

**KINNELON BOARD OF EDUCATION  
REGULAR MEETING  
KINNELON HIGH SCHOOL AUDITORIUM  
7:00 P.M.  
AUGUST 22, 2023**

**MINUTES**

The Regular Meeting of the Kinnelon Board of Education was held on Tuesday, August 22, 2023 at 7:00 P.M. in the Kinnelon High School Auditorium.

**I. OPENING OF THE MEETING BY THE PRESIDENT**

Mrs. Jean Donaldson, Board President, called the meeting to order at 7:00 pm and read the Meeting Notice.

The New Jersey Open Public Meetings Law was enacted to ensure the right of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interest is discussed or acted upon. In accordance with the provision of the act, the Kinnelon Board of Education has caused notice of this meeting to be published in the Suburban Trends on January 22, 2023, posted in the Kinnelon Public Library, filed with the Borough Clerk and posted on the District web site.

**II. ROLL CALL**

PRESENT	Mrs. Jean Donaldson, Board President Mr. Michael Petruccelli, Vice President Mr. Jonathan Eisenmenger Mrs. Dana Leonard Mr. Carl Myers Mrs. Kelly Parrella Mrs. Jennifer Portman
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ABSENT	None
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ALSO PRESENT	Kerry A. Keane, Business Administrator/Board Secretary David C. Mango, Superintendent
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**III. CLOSED SESSION AS NEEDED**

**IV. PLEDGE OF ALLEGIANCE**

**V. ROUTINE MATTERS**

A. Approval of Minutes

1. *July 25, 2023 Regular Meeting Minutes*

**MOTION BY MR. PETRUCCELLI, SECONDED BY MR. EISENMENGER TO APPROVE THE MINUTES AS PRESENTED. MOTION CARRIED BY ROLL CALL VOTE WITH ALL PRESENT VOTING IN FAVOR.**

**VI. STUDENT REPRESENTATIVE**

**VII. SUPERINTENDENT'S UPDATE**

1. District Update
2. 23-24 Security Initiatives, Vincent Shivas
3. Response to Intervention(RTI) Overview, Lauren Thomas

**VIII. COMMITTEE REPORTS**

A. Finance, Facilities and Security  
(Mrs. Donaldson, Chair)

- Met on August 16<sup>th</sup> and spoke about the High School Athletic facility updates, Security updates, financial updates, the Shared Service Agreement with the town, Wifi updates and the new phone system, Ring Central.

B. Personnel and Negotiations  
(Mr. Petruccelli, Chair)

- Met on August 15<sup>th</sup> and spoke about the new Social Studies Teacher, Board of Education Goals, Paraprofessional list and the new job description for the Part Time Nurse.

C. Education and Student Activities  
(Mrs. Parrella, Chair)

- Met on August 16<sup>th</sup> and spoke about the Pearl R. Miller speaker for the year, Robotics Team, the Freshman Girls Volleyball Team and the Chromebook lease.

D. Policy  
(Mr. Eisenmenger, Chair)

- Met on August 15<sup>th</sup> and spoke about the Comprehensive Equity Plan, literature sent home to students, student IDs and policy changes for sick leave.

E. Delegates

1. New Jersey School Boards Association  
(Mr. Petruccelli)

- o A virtual Labor Summit will take place on September 28<sup>th</sup> and the NJSBA workshop is coming up in October.

2. Morris County School Boards Association  
(Mrs. Leonard)
  - o Meeting will take place in early October.
3. Legislative Representative  
(Mr. Eisenmenger)
4. Morris County Educational Services Commission  
(Mrs. Parrella)
- F. Community Relations and KEA Liaison  
(Mr. Petruccelli - Chair)
  - Meet on August 21<sup>st</sup> and Mayor Freda spoke about K-Fest, the new Town Manager, a 5K run that is coming up in October and other fundraisers going on in town.
- G. K-Cares  
(Mrs. Portman)
- H. Kinnelon Education Foundation  
(Mr. Myers)

IX. PETITIONS AND HEARINGS OF CITIZENS – AGENDA ITEMS - None

X. AGENDA ITEMS

A. FINANCE, FACILITIES AND SECURITY COMMITTEE

(Mrs. Donaldson - Chair, Mr. Eisenmenger, Mr. Myers)

Agenda Items #1 through #12 represents the Finance, Facilities and Security Committee's recommendations. They were voted upon as a group.

1. Be it resolved, that the Kinnelon Board of Education approve the **Treasurer's Report** for the month of July 2023.
2. Be it resolved, that the Kinnelon Board of Education approve the **Secretary's Report** for the month of July 2023.
3. Be it resolved, that the Kinnelon Board of Education approves the **Budget Transfers** for the month of July 2023.
4. **Secretary's Certification of Budgetary Line Items**

Pursuant to N.J.S.A. 18A 17-9, I certify that as of August 22, 2023, no line item account has encumbrances and expenditures, which in total exceed the line item appropriation in violation of said statute.

5. **Board's Certification of Budgetary Line Items**

Pursuant to N.J.S.A. 18A 17-9, the Board of Education certifies that after review of the board secretary's monthly financial reports, in the minutes of the board each month, no major account or fund has been over-expended in violation of said statute.

6. **Bill List**

- a. Be it resolved, that the Kinnelon Board of Education approve the Bill List-File Reference 23/24 - 1B.

Total Disbursements paid by Computer Check #52545 \$3,655.05

Total Disbursements paid by EFT #999906  
thru #999910 \$631,336.29

**Agency Account (Fund 91)**

Total Disbursements paid by Check #911947 thru #911951,  
Check #91195, Check #913170 and #9115952 \$131,232.97

Total Disbursements for July 31, 2023 \$766,224.31

- b. Be it resolved, that the Kinnelon Board of Education approve the Bill List-File Reference 23/24 -2.

Total Disbursements paid by Computer Check #52546  
thru Check #52691 \$1,642,943.03

Total Disbursements paid by Hand Check #70081523 and  
#70083023 \$5,808.30

Total Disbursements paid by EFT #999911  
thru #999915 \$357,150.44

Total Disbursements for August 22, 2023 \$2,005,901.77

\*Check #52507 voided

- c. Be it resolved, that the Kinnelon Board of Education approve the Bill List-File Reference 23/24 - 2.

**Student Activity Account (Fund 95)**

Total Disbursements paid by Check #95082223  
Covers actual Ck#10812 thru Ck#10847 and  
Ck# 08012023 thru #08022023 \$31,566.44

**Cafeteria Account (Fund 60)**

Total Disbursements paid by Check  
# thru # \$ 0.00

**Agency Account (Fund 91)**

Total Disbursements paid by Check #911954  
thru #911965 \$141,553.38

7. Be it resolved, that the Kinnelon Board of Education, upon the recommendation of the Superintendent in accordance with Policies #3440, "Teaching Staff Job Expenses" and #4440, "Support Staff Job Expenses", approves **reimbursement** to the following staff members for out-of-district workshop/conferences, travel, and related expenses not to exceed the amounts as listed on **Finance, Facilities and Security Attachment A**.
8. Be it resolved, that the Kinnelon Board of Education accepts the **August 2023 Emergency Drill Report**, as per **Finance, Facilities and Security Attachment B**.
9. The Kinnelon Board of Education, upon recommendation of the Superintendent, approves the **donation** of a **sensory hammock** for use in the MD class at Stonybrook School from the Duncan Family.
10. Be it resolved, that the Kinnelon Board of Education approve the **Special Education Multiple Disabled Class Age Waiver Application** for the 2023-2024 School Year.
11. Be it resolved, that the Kinnelon Board of Education approve **New Pathway Counseling** for in-district Adolescent Partial Hospitalization Program and Educational Component Proposal at a rate of \$650.00 per week for the 2023-2024 school year.
12. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the appointment of the following **Substitute Training Companies**, at a rate of \$75 per hour as needed, for the 2023-2024 school year.

JAG and Sports Training Physical Therapy  
Sports Care 1  
SD Gameday

**MOTION BY MR. PETRUCCELLI, SECONDED BY MR. EISENMENGER TO APPROVE ITEMS #1 THROUGH #12 AS PRESENTED. MOTION CARRIED BY ROLL CALL VOTE WITH ALL PRESENT VOTING IN FAVOR.**

**B. PERSONNEL AND NEGOTIATIONS COMMITTEE**

(Mr. Petruccelli - Chair, Mrs. Donaldson, Mrs. Portman)

Agenda Items #1 through #13 represents the Personnel and Negotiations Committee's recommendations. They were voted upon as a group.

**RESIGNATIONS/RETIREMENTS/LEAVE OF ABSENCE/REDUCTION IN FORCE**

1. The Kinnelon Board of Education, upon recommendation of the Superintendent, approves the following for the staff members as indicated below:

**REGULAR MEETING MINUTES  
AUGUST 22, 2023**

	School	First Name	Last Name	Position	Type of Leave	Effective Date	Start date	End Date
1	District	Lisa	Dunn	Social Worker	Resignation	on or about 9/22/23		
2	KHS	Kara	Parham	LDTC	FMLA Unpaid LOA		9/5/23	11/24/23
3	KHS	Heather	Pollak	Social Studies Teacher	Resignation	on or about 9/29/23		
4	Kiel	Rachael	Parent	Special Education	Paid LOA (revised)		9/5/23	10/11/23
5	Kiel	Rachael	Parent	Special Education	FMLA Unpaid LOA (revised)		10/12/23	1/5/24
6	KHS	Benjamin	Eaton	Computer Science	FMLA Unpaid LOA		on or about 11/9/23	12/22/23
7	KHS	Eric	Pedersen	Industrial Arts	Resignation	8/14/23		
8	KHS	Celina	Carpentiere	Sec/Cleri 10 Month	Resignation	on or about 9/8/23		

## APPOINTMENTS

2. The Kinnelon Board of Education, upon recommendation of the Superintendent, approves the **appointments** of the following staff members as indicated below for the **2023-2024 school year**. This action is also pending successful completion of all required criminal background checks and approval by the New Jersey Department of Education:

	School	First Name	Last Name	Position	Degree/ Step	Total Salary	Start date	End Date
1	Kiel	Kathryn	Talbot	Leave Replacement Special Ed Teacher	M.A.+60 Step 1	\$80,772 (prorated)	8/30/23	1/5/24
2	Kiel	Meghan	Murphy	First Grade Teacher	B.A.+15 *(revision)	\$62,772	8/30/23	6/30/24
*(revision was pending transcript approval)								

**REGULAR MEETING MINUTES  
AUGUST 22, 2023**

	<b>School</b>	<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>Degree/ Step</b>	<b>Total Salary</b>	<b>Start date</b>	<b>End Date</b>
3	KHS	Anthony	Colabella	Social Studies Teacher	M.A. Step 1	\$68,272 (prorated)	on or about 10/23/23	6/30/24
4	KHS	Alaina	Cinquemani	Social Worker	M.A. Step 1	\$68,272 (prorated)	on or about 10/23/23	6/30/24
5	PRM	Danielle	Giunta	Math Leave Replacement	69.6% FTE of BA Step 1	\$42,297 (prorated)	8/30/23	11/24/23
6	PRM	Danielle	Giunta	Mathematics Teacher	53% FTE of BA Step 1	\$32,209 (prorated)	11/27/23 <b>(revised)</b>	6/30/24
7	District	Susan	Lee	Part Time Nurse		rescind contract	Effective 6/30/23	
8	PRM	Employee #4056		Custodian		rescind contract	Effective 8/22/23	
9	SB	Kimberly	Epstein	Lunch Aide		rescind contract	Effective 6/30/23	
10	SB	Jaclin	Acanfrio	Paraprofessional		rescind contract	Effective 6/30/23	
11	SB	Meredith	Lutz	Special Ed Leave Replacement	67% FTE of BA Step 1	\$40,717 (prorated)	8/30/23	6/30/24
12	KHS	Jaclin	Acanfrio	Sec/Cleri 10 Month	Step 1 \$50,660	\$50,660 plus \$500 in longevity	on or about 8/30/23	6/30/24

3. The Kinnelon Board of Education, upon recommendation of the Superintendent, approves the **involuntary transfer** of the following staff members as indicated below for the **2023-2024 school year**.

Stacey Kleinert, School Psychologist to Stonybrook School  
Lori Foster, School Psychologist to Pearl R. Miller Middle School  
Stephanie Cioppa, School Psychologist to Kinnelon High School

4. The Kinnelon Board of Education, upon recommendation of the Superintendent, approves the revised **Paraprofessionals** for the 2023-2024 school year as per **Personnel and Negotiations Attachment A**.

### ADDITIONAL ASSIGNMENTS

5. The Kinnelon Board of Education, upon recommendation of the Superintendent, **approves payment** to the following staff members as indicated below for the 2023-2024 school year:

	School	First Name	Last Name	Position/Event	Max Hours	Stipend/ per hour Rate	Start Date	End Date
1	Kiel	John	Mannion	Kindergarten Open House	1.5 Hours	\$25.90	August 23, 2023	
2	Kiel	Lauren	Butkovich	Kindergarten Open House	1.5 Hours	\$25.90	August 23, 2023	
3	Kiel	Lisa	Galeazzi	Kindergarten Open House	1.5 Hours	\$23.67	August 23, 2023	
4	Kiel	Nancy	Hatke	District Nurse Coordinator		\$3,715 \$3,175	2023-2024 school year	
5	PRM	Ben	Contella	Classic Corps Facilitator		\$2,663	2023-2024 school year	
6	PRM	Jennifer	Barnes-Rizzo	6th Grade Facilitator		\$2,663	2023-2024 school year	
7	PRM	Matthew	Goff	7th Grade Facilitator		\$2,663	2023-2024 school year	
8	PRM	Laura	Fabsik	8th Grade Facilitator		\$2,663	2023-2024 school year	
9	PRM	Ben	Contella	Door Duty/ A.M Supervision		\$900	2023-2024 school year	
10	PRM	Melissa	Eckert	Door Duty/ A.M Supervision		\$900	2023-2024 school year	
11	District	Wendy	Kane	Transition Coordinator			on or about 9/22/23	6/30/24
12	KHS	Monica	Gormley	District McKinney-Vento/ Homeless Liaison			on or about 9/22/23	6/30/24
13	PRM	Jose	Ortiz	Head Custodian		Prorated \$3,189	9/1/23	6/30/24



6. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves payment to the following staff members for a **combined class block** at a stipend of \$2,000 per block, for the 2023-2024 school year as per *Personnel and Negotiations Attachment B*.
7. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves payment of the following staff members for a **6<sup>th</sup> Period class** at a stipend of \$1,250 per quarter for the 2023-2024 school year as per *Personnel and Negotiations Attachment C*.

#### **COACHES/CO-CURRICULAR/SUBSTITUTES/CLINICAL INTERNS/HOME INSTRUCTORS**

8. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the 2023-2024 **Pearl R. Miller Middle School Co-Curricular** list on *Personnel and Negotiations Attachment D*.
9. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the **"Revised" Fall Coaches & Volunteers** for the 2023-2024 school year as per *Personnel & Negotiations Attachment E*. This action is pending a successful completion of all required criminal background checks and approval by the New Jersey Department of Education.
10. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the appointment of the following **Substitutes** for the **2023-2024** school year. This action is pending successful completion of all required criminal background checks and approval by the New Jersey Department of Education.

	First Name	Last Name	Position	Hourly Rate
1	Michele	Bordonaro	Substitute Secretary	\$31.66 Revised

11. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the appointment of the following **Clinical Interns** for the **2023-2024** school year as per *Personnel & Negotiations Attachment F*. This action is pending successful completion of all required criminal background checks and approval by the New Jersey Department of Education.
12. The Kinnelon Board of Education, upon recommendation of the Superintendent, approves the **Part Time School Nurse Job Description** as per *Personnel and Negotiations Attachment G*.

13. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the appointment of the following **Substitutes** for the **2023-2024** school year as per **Personnel and Negotiations Attachment H**. This action is pending successful completion of all required criminal background checks and approval by the New Jersey Department of Education.

**Substitute List**

**Substitute Nurses**

**MOTION BY MR. PETRUCCELLI, SECONDED BY MRS. PORTMAN TO APPROVE ITEMS #1 THROUGH #13 AS PRESENTED. MOTION CARRIED BY ROLL CALL VOTE WITH ALL PRESENT VOTING IN FAVOR.**

**C. EDUCATION AND STUDENT ACTIVITIES COMMITTEE**

(Mrs. Parrella - Chair, Mrs. Donaldson, Mrs. Leonard)

Agenda Items #1 through #10 represents the Education and Student Activities Committee's recommendations. They were voted upon as a group.

1. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the **Out-of-District Placements** including tuition and additional related services for the 2023-2024 school year as listed on **Education and Student Activities Attachment A**.
2. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the **School Improvement Panel members (ScIP)** for the 2023-2024 school year as listed:

<b>Kiel School</b>	<b>Stonybrook</b>	<b>Pearl R. Miller</b>	<b>Kinnelon High School</b>
Jennifer Oluwole	Dawn Uttel	Mark Mongon	Gary Suda
Lauren Thomas	Lauren Thomas	Michael Buesser	Matt Arroyo
Amanda Alfano	Maddie Travaille	Lauren Thomas	Lauren Thomas
Jamie Gabriele	Lori Bruce	Cassandra Brown	Wendy Bruffy
Joan Molee	Dena Dilenno	Laura Fabsik	Aileen Florio
Terry Lewis	Dave Nash	Matthew Goff	Marlene Goudreau
	Kelly O'Connor	Karen Jeczco	Vincent Passariello
	Charlene Scully	Jacqueline Tartaglia	Skylar Andrascik
	Samantha Lenihan	Faith Vanderzee	Heather Becker

3. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the **Affirmative Action Team** for the **2023-2024** school year as listed below:

Name	Title	Grade Level
David C. Mango	Superintendent	District
Vincent Shivas	Supervisor of Special Projects	District
Danica Davidman	Supervisor of Student Services, K-12	District
Amanda Trombetta	Math Supervisor	District
Dawn Uttel	Principal	3-5

4. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the revised **Curriculum** as listed on **Education and Student Activities Attachment B**.
5. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the following staff members for the **2023-2024 Threat Assessment Teams** as per **Education and Student Activities Attachment C**.
6. The Kinnelon Board of Education, upon recommendation of the Superintendent, approves the **District Professional Development Plan** for the **2023-2024** school year as per **Education and Student Activities Attachment D**.
7. The Kinnelon Board of Education, upon recommendation of the Superintendent, approves the **"Revised" Comprehensive Equity Plan** for the **2023-2024** school year as per **Education and Student Activities Attachment E**.
8. The Kinnelon Board of Education, upon recommendation of the Superintendent, approves the **QSAC Team** below for the **2023-2024** school year.

David Mango	Lauren Thomas	Vincent Shivas	Danica Davidman
Amanda Trombetta	Kerry Keane	Mark Mongon	Jean Donaldson
Tina Sutphen	Ryan Stroud	Anna Bumenstyk	Tina LaTorre
Lauren Haggart			

9. The Kinnelon Board of Education, upon recommendation of the Superintendent, approves the **School Safety Climate Teams** for the **2023-2024** school year as per **Education and Student Activities Attachment F**.

10. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the following **Field Trips** for the 2023-2024 school year:

School	Event	Dates	Location
KHS	Boys Soccer Team	9/27/23	Montclair State University
KHS	NJASC Fall Conference	10/10/23	The College of NJ, Ewing

**MOTION BY MR. PETRUCCELLI, SECONDED BY MR. MYERS TO APPROVE ITEMS #1 THROUGH #10 AS PRESENTED. MOTION CARRIED BY ROLL CALL VOTE WITH ALL PRESENT VOTING IN FAVOR.**

**D. POLICY COMMITTEE**

(Chair - Mr. Eisenmenger, Mrs. Leonard, Mr. Myers)

Agenda Items #1 through #3 represents the Policy Committee's recommendation. They were voted upon as a group.

1. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the **first reading** of the following policies and Regulations:

**Policy**

P 5517

*School District Issued Student Identification Cards*

2. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the **second reading and adoption** of the following policy:

**Policy**

P 9712

*Literature Sent Home with Pupils (Revised)*

3. Move the Board of Education suspend Bylaw 0131 and adopt **new Policy 1642.01 and new Regulation 1642.01** and **revised Policy 2419 and new Regulation 2419** with one reading based on recently approved sick leave legislation that is effective immediately and recent New Jersey Department of Education guidance provided to school districts that is effective September 1, 2023.

**Policies:**

P 2419

*School Threat Assessment Teams (M) (Revised)*

P 1642.01

*Sick Leave (New)*

**Regulations:**

R 2419

*School Threat Assessment Teams (New)*

R 1642.01

*Sick Leave (Revised)*

**MOTION BY MR. PETRUCCELLI, SECONDED BY MRS. PARRELLA TO APPROVE ITEMS #1 THROUGH #3 AS PRESENTED. MOTION CARRIED BY ROLL CALL VOTE WITH ALL PRESENT VOTING IN FAVOR.**

**E. COMMITTEE OF THE WHOLE**

1. The Kinnelon Board of Education, upon the recommendation of the Superintendent, approves the *Board of Education and District Goals* for the 2023-2024 school year as per **Committee of the Whole Attachment A**.

**MOTION BY MRS. PORTMAN, SECONDED BY MRS. PARRELLA TO APPROVE ITEM #1 AS PRESENTED. MOTION CARRIED BY ROLL CALL VOTE WITH ALL PRESENT VOTING IN FAVOR.**

**XI. UNFINISHED BUSINESS - None**

**XII. NEW BUSINESS - None**

**XIII. CORRESPONDENCE - None**

**XIV. PETITIONS AND HEARINGS OF CITIZENS – NON-AGENDA ITEMS**

**XV. BOARD MEMBER COMMENTS**

Mrs. Parrella – Condolences to the Family of Kevin Corter. Very busy getting ready for the new school year.

Mr. Eisenmenger – Thank you to all the staff that has worked all summer.

Mrs. Portman – Thanks for changing the lightbulbs!

Mrs. Leonard – Best wishes for a new school year!

Mr. Myers – Amazed at how much has been done over the summer.

Mr. Petruccelli – Condolences to the Corter Family. Great meeting this past week.

Mrs. Donaldson – Condolences to the Corter Family and excited for a new school year!

Mr. Mango – Thank you to the Admin Team, Central Office Staff and the Custodians and Maintenance staff for all their hard work this summer.

**XVI. ADJOURNMENT**

**MOTION BY MR. EISENMENGER SECONDED BY MRS. PARRELLA TO ADJOURN THE MEETING AT 8:00 P.M. MOTION CARRIED BY VOICE VOTE WITH ALL PRESENT VOTING IN FAVOR.**

**MEETING ADJOURNED.**

Respectfully Submitted,

Kerry A. Keane  
Board Secretary

REIMBURSEMENT OF EXPENSES AUGUST 22, 2023 BOARD MEETING

LOC	LAST	FIRST	WORKSHOP	WORK SHOP DATE	REGIS.	LODG.	MEALS	MILEAGE	TRAVEL/ AIR/RAIL	PARKING TOLLS/ OTHER	MAXIMUM TOTAL
1	KIEL	Poulias	New Jersey School Board Conference 2023	10/23/23-10/26/23	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2											\$ -
3											\$ -
4											\$ -
5											\$ -

Security Drills				
August 2023				
Drill Type	Kiel School	Stonybrook School	Pearl R. Miller Middle School	Kinnelon High School
Fire Drill	Not in Session	8/4/23	Not in Session	Not in Session
Security Drill				
Active Shooter Drill				
Full Lockdown				
Bomb Threat				
Evacuation Drill				
Shelter in Place		8/1/23		

**Personnel & Negotiations Attachment A**

<b>2023-2024 Paraprofessional Staff</b>							
<b>Kiel School - 9:10am - 3:50pm</b>							
<b>Name</b>	<b>FT/PT</b>	<b>Hours</b>	<b>Sub Cert</b>	<b>Rate per/Hr</b>	<b>Longevity</b>	<b>1 to 1</b>	<b>Shared</b>
Margaret Maher	FT	6.66	\$750	\$25.90	\$500	PSD Aide	
Jill Bobinski	PT	4	\$750	\$25.90	\$500	PSD Aide	
Lynn C. Smith	PT	3	\$750	\$25.90	\$500	PSD Aide	
Elizabeth Ankner	PT	3.83	\$750	\$22.78		1:1 Aide	
Anna Kunz-Gorska	FT	6.66	\$750	\$23.22		1:1 Aide	
Hayam Ragaie	FT	6.66	\$750	\$23.67		1:1 Aide	
Courtney Tassilo	FT	6.66	\$750	\$24.13		1:1 Aide	
Brenda Cicenla	FT	6.66		\$25.01		1:1 Aide	
Joyce Brensinger	FT	6.66		\$25.90	\$1,650	1:1 Aide	
Mary Law	FT	6.66	\$750	\$25.90	\$500	1:1 Aide	
Ewa Bressler	FT	6.66	\$750	\$23.67			Shared Aide
Lauren Butkovich	FT	6.66	\$750	\$25.90	\$500		Shared Aide
Julie Calabro	FT	6.66	\$750	\$25.90	\$825		Shared Aide
Kathy Doyle	FT	6.66		\$25.90	\$1,100		Shared Aide
<b>*Helena Rymarz</b>	<b>FT</b>	<b>6.66</b>		<b>\$23.22</b>			<b>Shared Aide</b>
Toni Puzio	FT	6.66	\$750	\$25.01			Shared Aide
Kimberly Klein	FT	6.66	\$750	\$22.78		1:1 Aide	
<b>Stonybrook School - 9:05am - 3:40pm</b>							
<b>Name</b>	<b>FT/PT</b>	<b>Hours</b>	<b>Sub Cert</b>	<b>Rate per/Hr</b>	<b>Longevity</b>	<b>1 to 1</b>	<b>Shared</b>
John Mannion	FT	6.66	\$750	\$25.90			TBD
Natalia Babets	FT	6.66		\$22.78			TBD
Cheryl Law	FT	6.66		\$24.13			TBD
Marissa VanVlaanderen	FT	6.66	\$750	\$25.90	\$1,375		TBD
Kim Schmidt	FT	6.66		\$23.22			TBD
Heather Cornett	FT	6.66	\$750	\$23.22			TBD
Mercedes Rosato	FT	6.66		\$25.01			TBD
Robyn Capers	FT	6.66		\$23.67			TBD
Daisy Gomez	FT	6.66	\$750	\$23.67			TBD
Lisa Galeazzi	FT	6.66		\$23.67			TBD
Heather Dempsey	FT	6.66	\$750	\$25.01			TBD
Patricia Uffer	FT	6.66		\$22.78			TBD
Christa LaTorre	FT	6.66	\$750	\$22.78			TBD
TBD		6.66					TBD
<b>Pearl R. Miller Middle School - 8:10am-3:05pm</b>							
<b>Name</b>	<b>FT/PT</b>	<b>Hours</b>	<b>Sub Cert</b>	<b>Rate per/Hr</b>	<b>Longevity</b>	<b>1 to 1</b>	<b>Shared</b>
David Jones	FT	6.83	\$750	\$25.90	\$1,100		TBD
Denise Lagattuta	FT	6.83		\$25.90	\$1,375		TBD
Nicole Rizzo	FT	6.83	\$750	\$25.90	\$500		TBD
Donna Sisco	FT	6.83	\$750	\$25.90	\$1,375		TBD
<b>*Susan Haggerly</b>	<b>FT</b>	<b>6.83</b>	<b>\$750</b>	<b>\$25.90</b>	<b>\$1,925</b>		<b>TBD</b>
<b>*Ann Shapley</b>	<b>FT</b>	<b>6.83</b>	<b>\$750</b>	<b>\$25.90</b>	<b>\$500</b>		<b>TBD</b>
TBD		6.83					TBD



Kinnelon High School - 7:25am-2:35pm							
Name	FT/PT	Hours	Sub Cert	Rate per/Hr	Longevity	1 to 1	Shared
Emily Chiommino	FT	7.17	\$750	\$25.90	\$1,375	1:1 Aide	
Michelle Clark	FT	7.17		\$25.90		1:1 Aide	
Jill Cook	FT	7.17		\$25.90	\$500	1:1 Aide	
Lori Joyce	FT	7.17	\$750	\$25.90	\$825	1:1 Aide	
Angela Manton	FT	7.17		\$23.22		1:1 Aide	
<b>*David Nunez</b>	<b>FT</b>	<b>7.17</b>		<b>\$23.22</b>		<b>1:1 Aide</b>	
Patricia Pagella	FT	7		\$25.90	\$825	1:1 Aide	
Jen Poehlman	FT	7.17	\$750	\$25.90	\$500	1:1 Aide	
Elaine Siegel	FT	7.17	\$750	\$25.90	\$500	1:1 Aide	
Jen Tempio	FT	7.17		\$25.90	\$825	1:1 Aide	

\* Revisions/Additions

Kinnelon High School		
Combined Block Classes		
2023-2024		
Staff	Course	Stipend
Sophie Adams	French 3 CP/French 3 H, Block A	\$2,000
Jacqueline Castro	Art Major I and AP Studio Art, Block F	\$2,000
Alana Van Der Sluys	Journalism 3 Honors & Journalism 4 Honors, Block F	\$2,000

Kinnelon High School 6th Period Classes 2023-2024			
Staff	Course	Block	Stipend
Heather Becker	Biology CP/Lab (Block A)	16 teaching blocks in a 4 day rotation for 4 Quarters	\$1,677
Casey deWaal	Advanced Digital Communications 2 Honors	4 quarters	\$5,000
Danielle Elia	Psychology Honors (Block G)	2 quarters (3rd and 4th)	\$2,500
Maria Fiuza	Spanish 2 CP (Block G)	4 quarters	\$5,000
Nicholas Gebhardt	Chemistry CP/Lab (Block A)	4 quarters	\$5,000
Cathy Gilligan	Intro to Business Accounting (Block F)	4 quarters	\$5,000
Hope Kowalski	AOPA: Pilot & UAS Pathways (Block B)	16 teaching blocks in a 4 day rotation for 4 Quarters	\$1,677
Brian McDonald	Intro to Technology (Block D)	4 quarters	\$5,000
Thomas Mott	Spanish 1 CP (Block G)	4 quarters	\$5,000

<b>2023-2024 PRM Co-Curricular Activities</b>		
<b>Activity</b>	<b>Advisor</b>	<b>Stipend</b>
Advanced Musicians (A.M.) Band	Brian Scanlon	\$1,984
AV/Computer Coordinator (split in 3)	Shelley Battaglia	\$1,510
AV/Computer Coordinator (split in 3)	Laura Fabsik	\$1,510
AV/Computer Coordinator (split in 3)	Matthew Goff	\$1,510
Computer Club Advisor	Matthew Huppert	\$2,760
Content Math Lab AM Advisor	Tina Sutphen	\$1,834
Content Math Lab PM Advisor	Mary Ransegnola	\$1,834
Content Lab/Reading + Writing Advisor	Christina Keesser	\$1,834
Grade 6 Advisor	Melissa Eckert	\$1,675
Grade 7 Advisor	Meghan Hanson	\$1,976
Grade 8 Advisor (split)	Joan Bracken	\$1,342
Grade 8 Advisor (split)	Tina Sutphen	\$1,342
Honor Band Advisor	Brian Scanlon	\$573
Honor Band Advisor	Bonnie Hendricks	\$573
Instrumental Concerts (Winter/Spring) Advisor (2)	Bonnie Hendricks	\$2,120
Instrumental Concerts (Winter/Spring) Advisor (2)	Brian Scanlon	\$2,120
Jazz Rock Ensemble Advisor	Brian Scanlon	\$1,984
National Junior Honor Society	Mimi Naso	\$2,185
Peer Counselor (split)	Tara McClain	\$1,295
Peer Counselor (split)	Jolene Strunz	\$1,295
Phil/Gettysburg, 8th Grade Trip Co-Director (split)	Matthew Goff	\$1,196
Phil/Gettysburg, 8th Grade Trip Co-Director (split)	Brian Scanlon	\$1,196
Phil/Gettysburg Trip Nurse	TBD	\$1,005
Phil/Gettysburg 8th Grade Trip Chaperone (17)	TBD	\$853
PM Choir (formerly "STAR Choir")	Charles Linnell	\$1,984
PRM Play Director	TBD	\$2,577
PRM Play Assistant Director	Cristina Keesser	\$1,145
Robotics Club Advisor	Mimi Naso	\$1,984
Social Outreach Club	Carolyn Medler	\$1,159
Social Outreach Club	TBD	\$1,159
Student Council (2)	Michelle Cromwell	\$1,961
Student Council (2)	Karen Jeczo	\$1,961
Talent Show	Christina Keesser	\$2,051
TREP\$	Deborah Ball	\$1,421
Vocal Music Concerts (Winter/Spring)	Charles Linnell	\$2,264
Yearbook	Audrey Davie	\$2,583

<b>2023-24 KHS &amp; PRM Fall Coaches &amp; Volunteers</b>					
<b>School</b>	<b>Sport</b>	<b>Last</b>	<b>First</b>	<b>Step</b>	<b>Stipend</b>
KHS	Cheerleader Head Varsity	Haussman	Alyssa	3	\$4,338
KHS	Cheerleader Head JV	Andrascik	Skylar	1	\$3,318
KHS	Cross Country Head Varsity	Chewgwidden	Laura	3	\$8,158
KHS	Cross Country Assistant Varsity & JV	Ransegnola	Mary	2	\$5,187
KHS	Cross Country Assistant Varsity & JV	Hall	Griffin		Volunteer
KHS	Football Head Varsity	Grande	Dustin	2	\$11,136
KHS	Football Assistant Varsity/JV	Grande	Jake	2	\$7,195
KHS	Football Assistant Varsity/JV	Marcus	Roger	2	\$7,195
KHS	Football Assistant Varsity/JV	Colabella	Anthony	3	\$7,355
KHS	Football Assistant Varsity/JV	Wilson	Tim	1	\$7,035
KHS	Football Assistant Varsity/JV	Smith	Craig		Volunteer
KHS	Football Assistant Varsity/JV	Rymarz	Stanley		Volunteer
KHS	Football Assistant Varsity/JV	Nelson	Seamus		Volunteer
KHS	Football Assistant Varsity/JV	Robbins	Sean		Volunteer
KHS	Football Assistant Varsity/JV	Duffy	Quinn		Volunteer
KHS	Soccer Varsity Boys	Hughes	Kyle	1	\$9,169
KHS	Soccer Assistant Boys Varsity	Osterman	Thomas	1	\$6,928
KHS	Soccer Assistant Boys' JV	Thomas	Jabez	1	\$6,928
KHS	Soccer Varsity Girls	Fuchs	Michael	3	\$9,561
KHS	Soccer Assistant Girls' Varsity	Kelley	Jessica	3	\$7,282
<b>KHS</b>	<b>Soccer Assistant Girls' JV *</b>	<b>Hall *</b>	<b>Griffin *</b>	<b>1</b>	<b>\$6,928</b>
KHS	Tennis Head Girls' Varsity	Landzert	Mark	3	\$8,141
KHS	Tennis Assistant Girls' JV	Tartaglia	Jacquie	3	\$5,333
KHS	Tennis Assistant Girls'	Davis	Jacci		Volunteer
KHS	Volleyball Head Varsity	Finke	Stephanie	3	\$9,561
KHS	Volleyball Assistant Varsity	Manco	Stephanie	3	\$7,282
KHS	Volleyball Assistant JV	Vogt	Michelle	3	\$7,282
<b>KHS</b>	<b>Assistant Freshman Volleyball *</b>	<b>Debra ##</b>	<b>Myers ##</b>	<b>1</b>	<b>\$6,928 (no cost to the board)</b>
KHS	Intramurals	Capra	Nino	N/A	\$4,388
All Year	Fitness Center(Fall, Winter & Spring)	Capra	Nino		\$20,595 (\$6,865 per season)
<b>Pearl R. Miller School Sports</b>					
PRM	Soccer Head Boys	Dicolo	Eric	2	\$6,007
PRM	Soccer Head Girls	Gemma	Steven	2	\$6,077
PRM	Soccer Girls - Volunteer	Cuccio	Gretchen		Volunteer
PRM	Cross Country Head	Contella	Ben	3	\$5,461
PRM	Intramural Sports Club	Matthew	Goff	N/A	\$3,898

**\* Indicates an addition or revision**

**## This action is pending a successful completion of all required criminal background checks and approval by the New Jersey Department of Education.**

### Clinical Interns

**2023-2024**

Name	College/University	Grade Level	Subject	Program	Date Requested	School	Teacher
Jessica Bara	William Paterson University	District	Speech Lang. Pathology	Clinical Practicum	9/5/23 - 12/15/23	SB	Kate Lubarsky
Melissa Blackwell	New Jersey City University	District	School Nurse	School Nurse Practicum	9/11/23 - 12/21/23	Kiel	Nancy Hatke
Jaeden Mendoza	William Paterson University	9-12	English	Clinical Practice I	8/28/23 - 5/10/24	KHS	Alana VanDerSluys
Luci Zeoli	Montclair State University	9-12	Music Instrumental	Clinical II	8/28/23-12/22/23	KHS	Ryan Stroud



## **Kinnelon Public Schools**

Kinnelon, New Jersey

### **Job Description**

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**TITLE:** SCHOOL NURSE (Part Time)

**QUALIFICATIONS:**

1. Valid New Jersey School Nurse Certificate
2. Demonstrated expertise in school health nursing practice and emergency procedures
3. Knowledge of child growth and development, community and family dynamics, current health issues and wellness education
4. Knowledge of community health and social services resources and ability to communicate effectively with nonschool health professionals and social service agencies
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status

**REPORTS TO:** Principal and Supervisor of Student Services, K-12

**JOB GOAL:** To promote health and safety in the school environment and provide health services to students, faculty and staff; to assist with the teaching of sound health practices.

**PERFORMANCE RESPONSIBILITIES:**

**Overall**

1. Works in cooperation with the school physician, other school health professionals, members of the staff, parents and community health professionals to ensure a healthy school climate and to minimize absence due to illness.
2. Promotes healthy/safe school environment by assisting the administration and staff to maintain safe and sanitary conditions throughout the school. Report problems promptly to the principal.

**Surveys, Screening and Record-Keeping**

1. Conducts health services and screening programs as required by law and/or board policies.
2. Schedules and supervises health surveys of students and staff. Assists the school physician with physical examinations; makes referrals and conducts follow-up activities as necessary.
3. Maintains up-to-date health records on all students, maintains separate records of immunizations for the purpose of immunization record auditor and ensures their confidentiality.

**Direct medical services provided to students**

1. Provides emergency care in case of sudden illness and administers first-aid in case of

injury to students or staff according to established policies and procedures.

2. Is responsible for the availability and maintenance of required medical supplies and equipment.
3. Administers prescribed medication to students in accordance with law and board policy. Provides training and supervision of the emergency administration of epinephrine for designated school staff.
4. Helps prevent and control communicable disease through inspections, lectures, exclusion and re-admission of students and staff in keeping with state and local health regulations and school policies.
5. Notifies principal or his/her designee to arrange for immediate examination of any pupil who appears to be under the influence of alcohol or other drugs.
6. Confers with and advises students, parents, and staff members on matters pertaining to the health and safety of students. Participates in the development and implementation of the district's emergency and crisis management plan.
7. Assists the principal and the child study team in the identification and placement of students with disabilities who need special education services.
8. Provides special health care and related services to meet the needs of students with disabilities.

#### **Health Education (when applicable)**

1. Participates in the development of a comprehensive health education curriculum.
2. Upon request, assists teachers with instruction of certain health units. Provides information and training on health matters at staff meetings and in-service training. Serves as a resource to teachers and administrators on health matters.
3. Collaborates with community and other nonschool health agencies to meet the health needs of children and families.
4. Provides information to parents and children in a format that allows them to make better choices that improve their health.

#### **Administrative activities**

1. Assists the principal with the preparation of the school's health budget.
2. Assists in the development of policies and procedures for comprehensive health education and services.
3. Develops and maintains the annual School Nursing Plan in conjunction with the school physician. The annual School Nursing Plan will include a description of basic nursing services provided; a summary of specific medical needs of individual students and how they will be addressed; a description of emergency nursing services; detailed nursing assignments for all school buildings; and a description of nursing and additional medical services to nonpublic schools.
4. Prepares health and safety reports as required by law and/or requested by the principal.
5. Reports any suspicion of child abuse to the Child Protection and Permanency (formerly



the Division of Youth and Family Services) and building principal or his/her designee.

6. Serves on committees as assigned in order to incorporate essential health care information into the deliberations and reports of these committees.

**Other**

1. Maintains professional competence through inservice education and participation in other professional development activities. Receives training in the treatment of asthma and maintains a valid current Cardiopulmonary Resuscitation certificate as required by law and administrative code.
2. Performs such other appropriate duties as required under law or as may be assigned by the principal or student personnel services director.

**TERMS OF**

**EMPLOYMENT:**

Part Time, 20 hours per week, 10 month work year

**ANNUAL**

**EVALUATION:**

Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations

**Date Approved:**

<b>2023-2024 Substitute Teachers</b>	
Sabrina Ahmed	Annika Levitt
Elizabeth Ankner	Loren Malfitano
Cathy Beevers	Katelyn Maris
Jill Bobinski	Teresa McMahon
Donna Buechel	Nicholas Messineo
Beth Carlson	Lauren Miller
Patricia Catalano	Melissa Moussa
Kathleen Cirello	Nicole Navarro
Linda Mae Coppa	Diane O'Brien
Robert Cucciniello	Danielle Olsen
Jennifer Darlington	Tom Ontkos
Racine Emmons Hindelong	Lori Osborne
Anthony Galatioto	Laurel Osterman
Melissa Ginsburg	Brian Pearl
Marlene Grant	Joe Pedalino
Judy Guinta	Diane Penola
Madison Heinold	Regina Scala
Margot Hojell	Jolanta Szarlej
Isabella Jeczo	Kathryn Talbot
Leen Khashashina	Jenna Triano
Kimberly Klein	Courtney Vuturo
Carl Kline	Shan-Shan Yam
Denise Kosco	Janice Zoon

<b>Substitute Nurses 2023-2024</b>
Melissa Blackwell
Mary Bowers
Amanda DeGroot
Susan Lee
Brianna McPortland
Anne Mele
Danielle Williams

## OUT-OF-DISTRICT PLACEMENTS 2023-2024

Student #	Student	School Name	Tuition	Aide	Aide Cost	Compensatory Education	ESY Incl. in 23-24 Tuition
221976	A.L.	Limitless Summer Program	\$5,758.05	Yes	\$2,346.00	-	ESY Only

\*Amended Contract

<b>Curriculum</b>		
<b>Department</b>	<b>Subject/Course/Grade</b>	<b>Level</b>
English 6	English 6	MS
English 7	English 7	MS
English 8	English 8	MS
English	English III	HS
English	English IV	HS
English	Creative Writing I	HS
English	Literature and Psychology	HS
English	Public Speaking Pacing Guide	HS
Full Value	Full Value 6	SC
Math	Computer Programming 7	MS
Math	Computer Programming 8	MS
Math	Foundations of Consumer Math	HS
Math	Guided Study Math 7	MS
Math	Math 4	Elem
Math	Math 6 Enriched	MS
Math	Math Strategies	HS
Math	Pre-Algebra 7A	MS
Music	Music Appreciation 8	MS
Music	Wind Ensemble	HS
Science	Robotics 6	MS
Science	Dynamics in Healthcare in Society	HS
Science	Chemistry	CP
Science	Scientific Principles of Nutrition	HS
Special Education	Study Skills II/Grade 11	SC
Special Education	SC Physical Science	SC
Special Education	SC Life Skills 3-5	SC
Special Education	SC Life Skills ELA 9-12	SC
Special Education	SC Biology	SC
Special Education	Transition Education	SC
Technology	Architectural Design I	HS
Technology	Engineering Design I Honors	HS
Technology	Pilot & UAS Pathways	HS
World Language	Spanish IV Honors	H
World Language	Spanish IV CP	CP
World Language	Spanish V	CP

<b>23-24 Threat Assessment Teams</b>
<b>Kiel School</b>
Jennifer Oluwole, Principal
TBD, CarePlus Staff
Jane Tadros, Dept. Chair of ELA & Fine Arts, K-5
Melissa Cook, Board Certified Behavior Analyst
Jaime Gabriele, LDTC
Nancy Hatke, School Nurse
Kelly Kenyon, Speech Language Specialist
Sarah Tinney, School Counselor
Johnna Ellis, Teacher on Assignment
Russ Curving, School Resource Officer (Class III)
<b>Stonybrook School</b>
Dawn Uttel, Principal
Joy Tenga, School Counselor
Susan Gubkin, LDTC
Stacy Kleinert, School Psychologist
Jill Neumann, School Nurse
TBD, CarePlus Staff
Jane Tadros, Dept. Chair of ELA & Fine Arts, K-5
Kate, Lubarsky, Speech Therapist
Johnna Ellis, Teacher on Assignment
Mark West, School Resource Officer (Class III)
Jimmy Smith, School Resource Officer (Class III)
<b>Pearl R. Miller Middle School</b>
Mark Mongon, Principal
Michael Buesser, Assistant Principal
Valerie Comprelli, Counselor
Tara McClain, Counselor
Jolene Strunz, Counselor
Hansen, Melissa, School Nurse
TBD, CarePlus Staff
Elise Milone, LDTC
Lori Foster, School Psychologist
Melissa Eckert, 6th grade Team Representative
Lisa Conklin, 7th grade Team Representative
Cristina Keesser, 8th grade Team Representative

Laura Chegwiddden, Core Team Representative
Vincent Shivas, School Safety Specialist
Karen Jeczko, Dept. Chair of ELA & Fine Arts, 6-12
Bonnie Hendricks, Teacher on Assignment
Michelle Cromwell, Special Education Teacher
Russ Curving, School Resource Officer (Class III)
<b>Kinnelon High School</b>
Gary Suda, Principal
Matthew Arroyo, Assistant Principal
Monica Gormley, Counselor
Marlene Gourdreau, Counselor
Lauren Biggins, Counselor
Kara Parham, LDTC
Stephanie Cioppa, School Psychologist
Katie Mahler, School Nurse
Maura Donnelly, CarePlus Staff
Karen Jeczko, Dept. Chair of ELA & Fine Arts, 6-12
Danielle Wysocki, Student Assistant Counselor
Charles Linnell, Teacher on Assignment
Leslie Horn, Teacher on Assignment
Vincent Passariello, General Education Teacher
Melissa Gurth, Special Education Teacher
Steve Caputo, School Resource Officer (Class III)

<b>District Name:</b> Kinnelon Public Schools <b>Superintendent:</b> David C. Mango <b>Begin/End Dates:</b> 7/1/23 - 6/30/24			
<b>District Professional Development Plan</b>			
<b>1. Professional Learning Goals</b>			
PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p><b>Student Achievement</b> -Improve student achievement in the following areas:</p> <p>a)<b>Mathematics &amp; Science</b> - evaluate state and internal measures to determine the most important curriculum improvements to improve performance across all grade levels.</p> <p>b) <b>ELA</b> - Implement phonics into K-5 ELA instruction and grammar into 6-12.</p> <p>c)<b>Building Civic Awareness &amp; Citizenship</b> - Develop and implement a civics literacy based (NJ/Social Studies) resource into the existing K-5 curriculum and cycle/semester based elective course in the 6-12 curriculum to be implemented in the 24-25 school year</p> <p>d)<b>Special Education</b> - evaluate our current classification practices, re-evaluation procedures, and tracking student progress, etc.</p>	All Staff	Building foundational skills in academic areas as well as analyzing assessment data will assist teachers in driving instruction. Sources of evidence include State and teacher generated assessments as well as educational diagnostic assessments through online platforms. Data analysis from assessments will be utilized to track student progress as well as adjust instructional practices throughout the course of the school year.
2	<p><b>Instructional Technology</b>-Continue to implement and increase utilization of educational applications to enhance instruction, including providing consistent professional development for staff.</p>	All Staff	Educational resources utilized to enhance instruction should be equitable throughout the grade levels/subject areas. Systems to streamline information, data management, maintain student information, and deliver communication should align and work in conjunction. Sources of evidence will be the increased utilization of educational programs, reflected in the areas of focus on assessments and diagnostics.
3	<p><b>Communication</b>-Enhance communication with the school community in order to share accomplishments of students and staff that align with district initiatives.</p>	All Staff	To create a publicly available district dashboard that tracks program utilization and district initiatives. Academic and extra curricular accomplishments will be showcased. Implementation of various modes of social media may be used as well as Google Classroom, and other communication resources available.
<b>2. Professional Learning Activities</b>			
PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)	
1	Ed Camp, department/grade level meetings to discuss curriculum and assessment, PD to track goals/student progress, iXL pd to use diagnostic data, Edulastic PD to align assessments with standards, foundational/phonics based instruction implementation and training		
2	iXL training, Edulastic training, Google trainings, Curriculum Focus meetings		

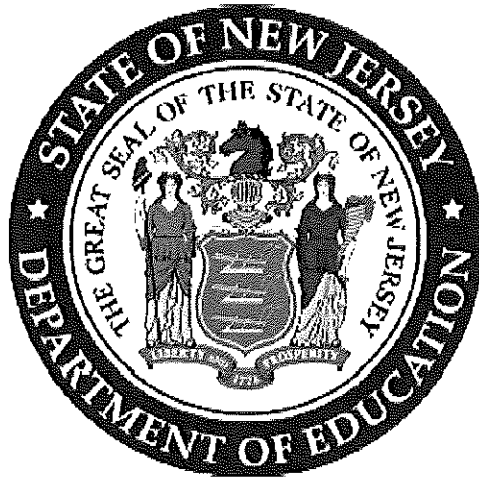


3	Ed Tech Curriculum focus for parents, social media use within each school	
<b>3. PD Required by Statute or Regulation</b>		
<b>State-mandated PD Activities</b>		
	<b>For all Staff:</b> student code of conduct, Suicide prevention, HIB, Substance Abuse, School Safety, Law Enforcement Operations, Potentially Missing/Abused Children Reporting, Incident Reporting of Violence, Vandalism, Alcohol, and Other Drug Abuse, Communicable diseases, Asthma, Bloodborne Pathogens, Epilepsy and Seizure Disorders, Stronge Training, Equity & Affirmative Action	
	<b>For Some Staff:</b> Integrated Pest Management, Dyslexia, School Safety Teams, Teacher Mentor training, Nebulizer, Diabetic Health Plan, Epinephrine, AED/CPR, Glucagon, Lyme Disease, Interscholastic Athletic Head Injury Safety Training Program	
<b>4. Resources and Justification</b>		
<b>Resources</b>		
	District Budget, Title II funds	
<b>Justification</b>		

Superintendent Signature: \_\_\_\_\_

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

**NEW JERSEY STATE DEPARTMENT OF EDUCATION  
DIVISION OF FIELD SERVICES**



**COMPREHENSIVE EQUITY PLAN  
For School Years  
2023-2024**

**Kinnelon Public Schools  
Kinnelon Borough, NJ**

**Due Date: June 30, 2023**

**“MANAGING FOR EQUALITY AND EQUITY IN EDUCATION”  
THREE YEAR COMPREHENSIVE EQUITY PLAN**

**School Years 2023-2024**

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# NEW JERSEY STATE BOARD OF EDUCATION

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**Angelica Allen-McMillan**  
Commissioner of Education

**Kathleen Ehling**  
Assistant Commissioner

## **GENERAL INFORMATION**

### **Purpose**

In September 2008, the State Board of Education re-adopted N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which outlines responsibilities for achieving and maintaining compliance with state and federal laws governing equity in educational programs. As a result, all school districts, including charter schools and renaissance school projects are mandated to develop a three-year Comprehensive Equity Plan (CEP). The first CEP encompassed school years 2004-2007, the second encompassed 2007-2010 and subsequent to that, school districts and charter schools submitted signed statements of assurance, affirming compliance with the code. The responsibility of each board of education and board of trustees of every public school district, charter school and renaissance school project in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting schools. The role of the New Jersey Department of Education (NJDOE) is to ensure that each district, charter school and renaissance school project complies with equality and equity requirements, and to provide guidelines to accomplish that result.

The Comprehensive Equity Plan enables school districts, charter schools and renaissance school projects to demonstrate compliance with all applicable laws, codes, and regulations, including, but not limited to, the following:

### **Federal Laws**

- Titles VI and VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Equal Pay Act
- The Americans with Disabilities Act of 1990
- Individuals with Disabilities Education Act (I.D.E.A.)

### **State Laws and Regulations**

- Article I, Paragraph 5 of the New Jersey State Constitution
- N.J.S.A.18A:36-20, Equality in Educational Programs
- N.J.S.A.10:5 New Jersey Law Against Discrimination
- New Jersey Administrative Code (N.J.A.C.) 6A:7
- N.J.S.A. 18A:35-1, History of the United States and New Jersey
- N.J.S.A. 18A:36-20, Prohibition of Discrimination

### **Questions**

Questions regarding the development, submission and implementation of the Comprehensive Equity Plan may be sent to [countyoffices@doe.state.nj.us](mailto:countyoffices@doe.state.nj.us). Additionally, questions may be directed to the county education specialist at the County Office of Education. The contact list for the county offices of education can be found at <http://www.state.nj.us/education/counties/>

## **Submission Deadlines**

School districts, charter schools and renaissance school projects must submit the original Comprehensive Equity Plan and corresponding forms to the **County Office of Education** for review and approval no later than **Friday, April 1, 2016** for implementation on September 1, 2016.

## **Resources for more Information About Equity and Equality in Education**

- NJ State Division on Civil Rights website: <http://www.state.nj.us/lps/dcr/>
- U.S. Dept. of Education Office for Civil Rights website:  
<http://www.ed.gov/about/offices/list/ocr/index.html?src=mr>
- U.S. Commission on Civil Rights website: <http://www.usccr.gov/>
- U.S. Dept. of Justice Civil Rights Division website: <http://www.justice.gov/crt/>

## **INSTRUCTIONS FOR COMPLETION OF THE COMPREHENSIVE EQUITY PLAN**

### **Step 1: Establish the Affirmative Action Team, N.J.A.C. 6A:7-1.5 (Appendix A)**

Each district, charter school and renaissance school project shall annually designate a member of its staff as the affirmative action officer (AAO) and provide a resolution approving the AAO. The district, charter school and renaissance school project shall form an affirmative action team (AAT) – a minimum of three individuals – of whom the AAO is a member, to conduct a needs assessment and to develop the CEP. The Department encourages districts, charter schools and renaissance school projects to ensure a diverse stakeholder group and to invite a member of the community as part of the team. The members of the AAT must be identified on the form provided in this manual—Affirmative Action Team Membership Form.

### **Step 2: Conduct Needs Assessment (Appendix B)**

Each school district, charter school and renaissance school project board shall use the Appendix B entitled, “*Comprehensive Equity Plan Needs Assessment Checklist*,” to conduct a needs assessment of each school. This document is intended to be used as a checklist to help the AAO and the AAT identify problem areas. It must be submitted to the county office as part of the documentation that accompanies the Comprehensive Equity Plan. When citing documentation, you must include the document title, date of board of education or board of trustees adoption or page number in the document being provided. In conducting the needs assessment, the AAT will ascertain whether the school district (and each school within the district), each charter school or each renaissance school project is in compliance with each requirement in the checklist and whether there are internal monitoring procedures in place to ensure continuing compliance. Those items that need correction, or require an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.

The “Comprehensive Equity Plan Needs Assessment” checklist contains four sections:

- I. **Board Responsibility** - This section sets forth the types of policies and resolutions that the Board must adopt (create if nonexistent, revise if existing but deficient) in order to comply with applicable law. This section outlines specific areas that must be addressed in these policies and resolutions.

- II. **Staff Development** - Staff development and training on equity matters is required annually for all staff, certificated and non-certificated.
- III. **School and Classroom Practices** - This section sets forth the equity requirements for four categories: curriculum, student access, guidance and physical education/athletics.
- IV. **Employment/Contract Practices** - This section outlines the basic practices that must be observed to comply with equity requirements in employment contract regulations.

Note that at the beginning of each section of the Needs Assessment, the laws and regulations that specifically apply to the section have been provided for your convenience. The Department encourages the AAT preparing the CEP to refer to these sources of legal authority and become acquainted with the mandates they contain.

### **Step 3: Develop the Comprehensive Equity Plan (CEP) (Appendix C)**

After identifying the items that need correction, improvement strategies covering the next three years must be developed for each one of these identified items. For this purpose, forms specific to each assessment area are provided with this packet:

- I. **Board Responsibility**
- II. **Staff Development**
- III. **School and Classroom Practices** (One for each sub-area: Equality and Equity in Curriculum, Equality and Equity in Student Access, Equality and Equity in Guidance Programs and Equality and Equity in Physical Ed/Athletic Programs)
- IV. **Employment and Contract Practices**

The plan to correct/address each identified item must be contained in the form covering the corresponding assessment area. Use the needs assessment categories and subcategories as your guide. Each form contains space to include each of the elements of the plan. For each form:

**Identify items that were not compliant** – Enter the section or subsection of noncompliance identified in the Needs Assessment. If a school within a district is not compliant; identify the school(s) by name. If the district, charter school or renaissance school project itself is not compliant, enter “district wide, charter school-wide or renaissance school project-wide.” If one school is out of compliance, the entire district is considered noncompliant and a plan to address the noncompliant schools must be developed.

**Develop improvement strategies** – List each identified need from the corresponding number in the Needs Assessment (e.g., I.D.1) together with the strategies/activities to improve or correct the deficiency. Strategies must be specific, measurable, achievable, realistic and time-bound (S.M.A.R.T.).

**Assign staff responsible** – List the names and titles of the personnel that will implement the proposed strategies/activities.

**Plan the implementation timeline** - Indicate the year or specific timeframe that the strategy or activity will take place, i.e. 2016-2017 school year; 2017-2018 school year, ongoing, etc.

**Provide evidence of completion** – List the indicator(s) and/or documentation that will be made available for review, if requested, to verify that the identified need is being or was corrected. Use qualitative or quantitative

methods depending on the type of problem that is being corrected.  
This will set forth the basis for approval of the CEP.

More than one “identified item as deficient or non-compliant” and accompanying strategies to correct the problem can be included on one form, or a separate form may be submitted for each.

#### **Step 4: Complete the Statement of Assurance (Appendix D)**

The Statement of Assurance must be submitted with the Comprehensive Equity Plan to ensure compliance with statute and regulation. The Chief School Administrator, Charter or Renaissance School Project Lead Person must sign and date the Statement of Assurance in the space indicated at the bottom of the form.

#### **Step 5: Obtain the following Board resolutions and attach them to the CEP:**

The following Board resolutions must be attached to the CEP:

1. Annual resolution appointing the Affirmative Action Officer for 2023-2024 school year;
2. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.

#### **Step 6: Assemble the submission package in this order:**

1. Statement of Assurance (Appendix D)
2. Resolution appointing the Affirmative Action Officer
3. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.
4. List of Affirmative Action Team members (Appendix A)
5. Comprehensive Equity Plan Needs Assessment Checklist (Appendix B)
6. Comprehensive Equity Plan forms (Appendix C)

#### **Step 7: Submit the CEP**

Submit the CEP to the County Office of Education on or before Friday, April 1, 2016. For your convenience, a list of addresses of the County Offices of Education can be accessed on the NJDOE website at, <http://www.state.nj.us/education/counties/>.

**\*\*After approval and implementation of the comprehensive equity plan, each school district, charter school and renaissance school project is required to submit an annual statement of assurance to their respective county office of education by September 1, 2017 and September 1, 2018 (Appendix D).**

### **COMPREHENSIVE EQUITY PLAN**

#### **A. ACCOUNTABILITY:**

1. Each school district, charter school and renaissance school project must review the approved Comprehensive Equity Plan (CEP) on an annual basis and submit a statement of assurance regarding the CEP implementation to the County Office of Education no later than September 1 of each year. Statements of Assurance forms for each school year are attached as Appendix D.
2. The New Jersey Department of Education will review a sampling of CEPs annually.



## **B. SANCTIONS:**

As noted in N.J.A.C. 6A:7-1.9(f), "If the district board of education or charter school does not implement the comprehensive equity plan within 180 days of the approval date of the plan, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate or refuse to award continued federal or state financial assistance, pursuant to N.J.S.A. 18A:55-2."

\*In accordance with N.J.S.A. 18A:36C-7h., Renaissance school projects are bound to the laws and regulations that govern charter schools

## Affirmative Action Team

The following Affirmative Action Team (AAT) members that participated in the development of the needs assessment and Comprehensive Equity Plan. The AAT must consist of a minimum of three personnel and be comprised of diverse stakeholders.

School District Charter School and Renaissance School Project Name:

Name	Title	Grade Level (If Applicable)	Signature
Vincent Shivas	Supervisor of Special Projects	District	
David Mango	Superintendent	District	
Danica Davidman	Supervisor of Student Services	District	
Dawn Uttel	Principal	3-5	
Amanda Trombetta	Math Supervisor	K-12	

## APPENDIX B: COMPREHENSIVE EQUITY PLAN NEEDS ASSESSMENT

*Directions: Indicate compliance by yes or no. If non-compliant, list the name of the school(s) not in compliance; specific areas identified as non compliant MUST be addressed on the Comprehensive Equity Plan forms.*

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>NJAC 6A:7-1.7; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973, N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p><b>A. Adopt or re-adopt written equality and equity policies, requiring the following:</b></p>			
<p>1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p> <p>a) Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.</p>	Yes	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 07/2011, <b>last updated 04/2017</b></li> <li>• Policy 1523 – Comprehensive Equity Plan; adopted 04/1996, last edited 07/2011, <b>last updated 04/2017</b></li> <li>• Policy 2132- School District Goals and Objectives; adopted 04/1993; last edited 04/2009</li> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last edited 07/2011, <b>last updated 04/2017</b></li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last edited 01/2016, last updated 01/2016, <b>last updated 04/2017</b></li> <li>• Policy 5750– Equal Educational Opportunity; adopted 01/1993, last edited 04/2009, last edited on 04/2017, <b>last updated 04/2017</b></li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 01/1991, last updated 01/2016,</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 04/1996, last edited 04/2009, <b>last edited 04/2017</b></li> </ul>	

<p>b) Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> <li>• Policy 1523 – Comprehensive Equity Plan; adopted 04/1996, last updated 04/2017</li> <li>• Policy 5750 – Equal Educational Opportunity; adopted 01/1993, last edited 04/2017</li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 04/1996, last edited 04/2017</li> <li>• Policy 5756 – Transgender Students; adopted 04/2015, last edited 10/2021</li> </ul>	
<p>c) Provide equitable treatment for pregnant and married students.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 2416 – Programs for Pregnant Students; adopted 06/1990, last edited 04/2009</li> <li>• Policy 5752 – Marital Status and Pregnancy; adopted 04/2009</li> </ul>	
<p>d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying (P.L.2010,c122).</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 1523 – Comprehensive Equity Plan; adopted 04/1996, last updated 04/2017</li> <li>• Policy 5512 – Harassment, Intimidation and Bullying; adopted 08/2000, last updated 03/2023</li> <li>• Regulation 8461 – Harassment, Intimidation and Bullying; adopted 8/2000, edited 9/2013, last updated 07/2019</li> <li>• Policy 5512 – Sexual Harassment; adopted 08/1998, last edited 4/2022</li> <li>• Regulation 8461; last edited 07/2019</li> </ul>	

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>MUST include Board policy title, number and date of adoption.</b>	List name of noncompliant school(s) in the district
2) Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	<ul style="list-style-type: none"> <li>• Policy 1523 – Comprehensive Equity Plan; adopted 04/1996, last updated 04/2017</li> <li>• Policy 1550 – Affirmative Action Program for Employment and Contract Practices; adopted 01/1993, last updated <b>10/2018</b>.</li> </ul>	
3) Appoint an Affirmative Action Officer (AAO) who can also serve as or coordinate with the Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.	Yes	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> </ul>	
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	Yes	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> </ul>	
<b>B.</b> Authorize the Affirmative Action Team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress.	Yes	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> </ul>	

<p><b>C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K-12 promotion/retention data; Pre-K-12 completion rates and re examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments. -</b></p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> <li>• Policy 2423 – Bilingual and ESL Education; adopted 6/1990, last updated 04/2017</li> <li>• Regulation 2423 – Bilingual and ESL Education; adopted 9/1991, last edited 3/2017</li> <li>• Policy 2610 – Educational Program Evaluation; adopted 6/1990, last updated 03/2019</li> <li>• Policy 2622 – Student Assessment; adopted 6/1990, last updated 04/2022</li> </ul>	
<p><b>D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:</b></p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> <li>• Policy 1523 – Comprehensive Equity Plan; adopted 04/1996, last updated 04/2017</li> </ul>	
<p>1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> </ul>	
<p>2) Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO be a certificated staff person; and, train the AAO to handle the equity responsibilities.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> </ul>	

3) Provide students, staff and the community with contact information for the AAO and publicize the location and availability of the CEP, policy(ies), grievance procedures and annual reports.	Yes	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> <li>• Policy 1510 – Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination; adopted 1/1993, last edited 06/2017</li> <li>• Regulation 1510 - Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination; adopted 9/1991, last edited 08/2017</li> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> </ul>
4) Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.	Yes	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> <li>• Policy 1510 – Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination; adopted 1/1993, last edited 06/2017</li> <li>• Regulation 1510 - Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination; adopted 09/1991, last edited 8/2017</li> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last edited 01/2016, last updated 01/2016</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 04/1996, last edited 04/2017</li> <li>• Policy 5750 – Equal Educational Opportunity; adopted 01/1993, last edited 04/2017</li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 9/1991, last edited 1/2016</li> </ul>
5) Report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.	Yes	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last edited 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last edited 01/2016, last updated 01/2016</li> </ul>

6) Authorize the AAO to conduct yearly equity training for all staff.	Yes	<ul style="list-style-type: none"> <li>Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> </ul>	
<p>E. A county vocational school district shall admit resident students based on board- approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter and renaissance school project's website.</p> <p>N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards</p>	N/A	(For County Vocational School Districts Only)	



<b>II. STAFF DEVELOPMENT AND TRAINING</b> NJ.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance <b>MUST</b> include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year to:	Yes	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> </ul>	
1) Certificated (administrative and professional) staff.	Yes	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> <li>• Policy 3240 – Professional Development for Teachers and School Leaders; adopted 6/1990, last edited 9/2017</li> <li>• Regulation 3240 – Professional Development for Teachers and School Leaders, adopted 9/1991, last edited 8/2017</li> </ul>	
2) Non-certificated (non-professional) staff.	Yes	<ul style="list-style-type: none"> <li>• Policy 1140 – Affirmative Action Program; adopted 06/2011, last updated 04/2017</li> <li>• Policy 4240 – Employee Training, adopted 4/2009, last edited 4/2009</li> </ul>	

<p><b>III. <u>SCHOOL AND CLASSROOM PRACTICES</u></b></p>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance <b>MUST</b> include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<p><b>A. Equality and Equity in Curriculum</b> N.J.A.C. 6A:7-1.7(b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972, U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p>1) Ensure that the district, charter school or renaissance school project's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and that they address the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. Areas covered include, but are not limited to, the following:</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 2132- School District Goals and Objectives; adopted 04/1993; last edited 04/2009</li> <li>• Policy 2200 – Curriculum Content; adopted 5/1993, last edited 04/2017</li> <li>• Regulation 2200 – Curriculum Content; adopted 09/1991, last updated 03/2017</li> <li>• Policy 2415.01 – Academic Standards, Academic Assessment, and Accountability; adopted 04/2009, last edited 7/2011</li> <li>• Policy 3211- Code of Ethics; adopted 04/2009</li> <li>• Policy 5512 – Harassment, Intimidation and Bullying; adopted 08/2000, <b>last updated 03/2023</b></li> <li>• Regulation 8461 – Harassment, Intimidation and Bullying; adopted 1/2016, <b>last updated 7/2019</b></li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 04/1996, last edited 04/2017</li> </ul>	

a) School climate and culture, safe and positive learning environment	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 3211- Code of Ethics; adopted 04/2009</li> <li>• Policy 5512 – Harassment, Intimidation and Bullying; adopted 08/2000, <b>last updated 7/2022</b></li> <li>• Regulation 8461 – Harassment, Intimidation and Bullying; adopted 8/2000, edited February 2015, <b>last updated 10/2018</b></li> <li>• Full Value Character Education Program</li> </ul>	
b) Courses of study, including physical education	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 2425 – Physical Education; adopted 02/2022, last edited 02/2022</li> <li>• Policy 5750– Equal Educational Opportunity; adopted 01/1993, last edited on 04/2017</li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 09/1991, last updated 01/2016</li> </ul>	
c) Library materials/instructional materials and strategies	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5750– Equal Educational Opportunity; adopted 01/1993, last edited on 04/2017</li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 09/1991, last updated 01/2016</li> </ul>	
d) Technology/software and audiovisual materials	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5750– Equal Educational Opportunity; adopted 01/1993, last edited on 04/2017</li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 09/1991, last updated 01/2016</li> </ul>	

e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last edited 07/2011, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last edited 01/2016, last updated 01/2016</li> <li>• Policy 2411 – Guidance Counseling; adopted 6/1990 last edited 04/2017</li> <li>• Regulation 2411 – Guidance Counseling; adopted 9/1991, last edited 03/2017</li> <li>• Policy 5512 – Harassment, Intimidation and Bullying; adopted 08/2000, <b>last updated 7/2022</b></li> <li>• Regulation 8461 – Harassment, Intimidation and Bullying; adopted 8/2000, edited February 2015, <b>last updated 10/2018</b></li> <li>• Policy 5750– Equal Educational Opportunity; adopted 01/1993, last edited on 04/2017</li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 09/1991, last updated 09/1991</li> </ul>
f) Extra-curricular programs and activities	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5750– Equal Educational Opportunity; adopted 01/1993, last edited 04/2017, last edited on 04/2017</li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5842- Equal Access of Pupil Organizations; adopted 04/2009</li> </ul>
g) Tests and other assessments	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 2622 – Student Assessment; adopted 6/1990, last updated 04/2022</li> <li>• Policy 5750– Equal Educational Opportunity; adopted 01/1993, last edited on 04/2017</li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 09/1991, last updated 01/2016</li> </ul>

h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	<ul style="list-style-type: none"> <li>• Policy 2310- Pupil Grouping; adopted 06/1990; last edited 04/2009</li> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5750– Equal Educational Opportunity; adopted 01/1993, last edited on 04/2017</li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 04/1996, last edited on 4/2017</li> </ul>	
2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5750– Equal Educational Opportunity; adopted 01/1993, last edited on 04/2017</li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5810- Pupil Participation in School Governance; adopted 06/1990, last edited 4/2009</li> <li>• Curriculum Scope and Sequences; adopted 6/1990, last edited 04/2009</li> <li>• Lesson Plans</li> </ul>	
3) Ensure that instruction in African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5750– Equal Educational Opportunity; adopted 01/1993, last edited on 04/2017</li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 09/1991, last updated 01/2016</li> <li>• K-12 Social Studies curriculum/NJCCS Social Studies Lesson Plans</li> <li>• Assembly/Guest Speakers</li> </ul>	

<p>4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5750– Equal Educational Opportunity; adopted 01/1993, last edited on 04/2017</li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 09/1991, last updated 01/2016</li> <li>• K-12 Social Studies curriculum</li> <li>• Lesson Plans</li> <li>• Assembly/Guest Speakers</li> </ul>	
<p><b>B. Equality and Equity in Student Access</b> N.J.A.C. 6A:7-1.7; Titles VI &amp; VII, Civil Rights Act of 1964;</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 1510 - Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination; adopted 1/1993 last edited 06/2017</li> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5750– Equal Educational Opportunity; adopted 01/1993, last edited on 04/2017</li> <li>• Regulation 5750 – Equal Educational Opportunity; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> </ul>	
<p>1) Ensure equal and barrier-free access to all school and classroom facilities.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 05/1996, last updated 04/2017</li> </ul>	

2) Attain minority representation of students within each school, including racial and ethnic balance, that approximates the district, charter and renaissance school project's overall minority racial and ethnic representation.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last edited 01/2016, last updated 01/2016</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> </ul>
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> </ul>
4) Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, housing status or socioeconomic status, resulting in disproportionate placement within schools, courses, classes, programs or extracurricular activities.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> </ul>
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last edited 01/2016, last updated 01/2016</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> <li>• Class rosters</li> </ul>
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Yes	<ul style="list-style-type: none"> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> <li>• Electronic Violence and Vandalism Reports</li> <li>• HIB Incident Reports</li> </ul>

c) Ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status.	Yes	<ul style="list-style-type: none"> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> <li>• Class rosters</li> </ul>	
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 2423- Bilingual and ESL Education; adopted 6/1990, last edited 04/2017</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> </ul>	
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> </ul>	
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	<ul style="list-style-type: none"> <li>• Policy 5111- Eligibility of Resident/Nonresident Pupils; adopted 5/1979, last edited 01/2022</li> <li>• Regulation 5111 - Eligibility Of Resident/Nonresident Pupils; adopted 9/1991, last edited 10/2020</li> </ul>	



5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 2423 – Bilingual and ESL Education; adopted 6/1990, last updated 04/2017</li> <li>• Regulation 2423 – Bilingual and ESL Education; adopted 9/1991, last edited 3/2019</li> </ul>	
6) Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 2460 – Special Education; adopted 03/1993, last edited 5/2009</li> <li>• Regulation 2460.1 – Special Education Location, Identification and Referral; adopted 9/1991, last edited 4/2017</li> <li>• Regulation 2460.1 – Special Education - Location, Identification and Referral; adopted 9/1991, last edited 4/2017</li> <li>• Regulation 2460.8 – Special Education - Free and Appropriate Public Education; adopted 5/2009, last edited 4/2017</li> <li>• Regulation 2460.9 - Special Education-Transition from Early Intervention Programs to Preschool Programs; adopted 5/2009, last edited 4/2017</li> <li>• Regulation 2460.16 Special Education - Instructional Material to Blind or Print-Disabled Students; adopted 4/2017</li> </ul>	
7) Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including English language learners.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 3232 Tutoring Services; adopted 10/2013</li> <li>• Policy 5310 Health Services; adopted 06/1990 last edited 07/2016</li> </ul>	

8) Ensure that all pregnant students are permitted to remain in the regular school program and activities. Ensure that equivalent instruction is provided the students, if not permitted to attend school by a doctor.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 2416 – Programs for Pregnant Students; adopted 06/1990, last edited 04/2009</li> <li>• Policy 5752 – Marital Status and Pregnancy; adopted 04/2009</li> </ul>
<b>C. Equality and Equity in Guidance Programs and Services</b> N.J.A.C. 6A:7-1.7(c) Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998  Ensure that the district, charter and renaissance school project's guidance program provides the following:		
1) Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.	Yes	<ul style="list-style-type: none"> <li>• Policy 2411 – Guidance Counseling; adopted 6/1990 last edited 04/2017</li> <li>• Regulation 2411 – Guidance Counseling; adopted 9/1991, last edited 03/2017</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> <li>• Guidance logs</li> </ul>
2) A full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and nontraditional careers.	Yes	<ul style="list-style-type: none"> <li>• Policy 2132- School District Goals and Objectives; adopted 04/1993; last edited 04/2009</li> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• 5755 – Equity in Educational Programs and Services; adopted 4/1996, last edited 04/2017</li> <li>• Policy 2411 – Guidance Counseling; adopted 6/1990* last edited 04/2017</li> <li>• Regulation 2411 – Guidance Counseling; adopted 9/1991, last edited 03/2017</li> <li>• Guidance department materials and assemblies including career exploration</li> <li>• Naviance</li> </ul>

3) Bias-free materials for use by counselors.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 2411 – Guidance Counseling; adopted 6/1990 last edited 04/2017</li> <li>• Regulation 2411 – Guidance Counseling; adopted 9/1991, last edited 03/2017</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, edited 4/2009, last updated 04/2017</li> </ul>	
<b>D. Equality and Equity in Physical Education</b> N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 Ensure that the physical education program and instructional activities are equitable.	Yes	<ul style="list-style-type: none"> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> <li>• Policy 2425 – Emergency Virtual or Remote Instruction Program; adopted 2/2022, last edited 3/2023</li> </ul>	
<b>E. Equality and Equity in Athletic Programs</b> Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972 Ensure that the athletic program accomplishes the following:			
1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> </ul>	
2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	<ul style="list-style-type: none"> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> <li>• List of Board Approved Athletic Teams</li> </ul>	

3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> <li>• Policy 5755 – Equity in Educational Programs and Services; adopted 4/1996, last updated 04/2017</li> <li>• District salary schedules for coaches and co-curricular positions</li> </ul>	
4) Comparable facilities for male and female teams.	Yes	<ul style="list-style-type: none"> <li>• Policy 2260 – Affirmative Action Program for School and Classroom Practices; adopted 01/1993, last updated 04/2017</li> <li>• Regulation 2260 – Affirmative Action Program for School and Classroom Practices; adopted 09/1991, last updated 01/2016</li> </ul>	

<p><b><u>IV. EMPLOYMENT/CONTRACT PRACTICES</u></b>  N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964;  Title IX, Education Amendments of 1972; N.J.S.A. 10:5,  Equal Pay Act 1973</p>	<p>Compliant (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance <b>MUST include Board policy title, number and date of adoption.</b></p>	<p>List name of noncompliant school(s) in the district</p>
<p>A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows:</p> <p>1) Utilize equitable hiring practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district, charter and renaissance school project's certificated and non-certificated staff and within every category of employment, including administration.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 1510 – Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination; adopted 1/1993 last updated 06/2017</li> <li>• Regulation 1510 - Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination; adopted 09/1991, last updated 08/2017</li> <li>• Policy 1530- Equal Employment Opportunity; adopted 7/1994, last updated 08/2017</li> <li>• Regulation 1530- Equal Employment Opportunity; adopted 1/1993, last updated 08/2017</li> <li>• Policy 1550 – Affirmative Action Program for Employment and Contract Practices; adopted 01/1993, edited July 2011, last updated 10/2018</li> <li>• Regulation 1550 – Affirmative Action Program for Employment and Contract Practices; adopted 01/1993, last updated 08/2018</li> </ul>	
<p>2) Target recruiting practices for under-represented populations in every category of employment.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 1530- Equal Employment Opportunity; adopted 7/1994, last updated 04/2017</li> <li>• Regulation 1530- Equal Employment Opportunity; adopted 1/1993, last updated 08/2017</li> </ul>	
<p>3) Compliance of employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Policy 1530- Equal Employment Opportunity; adopted 7/1994, last updated 04/2017</li> <li>• Regulation 1530- Equal Employment Opportunity; adopted 1/1993, last updated 08/2017</li> <li>• Policy 1550 – Affirmative Action Program for Employment and Contract Practices; adopted 01/1993, edited July 2011, last updated 10/2018</li> <li>• Regulation 1550 – Affirmative Action Program for Employment and Contract Practices; adopted 01/1993, last updated 08/2018</li> </ul>	

4) Monitor promotions and transfers to ensure non-discrimination.	Yes	<ul style="list-style-type: none"> <li>• Policy 1530- Equal Employment Opportunity; adopted 7/1994, last updated 04/2017</li> <li>• Regulation 1530- Equal Employment Opportunity; adopted 1/1993, last updated 08/2017</li> <li>• Policy 1550 – Affirmative Action Program for Employment and Contract Practices; adopted 01/1993, edited July 2011, last updated 10/2018</li> <li>• Regulation 1550 – Affirmative Action Program for Employment and Contract Practices; adopted 01/1993, last updated 08/2018</li> </ul>	
5) Provide equal pay for equal work regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status	Yes	<ul style="list-style-type: none"> <li>• Policy 1530- Equal Employment Opportunity; adopted 7/1994, last updated 04/2017</li> <li>• Regulation 1530- Equal Employment Opportunity; adopted 1/1993, last updated 08/2017</li> <li>• Policy 1550 – Affirmative Action Program for Employment and Contract Practices; adopted 01/1993, edited July 2011, last updated 10/2018</li> <li>• Regulation 1550 – Affirmative Action Program for Employment and Contract Practices; adopted 01/1993, last updated 08/2018</li> </ul>	
B. Ensure that the district, charter and renaissance school project does not enter into, or maintain, contracts with persons, agencies, or organizations that discriminate in employment or in the provision of benefits or services, on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.	Yes	<ul style="list-style-type: none"> <li>• Policy 1530- Equal Employment Opportunity; adopted 7/1994, last updated 04/2017</li> <li>• Regulation 1530- Equal Employment Opportunity; adopted 1/1993, last updated 08/2017</li> <li>• Policy 1550 – Affirmative Action Program for Employment and Contract Practices; adopted 01/1993, edited July 2011, last updated 10/2018</li> <li>• Regulation 1550 – Affirmative Action Program for Employment and Contract Practices; adopted 01/1993, last updated 08/2018</li> </ul>	
C. Provide Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.	Yes	<ul style="list-style-type: none"> <li>• Policy 1530- Equal Employment Opportunity; adopted 7/1994, last updated 04/2017</li> <li>• Regulation 1530- Equal Employment Opportunity; adopted 1/1993, last updated 08/2017</li> <li>• Policy 1550 – Affirmative Action Program for Employment and Contract Practices; adopted 01/1993, edited July 2011, last updated 10/2018</li> <li>• Regulation 1550 – Affirmative Action Program for Employment and Contract Practices; adopted 01/1993, last updated 08/2018</li> </ul>	

# APPENDIX C: COMPREHENSIVE EQUITY PLAN CORRECTIVE ACTIONS

## I. BOARD RESPONSIBILITY

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19, to ensure that the Board of Education or Board of Trustees follows through with its responsibilities, including adoption or re- adoption of written equality and equity policies; the authorization of the AAO to develop a CEP; collection of disaggregated data; and adoption of the CEP and facilitate and support its implementation.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
	None required			

## II. STAFF DEVELOPMENT AND TRAINING

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 to provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
	None required			

### III. SCHOOL AND CLASSROOM PRACTICES: *EQUALITY AND EQUITY IN CURRICULUM*

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
None required				

### III. SCHOOL AND CLASSROOM PRACTICES: *EQUALITY AND EQUITY IN STUDENT ACCESS*

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 to provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status, immigration status, housing status or disability.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
None required				



### III. SCHOOL AND CLASSROOM PRACTICES: *EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES*

**SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:**

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 to provide equitable treatment, adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, migrant students, students experiencing homelessness and students with disabilities, and to ensure exposure and counseling services focused on careers in the science and technology industries, non-traditional career options and post- secondary opportunities for minority and female students.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
None required				

### III. SCHOOL AND CLASSROOM PRACTICES: *EQUITY IN PHYSICAL EDUCATION & ATHLETIC PROGRAMS*

**SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:**

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 to ensure that there is gender equity in all physical education and athletic programs, and to ensure equitable opportunities for all students to participate in athletics regardless of race, national origin, gender, sexual orientation, religion, English proficiency, housing status, socio- economic status or disability.

Section/sub-section from Needs Assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
None required				

#### IV. EMPLOYMENT/CONTRACT PRACTICES

SCHOOL DISTRICT, CHARTER SCHOOL OR RENAISSANCE SCHOOL PROJECT NAME:

**OBJECTIVE:** For each noncompliant area of the Needs Assessment, describe the corrective actions to be implemented for School Years 2016-17 through 2018-19 to ensure equitable practices in employment at all levels of responsibility, and to avoid engaging in business with firms that discriminate on the basis of race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status, or disability.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 2016 2017 2018 Ongoing	Evidence of Completion
	None required			

**APPENDIX D: COMPREHENSIVE  
EQUITY PLAN  
YEARLY STATEMENTS OF ASSURANCE  
2023-2024**

# Comprehensive Equity Plan Statement of Assurance

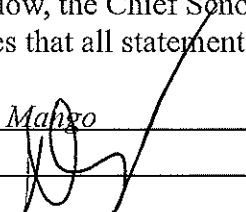

to be Submitted with the Three-Year CEP  
School District, Charter School or Renaissance School Project  
Information:

<b>County:</b> <i>Morris County</i>	
<b>School District/Charter School/Renaissance School Project:</b> <i>Kinnelon Public Schools</i>	
<b>Address:</b> <i>109 Kiel Ave. Kinnelon, New Jersey 07405</i>	
<b>Affirmative Action Officer (AAO):</b> <i>Vincent Shivas</i>	<b>Telephone #:</b> <i>973-838-1418 extension 5011</i>
<b>AAO Email:</b> <i>ShivasV@Kinnelon.org</i>	
<b>Alternate Contact Person:</b> <i>David Mango</i>	<b>Telephone #:</b> <i>973-838-1418 extension 5001</i>
<b>Title:</b> <i>Superintendent of Schools</i>	<b>Email:</b> <i>ManogoD@Kinnelon.org</i>

1. The school district, charter school or renaissance school project has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, charter school or renaissance school project, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.
2. The local Board has authorized the submission of the Comprehensive Equity Plan, and will support full implementation of the plan on September 1, 2016 upon approval by the New Jersey State Department of Education.
3. The school district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

## CERTIFICATION:

By signing below, the Chief School Administrator or Charter or Renaissance School Project Lead Person certifies that all statements above are true and correct:

Name: David Mango Title: Superintendent  
Signature:  Date: August 2023 

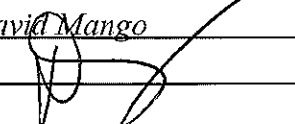
**COMPREHENSIVE EQUITY PLAN**  
**ANNUAL STATEMENT OF**  
**ASSURANCE**

School Year 2023-2024

<b>County:</b> <i>Morris County</i>	
<b>School District, Charter School or Renaissance School Project:</b> <i>Kinnelon Public Schools</i>	
<b>Address:</b> <i>109 Kiel Ave. Kinnelon, New Jersey 07405</i>	
<b>Affirmative Action Officer (AAO):</b> <i>Vincent Shivas</i>	<b>Telephone #:</b> <i>973-838-1418 extension 5011</i>
<b>AAO Email:</b> <i>ShivasV@Kinnelon.org</i>	
<b>Alternate Contact Person:</b> <i>David Mango</i>	<b>Telephone #:</b> <i>973-838-1418 extension 5001</i>
<b>Title:</b> <i>Superintendent of Schools</i>	<b>Email:</b> <i>MangoD@Kinnelon.org</i>

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2016-17 and provides assurance that the implementation timeline has been met at each school within the district, charter school or renaissance school project, if applicable. The areas of noncompliance as indicated in the CEP have met specific indicators of achievement at each site, if applicable, during this previous school year.
2. The school district, charter school or renaissance school project will continue to fully implement the NJDOE approved Comprehensive Equity Plan.
3. The district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes, and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

CERTIFICATION: By signing below, the Chief School Administrator or Charter or Renaissance School Project Lead Person certifies that all statements above are true and correct:

Name: *David Mango* Title: *Superintendent*  
Signature:  Date: *August 2023*  
*DM*

<b>School Safety Climate Team</b>
<b>Kiel School</b>
Jennifer Oluwale - Principal
Vincent Shivas - Supervisor of Special Projects
Sarah Tinney - School Counselor
Sona Santagato -Teacher
Katelyn Sheridan - Teacher
Nicole Velasco - Teacher
Robert Elia - Parent Representative
<b>Stonybrook School</b>
Dawn Uttel - Principal
Vincent Shivas - Supervisor of Special Projects
Johnna Ellis, Teacher/TOA
Lori Hrbek, Teacher
Michelle Steenstra, Teacher
Susan Gubkin, LDTC
Jacqueline Gesualdo, Special Education Teacher
Samantha Lenihan, Special Education Teacher
Christine Prezioso, Special Education Teacher
Joy Tenga, School Counselor
Kelly Wilson, Parent Representative
Mythill Markowski, Parent Representative
<b>Kinnelon High School</b>
Gary Suda - Principal
Matthew Arroyo - Assistant Principal
Vincent Shivas - Supervisor of Special Projects
Kristin Nieto - Administrative Assistant to the Principal
Nino Capra - Teacher
Danielle Wysocki - Substance Abuse Coordinator (SAC)
Steve Caputo - Class III Officer
Kris Ives - Parent Representative
<b>Pearl R. Miller Middle School</b>
Mark Mongon - Principal
Michael Buesser - Assistant Principal
Vincent Shivas - Supervisor of Special Projects
Joan Bracken - Teacher
Lori Foster - School Psychologist

Valerie Comprelli - School Counselor
Michelle Cromwell - Special Education Teacher
Matthew Goff - Teacher
Tara McClain - School Counselor
Brian Scanlon - Teacher
Jolene Strunz - School Counselor
Kathryn Talbot - Parent Representative
<b>Sisco</b>
Jennifer Oluwole - Kiel School Principal
Lauren Thomas - Director of Curriculum, Instruction & Assessment
Vincent Shivas - Supervisor of Special Projects
Anna Blumenstyk - Administrative Assistant to the Superintendent
Danica Davidman - Supervisor of Student Services, K-12
Lorraine Donnelly - Special Education Teacher
Anne Mele- Parent Representative

# POLICY GUIDE

STUDENTS

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School District Issued Student Identification Cards

Jun 22

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## 5517 SCHOOL DISTRICT ISSUED STUDENT IDENTIFICATION CARDS

The Board of Education recognizes school building security measures are important for the safety and welfare of all students, staff, parents, and community members in school buildings. Students to carry a school district issued Identification Card by way of lanyard, are required throughout the school day.

An Identification Card will be issued to all students in all school buildings,

Required For Any Grades Seven through Twelve:

The Identification Card shall have printed on the back the telephone number for the New Jersey Suicide Prevention Hopeline (NJ Hopeline) and contact information for a crisis text line pursuant to N.J.S.A. 18A:6-113.1. The district may, in addition to the telephone number for the NJ Hopeline and contact information for a crisis text line, provide the contact information for the National Suicide Prevention Lifeline, a school district crisis center, or any other mental health support services pursuant to N.J.S.A. 18A:3B-73.2.]

The Principal or designee may require a student to present their Identification Card at any time during the school day or at any time during a school-sponsored activity on school grounds.

Notwithstanding any provision of this Policy, the Principal or designee may also require students carry their Identification Card at any school-sponsored, off-campus activity, including but not limited to, field trips or interscholastic sports programs pursuant to N.J.S.A. 18A:36-43a. The provisions of this Policy shall not be construed to require a student to carry the Identification Card while participating in an athletic contest or competition, an activity involving fine arts or performing arts, or any other activity that the Commissioner of Education determines does not require the physical possession of an Identification Card. An Identification Card used in accordance with N.J.S.A. 18A:36-43a shall include, but need not be limited to, the following information: the student's name; an up-to-date photograph; and the current school year.





# POLICY GUIDE

STUDENTS

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School District Issued Student Identification Cards

Any student who fails to have the Identification Card in their possession or fails to present it when required may be denied access to an event or activity and may be subject to appropriate discipline.

An Identification Card issued in accordance with this Policy shall not be considered a government record pursuant to P.L. 1963, c.73 (N.J.S.A. 47:1A-1 et seq.), P.L. 2001, c.404 (N.J.S.A. 47:1A-5), or the common law concerning access to government records.

N.J.S.A. **18A:3B-73.2**; **18A:6-113.1**; 18A:36-43

Adopted:



# POLICY

## KINNELON PUBLIC SCHOOLS BOARD OF EDUCATION

Community  
9712/Page PAGE 1 of NUMPAGES 1  
LITERATURE SENT HOME WITH PUPILS

### 9712 LITERATURE SENT HOME WITH PUPILS

Any literature, flyers, email etc. that are to be sent home with a pupil must have prior approval of the Superintendent and be in compliance with N.J.S.A. 18A:42-4 which specifies:

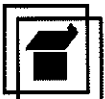
“No literature which in any manner and in any part thereof promotes, favors or opposes the candidacy of any candidate for election at any annual school election, or the adoption of any bond issue, proposal, or any public question submitted at any general, municipal or school election shall be given to any public school pupil in any public school building or on the grounds thereof for the purpose of having such pupil take the same to his/her home or distribute it to any person outside of said building or grounds, nor shall any pupil be requested or directed by any official or employee of the public schools to engage in any activity which tends to promote, favor or oppose any such candidacy, done issue, proposal, or public question. The Board of Education of each school district shall prescribe necessary rules to carry out the purposes of this section.”

When requests are made for information to be disseminated by the borough of Kinnelon, county organizations and/or state sponsored organizations, the information will be distributed to parents only. The Superintendent may approve other information to be sent home with pupils that will benefit the entire school community. The type of information that will be sent home with pupils from the school will be only from the school district and/or school-related organizations.

Adopted: 19 November 1979

Revised: 18 June 1990

Revised: 30 April 2009



# POLICY GUIDE

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School Threat Assessment Teams  
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## 2419 SCHOOL THREAT ASSESSMENT TEAMS

The Board of Education shall establish a threat assessment team at each school in the district pursuant to N.J.S.A. 18A:17-43.4. The purpose of a threat assessment team shall be to provide school teachers, administrators, and other staff with assistance in identifying students of concern, assessing those students' risk for engaging in violence or other harmful activities, and delivering intervention strategies to manage the risk of harm for students who pose a potential safety risk, to prevent targeted violence in the school, and ensure a safe and secure school environment that enhances the learning experience for all members of the school community.

Threat assessment teams established pursuant to N.J.S.A. 18A:17-43.4.a., this Policy, and Regulation 2419 must be multidisciplinary in membership and, to the extent possible, must include the following individuals:

1. A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
2. A teaching staff member;
3. A Principal or other senior school administrator;
4. A safe schools resource officer or school employee who serves as a school liaison to law enforcement; and
5. The school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440, in the event that the school safety specialist is not already a school administrator or school employee required to be a part of the threat assessment team pursuant to N.J.S.A. 18A:17-43.4.

Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team.



# POLICY GUIDE

## PROGRAM

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### School Threat Assessment Teams

Nothing contained in N.J.S.A. 18A:17-43.4 shall be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the effective date pursuant to N.J.S.A. 18A:17-43.3 (August 1, 2022).

This Policy and Regulation 2419, pursuant to N.J.S.A. 18A:17-43.5, are aligned with the Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023 (Guidance) developed by the New Jersey Department of Education (NJDOE) pursuant to N.J.S.A. 18A:17-43.6.

The school district shall structure the threat assessment teams to best meet the needs and resources available, which may include school-based teams and/or district-level teams.

The Superintendent or designee will build a behavioral threat assessment and management program that will: establish a multi-disciplinary team; define prohibited and concerning behaviors; create a central reporting mechanism; define a threshold for law enforcement intervention; establish threat assessment procedures; develop risk management options; create and promote safe school climates; and conduct training for all stakeholders.

The threat assessment and management process will include: the threat assessment team's actions when first learning of a new report or threat; screening the case; gathering information; organizing and analyzing information; making the assessment; developing and implementing a case management/intervention plan; re-assessing and case monitoring; and documenting and closing the case.

When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an Individualized Education Program (IEP) or 504 Plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws.

Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4, this Policy, and Regulation 7440 that is consistent with the Guidance developed by the NJDOE pursuant to N.J.S.A. 18A:17-43.6.



# POLICY GUIDE

## PROGRAM

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### School Threat Assessment Teams

Training must be coordinated with the New Jersey Department of Education, Office of School Preparedness and Emergency Planning (OSPEP). The training shall ensure the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. The training shall, at a minimum, include training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.

Should a threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 – Harassment, Intimidation, or Bullying for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act.

Should a threat assessment team become aware of a bias-related act, the team should implement Policy and Regulation 8465 – Bias Crimes and Bias-Related Acts on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320 – Cooperation With Law Enforcement Agencies.

Questions and concerns about Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) protections often arise as part of the threat assessment planning process. The threat assessment teams must understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.

N.J.S.A. 18A:17-43.3; 18A:17-43.4; 18A:17-43.5; 18A:17-43.6

**Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023**

Adopted:



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ADMINISTRATION

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Sick Leave

Aug 23

## 1642.01 SICK LEAVE

The Board of Education shall grant sick leave in accordance with N.J.S.A. 18A:30-2. All persons holding any office, position, or employment in the school district, who are steadily employed by the Board or who are protected by tenure in their office, position, or employment under the provisions of this or any other law, except persons in the classified service of the civil service under Title 11, Civil Service, of the Revised Statutes shall be allowed sick leave in accordance with N.J.S.A. 18A:30-2.

Pursuant to N.J.S.A. 18A:30-1.a., sick leave is defined as the absence from an employee's post of duty, for any of the following reasons:

1. The employee is personally ill or injured;
2. For diagnosis, care, or treatment of, or recovery from, an employee's mental or physical illness, injury or other adverse health condition, or for preventive medical care for the employee;
3. For the employee to aid or care for a family member of the employee during diagnosis, care, or treatment of, or recovery from, the family member's mental or physical illness, injury or other adverse health condition, or during preventive medical care for the family member;
4. Absence necessary due to circumstances resulting from the employee, or a family member of the employee, being a victim of domestic or sexual violence, if the leave is to allow the employee to obtain for the employee or the family member:
  - a. Medical attention needed to recover from physical or psychological injury or disability caused by domestic or sexual violence;
  - b. Services from a designated domestic violence agency or other victim services organization;



# POLICY GUIDE

## ADMINISTRATION

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### Sick Leave

- c. Psychological or other counseling;
  - d. Relocation; or
  - e. Legal services, including obtaining a restraining order or preparing for, or participating in, any civil or criminal legal proceeding related to the domestic or sexual violence;
- 5. The death of a family member for up to seven days;
  - 6. To attend a child's school-related conference, meeting, function or other event requested or required by a school administrator, teacher, or other professional staff member responsible for the child's education, or to attend a meeting regarding care provided to the child in connection with the child's health conditions or disability;
  - 7. The school or place of care of a child of the employee is closed by order of a public official or because of a state of emergency declared by the Governor due to an epidemic or other public health emergency;
  - 8. The employee has been exposed to a contagious disease or is quarantined for the disease in the employee's immediate household.

N.J.S.A. 18A:30-1, this Policy, and Regulation 1642.01 shall not supersede any law providing collective bargaining rights for school district employees, and shall not reduce, diminish, or adversely affect an employee's collective bargaining rights pursuant to N.J.S.A. 18A:30-1.b.

The Board reserves the right to require any employee who claims sick leave sufficient proof in accordance with N.J.S.A. 18A:30-4 and Section C. of Regulation 1642.01.



# POLICY GUIDE

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Sick Leave

The Superintendent or designee will prepare rules for the administration of N.J.S.A. 18A:30-1, N.J.S.A. 18A:30-4, this Policy, and Regulation 1642.01, which shall be binding on all employees.

The Superintendent or designee will submit to the Board the names of those employees absent for non-compensable cause or whose claim for sick leave pay cannot be justified. The willful misuse of sick leave may be subject to discipline.

29 U.S.C. 2601 et seq.  
N.J.S.A. 18A:30-1; 18A:30-2; 18A:30-4

Adopted:





# POLICY GUIDE



# REGULATION GUIDE

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School Threat Assessment Teams  
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## R 2419 SCHOOL THREAT ASSESSMENT TEAMS

### A. Definitions

1. "Aberrant behavior" means behavior atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications, or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person.
2. "Behavioral Threat Assessment and Management (BTAM)" means a proactive approach to identify, assess, and provide appropriate interventions and resources for individuals who display a behavior that elicits concern for the safety of themselves or others. (U.S. Secret Service National Threat Assessment Center.)
3. "Concerning behavior" means an observable behavior that elicits concerns in bystanders regarding the safety of an individual or those around them. Behaviors that may elicit concern can include unusual interests in violent topics, conflicts between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g., depression or withdrawal from social activities). Some concerning behaviors may be defined as prohibited behaviors and should trigger an immediate response. Prohibited behaviors can include threats, weapons violations, and other aggressive or violent behavior. Concerning behavior does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.



# REGULATION GUIDE

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School Threat Assessment Teams

4. “Concerning communication” means unusual, bizarre, threatening, or violent communication made by an individual or a group that elicit concerns for the safety or wellbeing of the individual or others. Concerning communication may allude to violent intentions, violence as a means to solve a problem, justifying violent acts, unusual interest in weapons, personal grievances, or other inappropriate interests. Concerning communications may also allude to hopelessness or suicide. Concerning communications may be made in the form of written or oral statements, gestures, or visual/electronic media. Communications may be considered concerning regardless of whether a direct verbal threat is expressed. Concerning communication does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.
5. “Multidisciplinary Threat Assessment Team” means a team composed of highly trained school personnel with diverse positions, backgrounds, and experience. The team will receive reports about a concerning person and situations, gather additional information, assess the risk posed to the community, and develop intervention and management strategies to mitigate any risk of harm.
6. “Targeted violence” means a premeditated act of violence directed at a specific individual, group, or location regardless of motivation and generally unrelated to other criminal activity.

## B. Multidisciplinary Threat Assessment Team

### 1. Threat Assessment Team Members

- a. In accordance with N.J.S.A. 18A:17-43.4, the threat assessment team established by the Board of Education



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PROGRAM

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School Threat Assessment Teams

shall be multidisciplinary in membership and, to the extent possible, must include the following individuals:

- (1) A Principal or other senior school administrator;
  - (2) A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
  - (3) A safe-schools resource officer or school employee who serves as a school liaison to law enforcement;
  - (4) The school safety specialist (designated pursuant to N.J.S.A. 18A:17-43.3); and
  - (5) A teaching staff member.
- b. Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team. If a student has an Individualized Education Program (IEP), 504 plan, and/or functional behavioral assessment (FBA) plan, the threat assessment team must consult with the appropriate staff or team to determine whether the reported behavior is already part of known baseline behavior or is already being managed under the student's IEP, 504 plan, or FBA plan and addressed in a manner that is required by N.J.A.C. 6A:14 and all other Federal and State special education laws.
- c. The district may choose to name the threat assessment team in a manner that suits the school community needs.

## 2. Threat Assessment Team Structure



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PROGRAM

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School Threat Assessment Teams

- a. The district can structure the threat assessment teams to best meet the needs and resources available. This may include:
  - (1) School-Based Teams: The district may opt to develop teams for each school comprised of those members fulfilling the assigned roles identified in the law in each of its schools.
  - (2) District-Level Team: The district may choose to develop one central team designated to serve each school in cases where staffing at individual schools is not sufficient to meet the membership requirements of the law. In such cases, the district may choose to operate smaller teams trained in the threat assessment process in each school, which can screen cases to determine which situations to refer to the District-Level Team. If the district uses this model, the district must ensure representation of those staff members from the involved school as identified by the law to the fullest extent possible when conducting an assessment.
  - (3) District-Level Team and School-Based Teams: The district may have one central team that provides oversight, consistency, and accountability for all threat assessment processes including threats impacting the entire district. School-Based Teams address cases in each school building, while ensuring all information is shared with the District-Level Team.

## C. Building a K-12 Behavioral Threat Assessment and Management Program

The district shall implement the following steps in developing a Behavioral Threat Assessment and Management Program.



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School Threat Assessment Teams

1. Step 1: Establish a Multidisciplinary Team
  - a. Identify team membership pursuant to N.J.S.A. 18A:17-3.4.
  - b. Designate a team leader.
  - c. Establish team procedures and protocols.
  - d. Meet on a regular basis and as needed.
2. Step 2: Define Prohibited and Concerning Behaviors
  - a. Establish policy defining prohibited behaviors
    - (1) These definitions should be included in the code of student conduct policy and shared with staff, parents, and students.
  - b. Identify other behaviors for screening or intervention.
  - c. Define threshold for intervention.
    - (1) The threshold should be relatively low so that teams can identify individuals in distress before the behavior escalates into a violent behavior.
3. Step 3: Create a Central Reporting Mechanism
  - a. Establish one or more anonymous reporting mechanisms.
    - (1) Examples include a mobile application, a dedicated email address or phone number, or on the district website.
  - b. Provide training and guidance to encourage reporting.



# REGULATION GUIDE

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School Threat Assessment Teams

- (1) Students, teachers, staff, school resource officers, and parents should be provided awareness training and guidance on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and how to report the information.
- c. Ensure availability to respond.
  - d. Utilize an Initial Report to collect the threat, concerning behavior, etc.
4. Step 4: Define Threshold for Law Enforcement Intervention
  - a. Most reports can be handled by the School-Based Team.
  - b. Establish which behaviors should be referred for law enforcement intervention (e.g., physical violence, threats of violence, etc.).
5. Step 5: Establish Threat Assessment Procedures
  - a. Decide how to document cases.
  - b. Create procedures to screen reports, gather information, make assessments, and decide on interventions.
  - c. Develop/adapt threat assessment forms to organize information around the 11 Investigative Questions referenced in D.4. below.
6. Step 6: Develop Risk Management Options
  - a. Identify all available resources for creating individualized management plans.



# REGULATION GUIDE

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School Threat Assessment Teams

- (1) The resources and supports the student needs will differ depending on the information gathered during the assessment.
  - (2) Resources to assist the student could take the form of peer support programs or therapeutic counseling to enhance social learning or emotional competency, life skills classes, tutoring in specific academic subjects, or mental health care. Most programs and supports will be available within the school, but the team may need to also access community resources to assist with the managing the student. Identify resources to assist targets/victims.
  - (3) Make efforts to address the safety of any potential targets by altering or improving security procedures for schools or individuals and providing guidance on how to avoid the concerning person.
- b. Establish points of contact for all resources.
7. Step 7: Create and Promote Safe School Climates
- a. Assess current school climate.
- (1) Anti-Bullying Bill of Rights Act (N.J.S.A. 18A:37-21) requires the school safety team in each school in the district "...to develop, foster, and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues..." and to "review and strengthen school climate and the policies of the school.
- b. Enhance current school climate.





# REGULATION GUIDE

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School Threat Assessment Teams

- c. Strengthen students' connectedness.
    - (1) Encourage teachers and staff to build positive, trusting relationships with students by actively listening to students and taking an interest in what students say.
  - d. Break down "codes of silence" and help students feel empowered to come forward and share concerns and problems with a trusted adult.
  - e. Identify clubs or teams at school students can join or encourage students to start their own special interest group.
8. Step 8: Conduct Training for all Stakeholders
- a. The training is for new threat assessment team members, refresher training, and professional development. This includes training on the screening and threat assessment forms and procedures.
  - b. Training must be coordinated with the New Jersey Department of Education (NJDOE), Office of School Preparedness and Emergency Planning (OSPEP) to ensure that the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. This training includes training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.
  - c. Awareness training for students, teaching staff members, and all school staff members regarding the recognition of concerning or aberrant behavior in an individual that may represent a threat to the school community.



# REGULATION GUIDE

PROGRAM

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School Threat Assessment Teams

(1) Requests for awareness training can be coordinated by the district's School Safety Specialists through the OSPEP.

d. Training for parents and other community stakeholders to anonymously report dangerous, violent, or unlawful activity to the district or school.

## D. Threat Assessment and Management Process

The district shall implement the following steps in the threat assessment and management process.

### 1. Step 1: Receive a Report of Concern

a. When the threat assessment team first learns of a new report of a threat or aberrant or concerning behavior, the team (or one member of the team) should collect initial intake information about the behavior, the concerning person (i.e., the person who engaged in the threatening behavior; the person to be assessed), and other information that is readily available.

### 2. Step 2: Screen the Case

a. Screen for imminency (of the threat or concerning behavior) and whether there is a need for a full threat assessment.

(1) If the threat assessment team believes the report does present an imminent danger or safety concern, immediately notify law enforcement. Once the emergency has been contained, the team should complete a full threat assessment and make all necessary notifications (i.e., anyone that is or may be directly impacted).



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- b. If the team does not believe the report presents an imminent danger or safety concern, determine if there is a need for full threat assessment. If not, document the initial report and screening.
  - c. If there is a need for a threat assessment, the team shall proceed with a full threat assessment using the steps outlined in D.3. through 8. below.
  - d. The district's Title IX Coordinator must be notified immediately if a report involves sexual harassment, sexual assault, dating violence, stalking, or a domestic violence assault, or if engagement in these actions is uncovered when gathering additional information during the threat assessment process. Notifying the district's Title IX Coordinator is completed parallel to the threat assessment process and does not stop a team from moving forward with gathering information and initiating risk management strategies.
- 3. Step 3: Gather Information from Multiple Sources
  - a. Gather information about the person displaying the concerning behavior and situation from various sources. These sources can include, but are not limited to, teachers, coaches, parents, and peers.
- 4. Step 4: Organize and Analyze
  - a. Organize and analyze information using the 11 Investigative Questions detailed in the U.S. Secret Service and U.S. Department of Education threat assessment guide. The form is comprised of 11 investigative questions adapted from the U.S. Secret Services and U.S. Department of Education Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe



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School Climates and can be found at  
[www.secretservice.gov/nod/2559](http://www.secretservice.gov/nod/2559).

5. Step 5: Make the Assessment
  - a. Make an assessment about whether the individual of concern poses a threat of violence or self-harm, or if they are otherwise in need of intervention.
6. Step 6: Develop and Implement a Case Management/Intervention Plan
  - a. Develop and implement a case management plan to reduce risk.
  - b. As needed, refer individual of concern to the local mental health authority or healthcare provider for evaluation and/or treatment.
  - c. As needed, refer individual of concern for a full and individual evaluation (FIE) for special education services.
7. Step 7: Re-Assess (Case Monitoring)
  - a. Monitor, re-evaluate, and modify plan as needed to ensure that the identified intervention(s) is effective, and the individual of concern no longer poses a threat of violence or self-harm.
  - b. Re-assessing the person of concern, going through the assessment questions again.
  - c. If there are still concerns, the team shall continue to monitor, adjust plan, and re-assess as needed until there is no longer a concern of harm to self and/or others, and the individual is on a better path.



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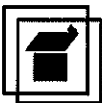
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8. Step 8: Document and Close the Case

- a. When the team's assessment is that the concerning person no longer poses a threat of violence or self-harm, the team can close the case or place it on the in-active status.
- b. The threat assessment team should be sure to document the case, including scheduling any future dates to check-in or follow-up, as needed.
- c. The documentation should be stored in a confidential file, with only authorized personnel having access.

E. Training

1. Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4. The district may also choose to provide awareness training to school community members on the threat assessment process. The awareness training is also outlined as part of one of the steps of the Building a K-12 Behavior Threat Assessment and Management Program.
2. Threat assessment team membership:
  - a. In accordance with N.J.S.A. 18A:17-43.4, the NJDOE shall provide training through the New Jersey School Safety Specialist Academy. All threat assessment team members must receive training consistent with the training and guidelines provided by the NJDOE. The school safety specialist, is a member of the threat assessment team and will assist in ensuring this training is provided to school staff in coordination with OSPEP.



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- b. Each new threat assessment team member must complete training by the OSPEP, which shall include training sessions as instructed by *Ontic/SIGMA as part of the Bureau of Justice Assistance (BJA) STOP School Violence Grant Program*.
- c. The district shall determine membership on the threat assessment team in accordance with N.J.S.A. 18A:17-43.4, including adding and ensuring the training of new members, as needed. The district must ensure all threat assessment team members attend the required initial training and refresher training provided by OSPEP to advance their competency in conducting assessments.
  - (1) These trainings will be offered through the OSPEP for both in person and online platforms.
  - (2) Refresher training will be developed and facilitated by the OSPEP and will be made available through in-person and online platforms, as necessary.

## 3. Awareness Training for Other School Community Stakeholders

- a. Request for awareness training for school staff members should be directed to the OSPEP email at [school.security@doe.nj.gov](mailto:school.security@doe.nj.gov), which will provide training or coordinate sessions with approved instructors from the U.S. Department of Homeland Security National Threat Evaluation and Reporting Office's Certified Master Training Program.

## F. Other Considerations

### 1. Individualized Education Program (IEP) or 504 Plans

- a. The district is required by law to meet the needs of students with special needs, who are afforded disciplinary



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protections not provided to the general education population, to reduce exclusionary practices for special

education students. When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an IEP or 504 plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant or concerning behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws. Working with the IEP team or 504 team, the threat assessment team shall determine if the behavior is part of known baseline behavior, or is already being managed under the student's IEP, 504 plan, or FBA plan. If the behavior is not consistent with baseline behaviors or is not able to be effectively managed through current programming, then a threat assessment would need to be conducted. A special education representative must be part of the team and shall engage throughout the process.

2. Allegations of Harassment, Intimidation, & Bullying (HIB) or Bias-Related Acts
  - a. Should the threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act. Additionally, during the threat assessment process, it is important to recognize that the student may need remedial services (e.g., counseling) to address behavior that may have prompted the need for the threat assessment and to ensure their well-being.
  - b. Should a threat assessment team become aware of a bias-related act, they should implement Policy and Regulation 8465 on reporting bias-related acts to law



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enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320.

3. Information Sharing

- a. The Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) are two Federal laws protecting the privacy of an individual's personal records. FERPA refers specifically to educational records while HIPAA refers to medical records. Questions and concerns about FERPA and/or the HIPAA protections often arise as part of the threat assessment planning process. It is critical that threat assessment teams understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.
- b. Threat assessment teams should consult with the Board Attorney on these elements as needed.

4. Family Education Rights & Privacy Act (FERPA) – Educational Records

- a. FERPA is a Federal law that protects the privacy of student education records. FERPA does, however, authorize school officials to disclose information without consent in emergency situations where the health and/or safety of students is at risk. Relevant information can be released to law enforcement, public health, and medical officials, as well as other schools in the event a student transfers or matriculates. The U.S. Department of Education would not find a school in violation of FERPA for disclosing FERPA-protected information under the health or safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant





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threat to the health or safety of the student or other individuals.

5. Health Insurance Portability and Accountability Act (HIPAA) – Medical and Mental Health Records

a. HIPAA protects the confidentiality of information in health records. Confidentiality is held by the patient, not the mental health provider. In cases where HIPAA applies, the following strategies below may assist threat assessment teams in eliminating potential barriers to critical data collection:

- (1) Ask permission from the student and parent to disclose medical records;
- (2) Provide information to health and mental professionals; and
- (3) Ask about duty to warn or duty to protect.

b. Additionally, medical and mental health providers may disclose protected health information when disclosure:

- (1) Is necessary to prevent or lessen a serious and imminent threat to health or safety of patient or others and is to someone reasonably able to prevent or lessen the threat; and
- (2) May include disclosure to law enforcement, or others who can mitigate the threat and disclosure must be consistent with applicable law and standards of ethical conduct.



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## 6. Record Keeping

All documentation from the threat assessment process must be maintained in a confidential and secure location. Maintaining records and preserving evidence throughout the process, assists in the establishment of a legal and behavioral justification for the intervention. Records may be electronic or paper and must be maintained in accordance with record retention rules established by the Department of Treasury.

Adopted:



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Aug 23

## R 1642.01 SICK LEAVE

### A. Definitions – N.J.S.A. 18A:30-1.c. and 18A:30-4.i.

1. “Certified Domestic Violence Specialist” means a person who has fulfilled the requirements of certification as a Domestic Violence Specialist established by the New Jersey Association of Domestic Violence Professionals.
2. “Child” means a biological, adopted or foster child, stepchild or legal ward of an employee, child of a domestic partner or civil union partner of the employee.
3. “Designated domestic violence agency” means a county-wide organization whose primary purpose is to provide services to victims of domestic violence and which provides services that conform to the core domestic violence services profile as defined by the Division of Child Protection and Permanency in the Department of Children and Families and is under contract with the division for the express purpose of providing the services.
4. “Domestic or sexual violence” means stalking, any sexually violent offense, as defined in N.J.S.A. 30:4-27.26, or domestic violence as defined in N.J.S.A. 2C:25-19 and N.J.S.A. 17:29B-16.
5. “Family member” means a child, grandchild, sibling, spouse, domestic partner, civil union partner, parent, or grandparent of an employee, or a spouse, domestic partner, or civil union partner of a parent or grandparent of the employee, or a sibling of a spouse, domestic partner, or civil union partner of the employee, or any other individual related by blood to the employee or whose close association with the employee is the equivalent of a family relationship.
6. “Health care professional” means any person licensed under Federal, State, or local law or the laws of a foreign nation, to



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provide health care services, or any other person who has been authorized to provide health care by a licensed healthcare

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professional including, but not limited to, doctors, nurses, and emergency room personnel.

7. "Supervisor" means the building or district administrative staff member designated by the Superintendent who is responsible for supervising the employee.

## B. Eligibility for Sick Leave – N.J.S.A. 18A:30-1

1. Sick leave is defined as the absence from an employee's post of duty, for any of the following reasons:
  - a. The employee is personally ill or injured;
  - b. For diagnosis, care, or treatment of, or recovery from, an employee's mental or physical illness, injury or other adverse health condition, or for preventive medical care for the employee;
  - c. For the employee to aid or care for a family member of the employee during diagnosis, care, or treatment of, or recovery from, the family member's mental or physical illness, injury or other adverse health condition, or during preventive medical care for the family member;
  - d. Absence necessary due to circumstances resulting from the employee, or a family member of the employee, being a victim of domestic or sexual violence, if the leave is to allow the employee to obtain for the employee or the family member:
    - (1) Medical attention needed to recover from physical or psychological injury or disability caused by domestic or sexual violence;



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- (2) Services from a designated domestic violence agency or other victim services organization;

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- (3) Psychological or other counseling;

- (4) Relocation; or

- (5) Legal services, including obtaining a restraining order or preparing for, or participating in, any civil or criminal legal proceeding related to the domestic or sexual violence;

- e. The death of a family member for up to seven days;

- f. To attend a child's school-related conference, meeting, function or other event requested or required by a school administrator, teacher, or other professional staff member responsible for the child's education, or to attend a meeting regarding care provided to the child in connection with the child's health conditions or disability;

- g. The school or place of care of a child of the employee is closed by order of a public official or because of a state of emergency declared by the Governor, due to an epidemic or other public health emergency; or

- h. The employee has been exposed to a contagious disease or is quarantined for the disease in the employee's immediate household.

2. N.J.S.A. 18A:30-1, Policy 1642.01, and this Regulation shall not supersede any law providing collective bargaining rights for school district employees and shall not reduce, diminish, or adversely affect an employee's collective bargaining rights.

## C. Physician's Certificate Required for Sick Leave – N.J.S.A. 18A:30-4



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1. In case of sick leave claimed due to personal illness or injury, the Board of Education may require a physician's certificate to be filed with the Secretary of the Board in order to obtain sick leave.
2. If an employee's need to use sick leave as defined pursuant to N.J.S.A. 18A:30-1 and B. above is foreseeable, the Board requires advance notice of 7 calendar days, (not to exceed seven calendar days) prior to the date the leave is to begin, of the intention to use the leave and its expected duration, and the employee shall make a reasonable effort to schedule the use of sick leave in a manner that does not unduly disrupt the operations of the Board.
3. If the reason for the leave is not foreseeable, the Board of Education may require an employee to give notice of the intention as soon as practicable, provided the Board of Education has notified the employee of this requirement.
4. The Board may prohibit an employee from using foreseeable sick leave on certain dates, and require reasonable documentation if sick leave that is not foreseeable is used during those dates.
5. In case of sick leave claimed for three or more consecutive days, the Board may require reasonable documentation that the leave is being taken for a purpose permitted pursuant to N.J.S.A. 18A:30-1.a. and B.1. above.
6. If the leave is permitted under N.J.S.A. 18A:30-1.a.(2) or (3) and B.1.b. or c. above, documentation signed by a health care professional who is treating the employee or the family member of the employee indicating the need for the leave and, if possible, the number of days of leave, shall be considered reasonable documentation.
7. If the leave is permitted under N.J.S.A. 18A:30-1.a.(4) and B.1.d. above because of domestic or sexual violence, any of the following



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shall be considered reasonable documentation of the domestic or sexual violence:

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- a. Medical documentation;
  - b. A law enforcement agency record or report;
  - c. A court order;
  - d. Documentation that the perpetrator of the domestic or sexual violence has been convicted of a domestic or sexual violence offense;
  - e. Certification from a certified Domestic Violence Specialist or a representative of a designated domestic violence agency or other victim services organization; or
  - f. Other documentation or certification provided by a social worker, counselor, member of the clergy, shelter worker, health care professional, attorney, or other professional who has assisted the employee or family member in dealing with the domestic or sexual violence.
8. If the leave is permitted under N.J.S.A. 18A:30-1.a.(7) and B.1.g. above, a copy of the order of the public official or the determination by the health authority shall be considered reasonable documentation.

## D. Sick Leave Charges

1. An employee who is absent for 50% percent of their work day shall be charged a full sick day if the employee's reason for absence is covered by N.J.S.A. 18A:30-1.
2. A sick leave day once commenced may be reinstated as a working day only with the approval of the Superintendent or designee.



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3. An employee absent on sick leave on a day when the school is closed early for emergency reasons will be charged with a full sick leave day.

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4. An employee scheduled for a sick leave absence on a day on which the schools do not open because of an emergency will not be charged with a sick leave day.

## E. Readmission After Disability

1. An employee absent on sick leave, covered under N.J.S.A. 18A:30-1.a.(1); (2); and (8) and B.1.a.; b.; and h., for more than five consecutive working days who wishes to return to work shall submit the signed statement of their physician or institution indicating the employee's fitness to perform their duties.
2. The Board may, at its discretion, require the employee to submit to an examination by a physician or institution designated by the Board to confirm the information submitted by the employee's physician or institution.
  - a. The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board.
3. If the results of the examination conducted pursuant to paragraph E.2. above are inconsistent with the statement of the employee's physician in E.1. above, the employee and the Board shall agree to a third physician or institution to conduct the examination. The Board shall bear the cost of this third examination.

## F. Accumulation of Sick Leave

1. If any employee requires in any school year less than the specified number of days of sick leave with pay allowed, all days of such minimum sick leave not utilized that year shall be accumulative to be used for additional sick leave as needed in subsequent years in accordance with N.J.S.A. 18A:30-3.





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## G. Exhaustion of Sick Leave

1. The Superintendent or designee shall monitor employee accumulated sick leave and charge an employee's accumulated sick leave.
  - a. Sick leave will be charged, first, to the sick leave newly available in the employee's current contract year and, when that sick leave entitlement is exhausted, to the employee's accumulated sick leave.

## H. Records

1. The personnel file of each person employed by this district will include an accurate record of the employee's use and accumulation of sick leave days.
  - a. The Superintendent or designee will maintain the employees record of accumulated sick leave in accordance with Policy 1642.01 and this Regulation.
2. Each employee's attendance record will record the reason for any absence.

Adopted:



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## **KINNELON BOARD OF EDUCATION**

109 KIEL AVENUE ♦ KINNELON, NEW JERSEY 07405

***2023-2024***

### ***Board of Education Goals***

1. By June 30, 2024, the Kinnelon Board of Education will develop a five year Strategic Plan Action Plan for implementation July 1, 2024.
2. By June 30, 2024, the Kinnelon Board of Education will have completed a demographic study for community review.
3. By June 30, 2024, the Kinnelon Board of Education will have a completed facility assessment project priority list for appropriate financial planning and possible referendum.



## **KINNELON BOARD OF EDUCATION**

109 KIEL AVENUE ♦ KINNELON, NEW JERSEY 07405

**2023-2024**

### ***District Goals***

#### **1. Student Achievement:**

By the end of the 2023-2024 school year, the district will complete the following steps to improve student achievement across our schools:

- a) **Mathematics & Science** - evaluate state and internal measures to determine the most important curriculum improvements to improve performance across all grade levels.
- b) **ELA** - Implement phonics into k-5 ELA instruction and grammar into 6-12.
- c) **Building Civic Awareness and Citizenship** - Develop and implement a civics literacy based (NJ/social studies) resource into the existing K-5 curriculum and cycle/semester based elective course in the 6-12 curriculum to be implemented in the 24-25 school year.
- d) **Special Education** - evaluate our current classification practices, re-evaluation procedures, and tracking student progress, etc.

#### **2. Technology:**

Develop a district office for Educational Technology to include: vision, oversight of all educational applications, platforms, possible S.I.S. upgrade linked with communication, website reconfiguration, & consistent professional development for staff.



## **KINNELON BOARD OF EDUCATION**

109 KIEL AVENUE ♦ KINNELON, NEW JERSEY 07405

### **3. Financial Stewardship:**

a) Develop a cost/benefit analysis between contract transportation compared to district owned transportation (could include interlocal agreements with other districts). This may involve changing start/end times for schools.

b) Develop a plan to accept tuition based students for the 24-25 school year.

### **4. Communication and Transparency:**

Create a publicly available district dashboard that tracks district initiatives, program utilization and highlights student/staff involvement.