staff Members, provided by Up the Bar Consulting, two full-day classes for up to 24 teachers, for a total cost not to exceed \$10,000, payable through Title III Funds.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

9. Motion to accept and approve the 2023/2024 After School Professional Development Academy Workshops for district employees at \$40 per hour.

Restorative Practices in the Classroom	Payable through Esser III
Yoga-Vinyasa Flow	Payable through Esser III
Draw Anything in the Classroom	Payable through Title IIA
Music in the Classroom	Payable through Esser III
Making the Most of I-Ready Resources	Payable through Title IIA
How to Incorporate NEWSELA	Payable through Title IIA
Engaging Teacher Strategies	Payable through Title IIA
Improving High School Study Skills-AP	Payable through Title IIA
AI in Teaching and Learning	Payable through Title IIA
Choosing the Path to Wellness	Payable through Esser III

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

10. Motion to accept and approve the proposal from Robin for the Robin SEL Curricular Support Package for Roy W. Brown Middle School, amount not exceeding \$2,400, payable through ESSER III Funds.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

11. Motion to accept and approve the Second Reading of the following policy and regulation:

Policy 1642.01 Regulation 1642.01	Sick Leave
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**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

12. Motion to accept and approve the Second Reading of the following Policy:

Policy # 2560.50 - Therapy Dog
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**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

13. Motion to accept and approve the following Out-of-State-Field Trip:

Hoover School - 4th grade students to the Museum of Natural History, New York, NY on Thursday, May 17, 2024. Total 43 students with 6 chaperones.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh



14. Motion to accept and approve the following conferences payable out of Title II and LEA Funds.

<u>Name(s)</u>	<u>Position</u>	<u>Conference</u>	<u>Account Number</u>	<u>Cost</u>	<u>Source of Funds</u>
J. Biggins	PE/Health Teacher	Super Essex Conference Athletic Trainer Symposium, West Caldwell, NJ, 2/20/24	-	\$0.00	-
C. McCaffrey	Athletic Coach	New Balance Nationals Indoor, Boston, MA, 3/7/24, 3/8/24, and 3/10/24	11-402-100-500-08-028	\$68.65 (Tickets) \$324.00 (Entry Fee)	LEA
B. Ryan Papa	Athletic Coach	New Balance Nationals Indoor, Boston, MA, 3/7/24, 3/8/24, and 3/10/24	11-402-100-500-08-028	\$68.65 (Tickets)	LEA
E. Olson	Athletic Coach	New Balance Nationals Indoor, Boston, MA, 3/7/24, 3/8/24, and 3/10/24	11-402-100-500-08-028	\$68.65 (Tickets)	LEA
N. Dapito O. Melendez	Art Teachers	Bergen County Art Teacher's Professional Development, New Milford, NJ, 3/11/24	-	\$0.00	-
J. Biggins	PE/Health Teacher	RWJ Barnabas Health New Jersey State Concussion Summit, West Long Branch, NJ, 3/11/24	-	\$0.00	-
D. Alonso	School Psychologist	Managing Anxiety in Our Schools and Classrooms, Ridgewood, NJ, 3/15/24	-	\$0.00	-

Attachment: 2-26-2024 Regular Meeting Minutes (10985 : Minutes for February 2024)

M. Murphy	School Nurse	Best Practices for Addressing Mental Health Issues in Your Schools, Online Seminar, 4/8/24	20-273-200-500-15-270	\$279.00	Title II
C. Loew	ESL Teacher	NJTESOL Spring Conference 2024, New Brunswick, NJ, 5/29/24	20-273-200-500-15-270	\$390.00	Title II
A. Gutierrez	ESL Teacher	NJTESOL Spring Conference 2024, New Brunswick, NJ, 5/29/24	20-273-200-500-15-270	\$390.00	Title II

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

15. Motion to accept and approve the following travel reimbursement payable through Title II and LEA Funds.

<u>Name</u>	<u>Conference</u>	<u>Lodge</u>	<u>Meals</u>	<u>Mileage</u>	<u>Tolls/ Parking /Other</u>	<u>Account</u>
C. McCaffrey	New Balance Nationals Indoor, Boston, MA, 3/7/24, 3/8/24, 3/10/24	\$313.25	\$118.54	\$195.10	\$9.65 (Tolls)	11-402-100-500-08-028
B. Ryan Papa	New Balance Nationals Indoor, Boston, MA, 3/7/24, 3/8/24, 3/10/24	-	\$118.54	-	-	11-402-100-500-08-028
E. Olson	New Balance Nationals Indoor, Boston, MA,	-	\$118.54	\$200.36	\$15.07 (Tolls)	11-402-100-500-08-028

	3/7/24, 3/8/24, 3/10/24					
D. Alonso	Managing Anxiety in Our Schools and Classrooms, Ridgewood, NJ, 3/15/24	-	-	\$6.30	-	20-273-200-500-15-270

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

16. Motion to accept and approve the following new course to be offered at Bergenfield High School during the 2024-2025 school year.

1. Theatre III

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

17. Motion to accept and approve the appointment of Dr. Lorry Booth as the district Title II Coordinator for the 2023-2024 school year.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

18. Motion to accept and approve the following Overnight Field Trip:  
 Bergenfield High School Wrestling Team to Boardwalk Hall in Atlantic City, NJ from February 28, 2024 - March 2, 2024. Total students 5 with 4 chaperones.

Bergenfield High School NJ DECA State Conference at Harrah's Resort in Atlantic City, NJ from March 4, 2024 - March 6, 2024. Total students 3 with 1 chaperone.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

19. Motion to accept and approve the following Out-of-State Field Trip:

Bergenfield High School 9<sup>th</sup> - 12<sup>th</sup> Grade Track Team to The Track at New Balance in Boston, MA on March 10, 2024. Total students 10 with 4 chaperones.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

20. Motion to accept and approve the following additional Special Education Consultants.

Atlas Search

CETRA Language Solution

Silvergate Prep

Substitute Nursing - \$70-\$75/hour

Translation Services - \$166/hour

Bedside Instruction Services - \$40/hour

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

21. Motion to accept and approve the following conferences payable through LEA Funds.

<u>Name(s)</u>	<u>Position</u>	<u>Conference</u>	<u>Account Number</u>	<u>Cost</u>	<u>Source of Funds</u>
M. Fenner	Wrestling Coach	NJSIAA Wrestling Championships, Atlantic City, NJ 2/28, 2/29, 3/1 and 3/2, 2024.	11-402-100-500-08-028	-	LEA
D. Pereira	Wrestling Coach	NJSIAA Wrestling Championships, Atlantic City, NJ 2/28, 2/29, 3/1 and 3/2, 2024.	11-402-100-500-08-028	-	LEA

E. Rodriguez	Business Teacher	NJ DECA State Conference, Atlantic City, NJ 3/4/24 to 3/6/24.	11-401-100-500-08-000	\$405.00	LEA
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**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

22. Motion to accept and approve the following travel reimbursements payable through LEA Funds.

Name	Conference	Lodge	Meals	Mileage	Tolls/ Parking /Other	Account
M. Fenner	NJSIAA Wrestling Championships, Atlantic City, NJ 2/28, 2/29, 3/1 and 3/2, 2024.	\$1,164.00 (3 rooms)	\$442.50 (Coach + students)	\$126.43	\$31.28 (Tolls) \$70.00 (Parking)	11-402-100-500-08-028
D. Pereira	NJSIAA Wrestling Championships, Atlantic City, NJ 2/28, 2/29, 3/1 and 3/2, 2024.	-	\$147.50	\$125.02	\$31.28 (Tolls) \$70.00 (Parking)	11-402-100-500-08-028
E. Rodriguez	NJ DECA State Conference, Atlantic City, NJ 3/4/24 to 3/6/24	\$880.00	\$590.00 (Coach + students)	\$117.55	\$16.10 (Tolls) \$30.00 (Parking)	11-401-100-500-08-000

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Guadalupe Ruiz-Catala, Vice President  
**SECONDER:** Nelson Reynoso, Trustee  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

7. Old Business: None

## 8. New Business

Motions A-I were block voted.

- A. Motion to accept and approve the Tuition Contract(s) for Sent Students for the 2023/2024 School Year.

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Nelson Reynoso, Trustee
<b>SECONDER:</b>	Guadalupe Ruiz-Catala, Vice President
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

- B. Motion to accept and approve the Tuition Contracts for Received Students for the 2023/2024 School Year.

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Nelson Reynoso, Trustee
<b>SECONDER:</b>	Guadalupe Ruiz-Catala, Vice President
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

- C. Motion to accept and approve the Use of Facilities list.

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Nelson Reynoso, Trustee
<b>SECONDER:</b>	Guadalupe Ruiz-Catala, Vice President
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

- D. Motion to accept and approve the appropriation of restricted revenues to the 2023-2024 budget as follows:

<u>Purpose</u>	<u>Account Number</u>	<u>Amount</u>
NJEP23101007	12-000-270-734-10-000	\$155,660.26
	12-000-270-732-10-000	\$ 4,021.00
	11-000-270-610-10-000	\$ 587.75
		\$160,269.01

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Nelson Reynoso, Trustee  
**SECONDER:** Guadalupe Ruiz-Catala, Vice President  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

E. Motion to accept and approve the Corrective Action Plan (CAP) and Certification of Implementation (COI) for the 2022-2023 Audit Report.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Nelson Reynoso, Trustee  
**SECONDER:** Guadalupe Ruiz-Catala, Vice President  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

F. Motion to accept and approve the renewal quote from Commercial Recreation Specialists for the Lightning Detection System Start-up and Maintenance Plan for January 1, 2024 through December 31, 2024 in the amount of \$7,736.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Nelson Reynoso, Trustee  
**SECONDER:** Guadalupe Ruiz-Catala, Vice President  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

G. Motion to accept and approve the proposal from Combustion Services for the boiler repair at Roy W. Brown Middle School at a cost of \$13,734 on Cooperative Bid Ed Data # 12191.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Nelson Reynoso, Trustee  
**SECONDER:** Guadalupe Ruiz-Catala, Vice President  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

H. Motion to accept and approve the SEMI Alternative Revenue Projection for 2024-2025 in the amount of \$41,690.38.

**RESULT:** APPROVED [UNANIMOUS]  
**MOVER:** Nelson Reynoso, Trustee  
**SECONDER:** Guadalupe Ruiz-Catala, Vice President  
**AYES:** Amara, Ruiz-Catala, Reynoso, Podwin  
**ABSENT:** Cruz-Betesh

- I. Motion to accept and approve the General Fund and Fund 20 Inter-Account Transfers for January 2024.

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Nelson Reynoso, Trustee
<b>SECONDER:</b>	Guadalupe Ruiz-Catala, Vice President
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

## 9. Report and Recommendations of Business Administrator/Board Secretary

Motion to accept and approve the following as presented:

- A. The Secretary's Report of Cash Balances as of January 31, 2024 reflecting a balance of \$17,760,525.15 and The Treasurer's Report of Cash Balances as of January 31, 2024 reflecting a balance of \$17,760,525.15.

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Guadalupe Ruiz-Catala, Vice President
<b>SECONDER:</b>	Deborah Podwin, Trustee
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

- B. Final Vouchers for payment in the month of January 2024 in the total amount of \$11,012,398.78.

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Guadalupe Ruiz-Catala, Vice President
<b>SECONDER:</b>	Deborah Podwin, Trustee
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

- C. Partial Vouchers for payment in the month of February 2024 in the total amount of \$5,670,290.60.

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Guadalupe Ruiz-Catala, Vice President
<b>SECONDER:</b>	Deborah Podwin, Trustee
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh



D. Motion to accept and approve the following:

Pursuant to N.J.A.C. 6A:23-2.11(c)3, the Board of Education Secretary certifies that as of January 31, 2024 that no line item account has encumbrances and expenditures, which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23-2.11(a).

Pursuant to N.J.A.C. 6A:23-2.11(c)4, the Board of Education Secretary certifies that as of January 31, 2024, after review of the District's monthly financial reports, no major account or fund has been over expended in violation of N.J.A.C. 6A:23-2.11(b) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Guadalupe Ruiz-Catala, Vice President
<b>SECONDER:</b>	Deborah Podwin, Trustee
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

10. **Verbal Comments**

The Bergenfield Board of Education now opens the floor for our 2nd public comment for any other comments at this time. Participants shall be limited to a three minutes time limit and shall identify themselves before speaking. There will be a limit of 30 minutes for this public comment period.

Tracy Jerue:  
Field Trips and musicals in the elementary schools.

11. **Adjournment**

<b>RESULT:</b>	<b>APPROVED [UNANIMOUS]</b>
<b>MOVER:</b>	Guadalupe Ruiz-Catala, Vice President
<b>SECONDER:</b>	Deborah Podwin, Trustee
<b>AYES:</b>	Amara, Ruiz-Catala, Reynoso, Podwin
<b>ABSENT:</b>	Cruz-Betesh

2. **PRIVATE SESSION:**

Vice-President Ruiz-Catala moved and Trustee Podwin moved to go to Private Session in the Superintendent's Office at 8:14 PM. The Board will not reconvene.

Updates of the following:  
     . Residential Legal Case  
     . HIB

Use Of Facilities  
Monday, March 25, 2024  
TO: Bergenfield Board of Ed.

Organization	Function	Location	Event Date	Event Time	Int	Ext	Cost Org	Cost To Board	Schedule
The Filipino School of New York & New Jersey	Filipino School Event	Bergenfield High School   BHS Auditorium, Bergenfield High School   BHS Site Cafe, Bergenfield High School   BHS Classroom	Saturday, May 11, 2024	1:00 PM - 7:00 PM		X		None	4669
RWB Staff	RWB Recognition 2024	Bergenfield High School   BHS Auditorium, Bergenfield High School   BHS Track Field	Tuesday, June 18, 2024	5:00 PM - 7:30 PM	X			None	4671
RWB Staff	RWB Wellness Fair 2024	Rev W Brown Middle School   RWB Gym - Boys/Lower Bergenfield High School   BHS Auditorium, Bergenfield High School   BHS Parking (back Parking), Bergenfield High School   BHS Track Field, Bergenfield High School   BHS Stadium, Bergenfield High School   BHS Parking (front lot), Bergenfield High School   BHS Field - Main, Bergenfield High School   BHS Field - Lower, Bergenfield High School   BHS Parking (Student Parking)	Thursday, May 30, 2024	4:00 PM - 7:00 PM	X			None	4672
BHS Staff	HS Graduation 2024		Wednesday, June 19, 2024	5:30 PM - 9:00 PM	X			None	4700

*[Signature]*

Signature

Date

*3/7/24*

PO# 24-2853

**OAK HALL CAP & GOWN****Customer Sales Quote**

P.O. Box 1078 - 840 Union Street - Salem, VA 24153  
 Telephone (540) 387-0000 Fax (540) 387-2034

Page: 1

Sales Quote Number: 094886  
 Sales Quote Date: 2/26/2024

Sell Customer ID 007659  
 To: BERGENFIELD HIGH SCHOOL  
 ATTN: EDGARDO GONZALEZ RODRIGUEZ  
 80 SOUTH PROSPECT AVENUE  
 BERGENFIELD, NJ 07621  
 UNITED STATES

Ship  
 To: BERGENFIELD HIGH SCHOOL  
 ATTN: EDGARDO GONZALEZ  
 80 SOUTH PROSPECT AVENUE  
 BERGENFIELD, NJ 07621  
 UNITED STATES

Ship Via

Terms

Net 30 Days

Delivery Date:

Grad Date:

06/01/24

Cust. Serv. Rep:

SalesPerson

OAKHALLI

TOOHILL &amp; FOGARTY

Description	Quantity	Unit Price	Total Price
GOWN OSFA CAP VIP BLACK	208	29.50	6,136.00
GOWN OSFA CAP VIP RED	149	29.50	4,395.50
REG BLACK/RED TASSEL YEAR DATE	357		
REG BGOLD TASSEL YEAR DATE	40	6.00	240.00
REG BLACK/RED TASSEL YEAR DATE	25	6.00	150.00
VALEDICTORIAN MEDALLION W/GOLD	1	18.00	18.00
RIBBON			
SALUTATORIAN MEDALLION W/GOLD	1	18.00	18.00
RIBBON			

Amount Subject to Sales Tax 0.00  
 Amount Exempt from Sales Tax 10,957.50

**Subtotal:** 10,957.50  
 Invoice Discount: 0.00  
 Total Sales Tax: 0.00

**Total:** 10,957.50

# Proposal

C & C MASONRY, INC.  
788 WEST END AVE UNIT A  
CLIFFSIDE PARK NJ 07010

Phone: 201/945-8527

Cell: 201/805-6636

E-mail address: [tinocolasante@verizon.net](mailto:tinocolasante@verizon.net)

DATE February 14 2024

TO: Bergenfield Board of Education  
225 West Clinton Avenue  
Bergenfield, NJ 07621  
Attn: Chris Tully

RE: Lincoln School East elevation

Sound, tap and remove loose and falling bricks. Meet with architect and building inspector. Cement patch one existing hole and refasten two metal bell hoods. Install temporary plywood over existing windows for protection. Escort architect and engineer with boom lift to evaluate. Meet with Hilti rep. Purchase steel and bricks.

Category	Rate	Qty	Total
Labor foreman	\$129.37	43Hrs	\$5562.91
Boom Lift rental	\$2510.00	2 wks.	\$2510.00

Attachment: C&C Masonry Proposal (11010 : C&C Masonry Brick Wall Repair @ Lincoln School 2024)

Fuel	\$4.00 gal	22.185 gal	\$88.75
Trucking	\$75.00 per day	5 days	\$375.00
Cement	\$9.75 bag	1 bag	\$ 9.75
Plastic	\$10.00 roll	1 roll	\$10.00
Fasteners	\$20.00 box	2 box	\$40.00
Plywood cdx	\$44.19 sht	1sht	\$44.19
Plywood luan	\$16.34 sht	4 shts	\$65.36
2x4x8ft	\$4.96ea	3 p	\$14.88
Steel angles	\$23.71lf	70lf	\$1660.00
Bricks	\$ .913 ea	525	\$479.56
15%mark up	\$794.62	1	\$794.62
Total .....			\$11655.02



# New Jersey Department of Education

## Annual Toilet Room Facilities for Early Intervention, Pre-Kindergarten and Kindergarten Classrooms 2023-2024 School Year

### ONE FORM PER SCHOOL BUILDING

District/ County: Bergenfield/Bergen School: Lincoln

List Room(s) Number/Name: 210

Our school district elects to use the alternate method of compliance in accordance with N.J.A.C. 6A:26-6.3. In lieu of individual toilet rooms in each classroom, toilet rooms may be provided adjacent to or outside the classroom, if the following criteria are satisfactorily addressed:

- No child or group of children shall be left unsupervised at any time when traveling to or from the facilities. Provisions shall be made for adult supervision in a manner that will not infringe upon instructional time;
- Toilet facilities shall be readily accessible and the toilet room and signage shall be visible to the child from the classroom door;
- Toilet facilities shall be provided for both boys and girls and shall meet the requirements of NJAC 6A:26-6.3(h)4ii.

District alternate method of compliance pursuant to N.J.A.C. 6A:26-6.3(h)4iii:

Classroom is staffed with one teacher and four paraprofessionals. Students are supervised by a paraprofessional when using the restroom. Remaining students are supervised by remaining teacher and paraprofessionals. Bathrooms are adjacent and nearby.

Board of Education has approved this alternate method of compliance on 3/25/24.  
Date

\*\*\*\*Attach Copy of Board Resolution\*\*\*\*

I certify that all requirements of N.J.A.C. 6A:26-6.3 and/or 6.4 have been met.

Superintendent of Schools: \_\_\_\_\_ Date: \_\_\_\_\_

School Business Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

For County Use Only

Approved: \_\_\_\_\_

Not Approved: \_\_\_\_\_

Executive County Superintendent

Date

Attachment: Toilet Waiver-Lincoln School Room 210 (11034 : Additional Toilet Waiver - Lincoln School Room 210 - March 2024)

# POLICY GUIDE

## ADMINISTRATION

1140/page 1 of 2

Educational Equity Policies/Affirmative  
Action

First Reading: March 25, 2024

Second Reading: April 29, 2024

M

### 1140 EDUCATIONAL EQUITY POLICIES/AFFIRMATIVE ACTION

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

The Board's educational equity policies shall recognize and value the diversity of persons and groups within the community 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. The educational equity policies will promote equitable 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.

The Board shall inform the school community 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).

Pursuant to N.J.A.C. 6A:7-1.5, the Board annually shall designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing for Equity in Education. The Board shall ensure that all stakeholders know who the Affirmative Action Officer is and how to contact the Affirmative Action Officer.

The Affirmative Action Officer shall have a New Jersey standard certificate with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B – State Board of Examiners and Certification. The Affirmative Action Officer shall: coordinate the required professional development training for all personnel 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; ensure the district's grievance procedures, including 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.



# POLICY GUIDE

## ADMINISTRATION

1140/page 2 of 2

### Educational Equity Policies/Affirmative Action

In accordance with N.J.A.C. 6A:7-1.5(a)4., 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 pursuant to N.J.A.C. 6A:7-1.4(c); collaborate on coordination of the required professional development training for all personnel pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the CEP; and conduct the annual district internal monitoring to ensure continuing compliance with State and Federal statutes governing educational equity, pursuant to N.J.A.C. 6A:7-1.4(d).

In accordance with N.J.A.C. 6A:7-1.6, the Board shall provide, on a continuing basis, professional development training for ~~to~~ all school personnel to identify and resolve problems associated with the student achievement and opportunity gaps and other inequities on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a). 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. The district shall ensure that parents and other community members are aware of 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 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).

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:





# POLICY GUIDE

## ADMINISTRATION

1523/page 1 of 3

Comprehensive Equity Plan

First Reading: March 25, 2024

Second Reading: April 29, 2024

M

### 1523 COMPREHENSIVE EQUITY PLAN

The Board of Education shall complete a Comprehensive Equity Plan (CEP) that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and equitable access to educational opportunities 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.
4. The Board shall submit the CEP to the Executive County Superintendent for confirmation of completion.

Attachment: Policy #1523-Comprehensive Equity Plan (11031 : First Reading of Multiple Policies & Regulations)



# POLICY GUIDE

ADMINISTRATION  
1523/page 2 of 3  
Comprehensive Equity Plan

- 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), the CEP 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 data disaggregated by gender; race; ethnicity; multilingual learner status; homeless status; 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 within certain groups;
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the CEP;
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), differentiated instruction and formative assessments aligned to the NJSLS, and professional standards for teachers and school leaders; and
5. Annual targets that address district needs in equity in school and classroom practices and are aligned to professional development targets.

The Board shall implement the CEP within sixty days of the Executive County Superintendent's certification of completion.

Attachment: Policy #1523-Comprehensive Equity Plan (11031 : First Reading of Multiple Policies & Regulations)



# POLICY GUIDE

ADMINISTRATION  
1523/page 3 of 3  
Comprehensive Equity Plan

If the Board does not implement the CEP within sixty days of the Executive County Superintendent's certification of completion date, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or 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:7-1.7; 6A:7-1.8

Adopted:

Attachment: Policy #1523-Comprehensive Equity Plan (11031 : First Reading of Multiple Policies & Regulations)



# POLICY GUIDE

## ADMINISTRATION

1530/page 1 of 2

Equal Employment Opportunities

First Reading: March 25, 2024

Second Reading: April 29, 2024

M

### 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 the protected categories listed at N.J.A.C. 6A:7-1.1(a).

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 imbalance and isolation based on any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) among the district's 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).

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 backgrounds.

The Board shall not enter into or maintain contracts with persons, agencies, or organizations that discriminates in employment 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), either in employment practices or in the provision of benefits or services to students or employees.

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



# POLICY GUIDE

## ADMINISTRATION 1530/page 2 of 2 Equal Employment Opportunities

The Board shall not discriminate against any person for that person's exercise of rights under the laws prohibiting discrimination in employment or this 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; 6A:7-1.3

Adopted:



# REGULATION GUIDE

ADMINISTRATION  
R 1530/page 1 of 5  
Equal Employment Opportunity  
Complaint Procedure  
First Reading: March 25, 2024  
Second Reading: April 29, 2024  
M

## 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 any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).
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 school district.
2. "Complaint" means an alleged discriminatory act or practice.
3. "Complainant" means a staff member who alleges a discriminatory act or practice.



# REGULATION GUIDE

ADMINISTRATION  
R 1530/page 2 of 5  
Equal Employment Opportunity  
Complaint Procedure

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 school district.

## C. Procedure

1. A complainant who believes that they have been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall discuss the matter with their 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 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 include:
  - a. The complainant's name and address;
  - b. The specific act or practice of which the complainant complains;
  - c. The school employee, if any, responsible for the allegedly discriminatory act;
  - d. The results of discussions conducted in accordance with C.1. above; and
  - e. The reasons why the results of the discussions were not satisfactory to the complainant.



# REGULATION GUIDE

## ADMINISTRATION R 1530/page 3 of 5 Equal Employment Opportunity Complaint Procedure

4. 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 complaint filed in accordance with C.2. above. A copy of the complaint and the response will be forwarded to the Superintendent.
5. 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.
6. On 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.
7. 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.
8. 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;





# REGULATION GUIDE

ADMINISTRATION  
R 1530/page 4 of 5  
Equal Employment Opportunity  
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.
9. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.
  10. 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.
  11. 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.
  12. The complainant will be informed of their 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
    - b. New Jersey Division on Civil Rights  
Central Regional Office  
Office of the Attorney General  
140 East Front Street – 6<sup>th</sup> Floor  
Trenton, New Jersey 08625-0090



# REGULATION GUIDE

ADMINISTRATION  
R 1530/page 5 of 5  
Equal Employment Opportunity  
Complaint Procedure

## 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 be kept in the personnel file of the employee found to have committed a discriminatory act.

Issued:



# POLICY GUIDE

## ADMINISTRATION

1550/page 1 of 1

Equal Employment/Anti-Discrimination Practices

First Reading: March 25, 2024

Second Reading: April 29, 2024

M

### 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) shall have equal and bias-free access to all categories of employment in the public educational system of New Jersey.

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), 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).

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).

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

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

Adopted:

Attachment: Policy #1550-Equal Employment-Anti-Discrimination Practices (11031 : First Reading of Multiple Policies & Regulations)



# REGULATION GUIDE

PROGRAM

R 2200/page 1 of 1

Curriculum Content

First Reading: March 25, 2024

Second Reading: April 29, 2024

M

## 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.

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

Issued:

Attachment: Regulation #R2200-Curriculum Content (11031 : First Reading of Multiple Policies & Regulations)



# POLICY GUIDE

PROGRAM  
2260/page 1 of 3  
Equity in School  
and Classroom Practices  
First Reading: March 25, 2024  
Second Reading: April 29, 2024  
M

## 2260 EQUITY IN SCHOOL AND CLASSROOM PRACTICES

The Board of Education shall provide all students with equitable and bias-free access 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), by:

1. Ensuring barrier-free access to all school and classroom facilities;
2. Attaining, within each school, minority representation, that approximates the district's overall minority representation. Exact apportionment is not required, the ultimate goal is a reasonable plan achieving the greatest degree of a representative balance that 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 for determining the eligibility and placement of students who may be identified as multilingual learners pursuant to N.J.A.C. 6A:15-1.3(a)3;
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 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
6. Ensuring 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 such exclusion is necessary.
  - a. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.



# POLICY GUIDE

PROGRAM  
2260/page 2 of 3  
Equity in School  
and Classroom Practices

Pursuant to N.J.A.C. 6A:7-1.7(b), the Board shall ensure the district's curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS). 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), 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);
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);
  - a. Portions of classes that deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions based on gender identity, provided that the course content for such separately conducted sessions is the same.
3. Increasing and promoting equitable representation of all students in all classes and programs;
4. Ensuring schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and ensuring students understand the basic tenet of multiculturalism;
5. Ensuring the Amistad Commission Curriculum is infused into the curriculum and is taught;
6. Ensuring the Commission on Holocaust Education curriculum 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



# POLICY GUIDE

PROGRAM  
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Equity in School  
and Classroom Practices

the development of curriculum concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

The Board shall ensure the district's physical education is in a co-educational setting that is developmentally appropriate and does not discriminate on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) 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 district may choose to operate separate teams based on sex in one or more sports or single teams open competitively to members of all sexes, as long as the athletic program as a whole provides equal opportunities for students of all sexes 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

Adopted:



# REGULATION GUIDE

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Equity in School  
and Classroom Practices Complaint Procedure  
First Reading: March 25, 2024  
Second Reading: April 29, 2024  
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## R 2260 EQUITY IN 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) of a student the opportunity to appeal an alleged violation of the district's Affirmative 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 school district.
4. "Complainant" means a student or parent(s) who believes that they have 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 school 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 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 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 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 the complainant complains;



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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 C.1. above; and
  - e. The reasons why the results of the discussions were not satisfactory to the complainant.
4. 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 complaint filed in accordance with C.2. above. A copy of the complaint and the response will be forwarded to the Superintendent.
  5. 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.
  6. On 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 violation of the Affirmative Action Plan and any other person with knowledge of the violation.
  7. 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.

Attachment: Regulation #R2260-Equity in School & Classroom Practices Complaint Procedure (11031 : First Reading of Multiple Policies &



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8. 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;
  - 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.
9. 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.
10. 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.
11. 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.
12. The complainant will be informed of their 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.

Issued:



# POLICY GUIDE

## PROGRAM

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Guidance Counseling

First Reading: March 25, 2024

Second Reading: April 29, 2024

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### 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 include the services of teaching staff members certified as guidance personnel and other designated teaching staff members.

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;
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).



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Guidance Counseling

- 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
- 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

Adopted:

Attachment: Policy #2411-Guidance Counseling (11031 : First Reading of Multiple Policies & Regulations)



# POLICY GUIDE

TEACHING STAFF MEMBERS

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Code of Ethics

First Reading: March 25, 2024

Second Reading: April 29, 2024

## 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); 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 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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Code of Ethics

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), 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.

Attachment: Policy #3211-Code of Ethics (11031 : First Reading of Multiple Policies & Regulations)





# POLICY GUIDE

## TEACHING STAFF MEMBERS

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Code of Ethics

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 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:



# POLICY GUIDE

## STUDENTS

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Sportsmanship

First Reading: March 25, 2024

Second Reading: April 29, 2024

### 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. In exhibiting sportsmanship all participants shall:

1. Respect 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 shall include, but not be limited to, the following:

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 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);
5. Any school or athletic staff member who is publicly critical of a game official, opponents, and/or opposing coaches/players;
6. Other conduct judged by the Principal or designee to be unsportsmanlike in character; and
7. Any violation of the rules of the New Jersey State Interscholastic Athletic Association.

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.

NJSIAA General Information Constitution By-laws Rules and Regulations 2023-2024

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

Adopted:

Attachment: Policy #5570-Sportsmanship (11031 : First Reading of Multiple Policies & Regulations)



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Sportsmanship

First Reading: March 25, 2024

Second Reading: April 29, 2024

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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;

Attachment: Policy #5570-Sportsmanship (11031 : First Reading of Multiple Policies &amp; Regulations)



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4. 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);
5. Any school or athletic staff member who is publicly critical of a game official, opponents, and/or opposing coaches/players;
6. Other conduct judged by the Principal or designee to be unsportsmanlike in character; and
7. Any violation of the rules of the New Jersey State Interscholastic Athletic Association.

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.

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NJSIAA General Information Constitution By-laws Rules and Regulations 2023-2024

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

Adopted:

Attachment: Policy #5570-Sportsmanship (11031 : First Reading of Multiple Policies & Regulations)



# POLICY GUIDE

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Secret Societies

First Reading: March 25, 2024

Second Reading: April 29, 2024

## 5841 SECRET SOCIETIES

The Board of Education prohibits certain student organizations declared harmful as defined in N.J.S.A. 18A:42-5 and 18A:42-6.

No student organization 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) 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 Policy 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 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:

Attachment: Policy #5841-Secret Societies (11031 : First Reading of Multiple Policies & Regulations)



# POLICY GUIDE

## STUDENTS

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Equal Access of Student Organizations

First Reading: March 25, 2024

Second Reading: April 29, 2024

### 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 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 determined that:

1. The activity has been initiated by students;
2. Attendance at the meeting is voluntary;
3. The meeting is for a lawful purpose;
4. The meeting does not materially and substantially interfere with the orderly conduct of instructional activities in the school;
5. Nonschool persons do not direct, conduct, control, or regularly attend the activity; and
6. 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 Policy.



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## STUDENTS

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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). 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.

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 to attend a student-initiated meeting if the content of the speech at the meeting is contrary to their beliefs.

The 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:

Attachment: Policy #5842-Equal Access of Student Organizations (11031 : First Reading of Multiple Policies & Regulations)





# POLICY GUIDE

## PROPERTY

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### Vandalism

First Reading: March 25, 2024

Second Reading: April 29, 2024

## 7610 VANDALISM

The Board of Education believes 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.

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, be required to pay the school district monetary restitution in the amount of the pecuniary damage caused by the act of graffiti and to perform community service, which may include removing the graffiti from the property, in accordance with N.J.S.A. 2C:17-3.c. 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.

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) may have committed 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.



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Vandalism

N.J.S.A. 2C:33-10  
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:

Attachment: Policy #7610-Vandalism (11031 : First Reading of Multiple Policies & Regulations)



# POLICY GUIDE

## COMMUNITY

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Notification of Juvenile Offender Case Disposition

First Reading: March 25, 2024

Second Reading: April 29, 2024

### 9323 NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

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

The 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 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 the 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;
2. The juvenile was taken into custody as a result of information or evidence provided by school officials; or
3. The 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;



# POLICY GUIDE

## COMMUNITY

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### Notification of Juvenile Offender Case Disposition

- b. Involved the unlawful use or possession of a firearm or other weapon;
- c. Involved the unlawful manufacture, distribution, or possession with intent to distribute a controlled dangerous substance or controlled substance analog;
- d. Was committed by a juvenile who acted with a purpose to intimidate an individual or group of individuals because of race, color, religion, sexual orientation, or ethnicity; or
- e. Would be a crime of the first, second, or third degree.

Information provided to the Principal or designee pursuant to N.J.S.A. 2A:4A-60.d. shall be treated as confidential but may be made available to such members of the staff and faculty of the school as the Principal or designee deems appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to a 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.

Law enforcement or the prosecuting agency may provide the Principal or designee with information identifying one or more juvenile students who are under investigation or 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. shall be treated as confidential, but the 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 shall be maintained.



# POLICY GUIDE

COMMUNITY

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## Notification of Juvenile Offender Case Disposition

The Principal or designee who requests and/or receives information as specified in this Policy 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 rules and regulations concerning the creation, maintenance, and disclosure of student records regarding Principal or designee notification of juvenile offender case disposition and this Policy.

N.J.S.A. 2A:4A-60

N.J.S.A. 53:1-15; 53:1-20.6

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

Adopted:

Attachment: Policy #9323-Notification of Juvenile Offender Case Disposition (11031 : First Reading of Multiple Policies & Regulations)



# POLICY GUIDE

## PROGRAM

2423/page 1 of 4

Bilingual Education

First Reading: March 25, 2024

Second Reading: April 29, 2024

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## 2423 BILINGUAL 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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Adopted:



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First Reading: March 25, 2024

Second Reading: April 29, 2024

M

## R 2423 BILINGUAL 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](http://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.

Attachment: Regulation #R2423-Bilingual Education (11031 : First Reading of Multiple Policies & Regulations)



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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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## 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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# POLICY GUIDE

## PROGRAM

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Prevention and Treatment of Sports-Related

Concussions and Head Injuries

First Reading: March 25, 2024

Second Reading: April 29, 2024

M

### 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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### Prevention and Treatment of Sports-Related Concussions and Head Injuries

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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### Prevention and Treatment of Sports-Related Concussions and Head Injuries

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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Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

First Reading: March 25, 2024

Second Reading: April 29, 2024

M

### 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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### Prevention and Treatment of Sports-Related Concussions and Head Injuries

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.





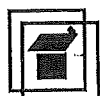
# REGULATION GUIDE

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### Prevention and Treatment of Sports-Related Concussions and Head Injuries

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.



# REGULATION GUIDE

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### Prevention and Treatment of Sports-Related Concussions and Head Injuries

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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Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

### 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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### Prevention and Treatment of Sports-Related Concussions and Head Injuries

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:



# REGULATION GUIDE

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R 7610/page 1 of 3  
Vandalism

First Reading: March 25, 2024  
Second Reading: April 29, 2024

## 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 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 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 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;

Attachment: Regulation #R7610-Vandalism (11032 : First Reading of New Regulation #R7610-Vandalism)



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Vandalism

- 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(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 when appropriate and in accordance with applicable laws.
- 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.
  - 2. A student who vandalizes school property will be held liable for any damages caused by the act of vandalism.
  - 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 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 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) with an itemized bill based on the estimated costs.
    - c. If, within thirty calendar days, the student's parent(s) has not paid the bill or made arrangements with the Principal or designee for the payment of the bill in periodic

Attachment: Regulation #R7610-Vandalism (11032 : First Reading of New Regulation #R7610-Vandalism)



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Vandalism

installments, the Superintendent shall inform the Board and may recommend 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. 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) may have committed 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.
5. 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.
6. 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, be required to pay the school district monetary restitution in the amount of the pecuniary damage caused by the act of graffiti and to perform community service, which may include removing the graffiti from the property, in accordance with N.J.S.A. 2C:17-3.c. 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.

Issued:

Attachment: Regulation #R7610-Vandalism (11032 : First Reading of New Regulation #R7610-Vandalism)





BERGENFIELD BOARD OF EDUCATION  
MAINTENANCE / CUSTODIAL  
AS OF FEBRUARY 2024

7.1.a

CUSTODIANS	Location	July	August	September	October	November	December	January	February	March	April	May	June	Total
AGUILO, GERMAN	BHS	322.30		224.40	468.80	322.30	224.40	307.65	629.95					2,519.80
AGUILO, GERMAN	BHS			530.99	319.95	245.07	823.71	544.60	353.99					2,818.31
AGUILO, GERMAN	BHS			707.96	347.18	217.84	1,049.36	585.45	830.52					3,737.33
CERON, FRANSUA	BHS				126.12	210.24	315.36	1,077.48	911.04					5,314.12
CIVIL, SHAQUILLE	HOOVER							243.12	136.76					379.88
DAVIS, RODGER	LINCOLN							829.20	912.12					2,280.30
DERISO, CHARLES	HOOVER							211.20	118.80					448.80
DERIVSI, DEZMEL	RWB							248.76	118.80					974.31
EBORA, MANUEL	RWB							165.84	165.84					629.60
EBORA, MANUEL	RWB							129.96	188.88					476.52
GARELLA, MARC	FRANKLIN													
GIL, ENMANUEL	BHS													
GOTTRY, TODD	LINCOLN													
HENRY, GERALD	WASHINGTON													
JACKSON, ANDREW	BHS	394.08		328.40	1,067.30	426.92	394.08	771.74	49.25					3,431.78
KOCHILL, DINO	BHS	1,323.75		741.30	317.70	688.35	529.50	511.65	741.30					5,383.25
LEAHY, KEVIN	JEFFERSON			265.49	462.91	381.22	762.44	353.99	762.44					2,986.49
LLACUNA, JOSE	BHS													388.69
LONG, GERARD	RWB													2,073.40
MALDONADO, RUBEN	BHS													
MESCHKE, DAVID	RWB													
MULE, ALBERT	LINCOLN	72.92		272.30	490.14	217.84	490.14	648.20	714.79					2,593.66
NERL, MICHAEL	BHS													234.40
PARK, DAVE	RWB													382.80
PENA-COLLADO, JOSE	WASHINGTON													582.38
PERQUINI, VIKTOR	FRANKLIN													2,377.00
REYES, SANDRA	BHS													462.00
SAUCYN, SCOTT	RWB													
VARGAS, JOHN	BHS	158.85												1,205.50
WHITNEY, MICHAEL	FRANKLIN	944.40												3,100.78
YNOCELLAS, GEORGE	JEFFERSON													324.88
ZANNE, EDWARD	RWB													
Cust Subtotal		\$3,216.30	\$2,440.04	\$3,692.54	\$5,686.18	\$3,675.43	\$6,897.03	\$10,546.44	\$9,487.68	\$0.00	\$0.00	\$0.00	\$0.00	\$45,801.64

MAINTENANCE														1,217.85
AMARA, CHRIS	MAINTENANCE			1,217.85										
EDWARDS, DAN	MAINTENANCE			1,043.10	1,529.88	1,182.18	417.24	1,008.33	1,216.95					6,397.68
LYNCH, PAT	MAINTENANCE			399.20	347.45			580.40	128.09					746.65
O'BRIEN, DANIEL	MAINTENANCE				105.08			700.80	157.68					791.57
READIE, SCOTT	MAINTENANCE			473.04	481.80			695.40	156.47					1,813.32
STOPANO, TJ	MAINTENANCE				347.70			633.49						1,356.04
TERPUSA, CHRISTOPHER	MAINTENANCE			156.47	306.53	1,182.18	417.24	3,598.42	1,657.19					940.02
VALENTE, JOSEPH	MAINTENANCE													13,263.13
Maint Subtotal			156.47	3,133.19	3,118.44									
23-24 TOTALS		\$3,216.30	\$2,440.04	\$6,785.73	\$9,004.62	\$4,857.61	\$7,314.27	\$14,144.86	\$11,144.87	\$0.00	\$0.00	\$0.00	\$0.00	\$59,064.77
22-23 TOTALS		\$3,517.91	\$5,804.41	\$5,994.62	\$8,225.07	\$3,370.49	\$9,611.65	\$7,368.08	\$7,462.37	\$0.00	\$0.00	\$0.00	\$0.00	\$51,344.60
% CHANGE OVER PRIOR YEAR		-8.57%	-57.96%	13.20%	9.48%	44.12%	-23.90%	91.97%	49.55%					15.04%
21-22 TOTALS		\$630.92	\$648.12	\$6,028.13	\$4,089.39	\$6,977.57	\$5,658.21	\$15,428.22	\$7,641.80	\$0.00	\$0.00	\$0.00	\$0.00	\$47,102.26
20-21 TOTALS		\$731.41	\$0.00	\$0.00	\$1,548.38	\$1,880.09	\$1,514.13	\$969.98	\$13,337.25	\$0.00	\$0.00	\$0.00	\$0.00	\$19,981.24
19-20 TOTALS		\$2,702.94	\$1,957.86	\$1,718.61	\$5,822.86	\$5,984.48	\$7,259.97	\$14,536.09	\$7,287.00	\$0.00	\$0.00	\$0.00	\$0.00	\$47,169.81

JoAnn Khoury-Frias  
School Business Administrator / Board Secretary

Date 3/8/24