

BOARD MEMBERS
Michael Lembo, President
HyunJu Kwak, Vice President
Sheila Brogan
Saurabh Dani
Muhammad Mahmoud



RIDGEWOOD

PUBLIC SCHOOLS

ADMINISTRATION
Mark Schwarz
Superintendent
Richard Freedman
Interim Asst. Superintendent
Jaime Rosado
Acting Business Administrator/Board
Secretary

Pursuant to the requirements of the Open Public Meetings Act, N.J.S.A. 10:4-6, et. seq., notice is hereby given that the Ridgewood Board of Education will a Regular Public at 5:00 pm on Monday, August 28, 2023 in the Board Room at the Education Center. Action will be taken at this meeting.

The Public can view, listen and comment during the public comment period of the meeting via:

- Attending the meeting at the Education Center
- Zoom from a PC, Mac, iPad, iPhone, Android device Meeting ID 870 1302 7741
- phone at: 646-558-8656 Meeting ID 870 1302 7741

Respectfully submitted,

Jaime Rosado
Acting Business Administrator/Board Secretary





RIDGEWOOD BOARD OF EDUCATION

Education Center
49 Cottage Place, Ridgewood, NJ 07450
AGENDA

August 28, 2023

Regular Public Meeting 5:00 p.m.

The Public can view, listen and comment during the public comment period of the meeting via:

- **Physically attending at the Education Center**
- **Zoom** from a PC, Mac, iPad, iPhone Android device (meeting ID 870-1302 7741)
 - Password: 062607450 (use “raise hand” button to make a comment)
- **Phone at: 646-558-8656**
 - Password: 062607450 (*press *9 to make a comment*)
- **Streaming on the [District website](#)**
- **Watching on Fios Channel 33**

MEETING REGULATIONS

At all regular meetings, two opportunities are provided for citizens to make comments. The public comment period will be scheduled after student presentations. The second comment period will be at approximately 7:00 p.m. or just prior to the end of the meeting, whichever occurs first. The first opportunity may be limited by the presiding officer to conclude at about 6:00 p.m. in order for the Board to continue with its scheduled agenda. The second opportunity will occur at about 7:00 p.m. at the discretion of the presiding officer taking into consideration a break in the agenda.

At every opportunity for public comment, citizens are invited to comment on subjects on the agenda or general topics. At the discretion of the presiding officer, public comments may be permitted at other times.

Please remember this is a public meeting. Anything you say will be a public record. As a result, pursuant to law, the Board of Education cannot respond to you publicly concerning certain matters, such as those regarding an individual student or personnel. If there is a matter that you wish to remain private concerning personnel or students, please contact the Superintendent’s Office. Public comment periods shall also be governed by the following rules:

1. Persons wishing to speak must, upon being recognized, rise, sign in, and state their names and addresses.
2. Each speaker shall be limited to four minutes. The Board Recorder will note the time. A speaker who has not finished in the allotted time will be directed by the presiding officer to summarize quickly and relinquish the floor within 30 seconds (bylaw 0167).
3. Comments shall be limited to issues. If personal remarks or discourteous statements are made, the presiding officer shall require the speaker to stop.
4. All statements shall be directed to the presiding officer, no participant may address or question Board members individually.
5. No participants may speak more than once on the same topic until all others who wish to speak on that topic have been heard.
6. Questions requiring investigation shall be referred by the Board to the Superintendent’s Office for consideration and later response. A participant may be asked to submit such questions in written format.

Mission Statement

The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens.

- I. **CALL TO ORDER AND ROLL CALL** Mr. Lembo
- II. **FLAG SALUTE AND PLEDGE OF ALLEGIANCE** Mr. Lembo
- III. **OPENING STATEMENT BY PRESIDING OFFICER** Mr. Lembo
- IV. **PRESENTATIONS** Mr. Lembo
- A. **Recognition of Retirees**
- Erika Pifher, Travell Elementary School
- V. **COMMENTS FROM THE PUBLIC** Mr. Lembo
- VI. **PRESENTATIONS** Mr. Schwarz
- A. **Alternative Start Presentation**
- Jeffrey Nyhuis, Ridgewood High School Principal
- B. **2023 Testing Results: NJ Graduation Proficiency Assessment (GPA) and ACCESS Testing for English Language Learners (ELL)**
- Mark Schwarz, Superintendent of Schools
 - Richard Freedman, Interim Assistant Superintendent of Curriculum and Instruction
- C. **Communication Enhancements**
- Christine Corliss, Public Information Officer
- VII. **SUPERINTENDENT REPORT** Mr. Schwarz
- VIII. **CONSENT ITEMS: REGULAR AND ROUTINE ISSUES** Mr. Schwarz
- A. **ATTENDANCE AT CONFERENCES**
- The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.
- B. **ADMINISTRATION**
- i. **Approval: Second Reading and Adoption of New/Revised/Abolished Policies**
- The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the first reading of new/revised/abolished policies as listed below and in **Attachment B**:
- New:
- Policy 2425 Emergency Virtual or Remote Instruction Program
 - Policy 4217 Use of Corporal Punishment
 - Regulation 6115.01 Federal Awards/Funds Internal Controls - Allowability of Costs
 - Policy 6115.04 Federal Funds - Duplication of Benefits

Revised:

- Policy and Regulation 2423 Bilingual and ESL Education
- Regulation 2425 Emergency Virtual or Remote Instruction Program
- Policy and Regulation 5200 Attendance
- Policy 5512 Harassment, Intimidation, or Bullying
- Policy 8140 Student Enrollments
- Regulation 8140 Enrollment Accounting
- Policy and Regulation 8330 Student Records
- Regulation 8420.2 Bomb Threats
- Regulation 8420.7 Lockdown Procedures
- Regulation 8420.1 Active Shooter
- Policy and Regulation 2520 Instructional Supplies
- Policy 3217 Use of Corporal Punishment
- Policy 5305 Health Services Personnel
- Policy and Regulation 5308 Student Health Records
- Policy and Regulation 5310 Health Services
- Policy 6112 Reimbursement of Federal and Other Grant Expenditures
- Policy 6311 Contracts for Goods or Services Funded by Federal Grants
- Policy 7440 School District Security
- Policy 9140 Citizens Advisory Committees

Abolished:

- Policy 1648.11 The Road Forward COVID-19 - Health and Safety
- Policy 1648.13 School Employee Vaccination Requirements
- Policy 9100 Public Relations
- Regulation 9140 Citizens Advisory Committee

ii. Approval: Second Reading and Adoption of Revised Bylaws

The Ridgewood Board of Education, approves the second reading and adoption of revised/abolished policies as listed below and in **Attachment C**:

Revised:

- Bylaw 0152 Board Officers
- Bylaw 0161 Call, Adjournment, and Cancellation
- Bylaw 0162 Notice of Board Meetings

Abolished:

- Policy 0144 Board Member Orientation and Training

iii. Approval: First Reading and Adoption of New Policies and Regulations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the first reading and adoption of the new policies and regulations listed below and in **Attachment D**, on an emergency basis in accordance with Bylaw 0131.

New:

- Policy and Regulation 1642.01 Sick Leave
- Policy and Regulation 2419 School Threat Assessment Teams

C. CURRICULUM & INSTRUCTION**i. Approval: Field Trips**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment E**.

ii. Approval: WESTpectations Educational Consulting Proposal

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a consulting proposal with WESTpectations Educational Consulting to assist in a K-12 visual art program audit during the 2023-2024 school year. Services include an in-depth examination of all aspects of the art program including course offerings, curriculum, facilities, program development, community outreach, and more. The total cost for the consulting agreement is \$7,000.

The Board has received background information.

iii. Approval: Textbooks for the 2023-2024 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the revised list of current and new textbooks as listed on **Attachment F**, for the 2023-2024 school year, in accordance with N.J.S.A 18A:33-1 and the Thorough & Efficient Education requirements; and be it further

Resolved that the textbook list may be modified on the recommendation of the Superintendent of Schools and the approval of the Board of Education.

This is a revision to the list approved at the May 22, 2023 Board of Education meeting.

iv. Approval: New and Revised Curriculum for the 2023-2024 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves new and revised curriculum for the 2023-2024 school year as listed on **Attachment G**.

v. Approval: Agreement with IXL Learning to provide Professional Development

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with IXL Learning to provide three 60-minute sessions of professional development with the Power UP training package for the 2023-2024 school year, in the amount of \$1,595.

The Board has received background information.

vi. Approval: Agreement with Eduscape Partners, LLC for an AI Administrator Workshop

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Eduscape Partners, LLC for an AI Workshop for Administrators on August 16, 2023 in the amount of \$1,500.

The Board has received background information.

vii. Approval: Annual Contract with Bergen County Special Services School District for Hospital Instruction

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the annual contract with Bergen County Special Services School District for Hospital Instruction for the 2023-2024 school year, for students who are receiving services at New Bridge Medical Center in Paramus, NJ, during school hours, at the rate of \$65 per hour, as per N.J.A.C. 6A:14, 6A:16-10.1 and 6A:16-10.2. There is no increase from the 2022-2023 school year.

The Board has received background information.

viii. Approval: Agreement with Amplify for Professional Development

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a professional development agreement with Amplify to provide six half-day training sessions for elementary teachers, one for each grade level, on the Science of Reading, at a total cost of \$9,600.

The Board has received background information.

ix. Approval: Agreement with Dr. Heather J. Buchanan for Professional Development

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the professional development proposal from Dr. Heather J. Buchanan, Professor of Music & Director of Choral Activities at Montclair State University, for a professional development workshop for K-5 general music teachers on October 9, 2023 professional development day, in the amount of \$900.

The Board has received background information.

x. Approval: Agreement with Todd Nichols for Professional Development

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the professional development proposal from Todd Nichols, Director of University Bands at Rutgers University, for a professional development workshop for 5th-12th grade band teachers on the October 9, 2023 professional development day, in the amount of \$750.

The Board has received background information.

xi. Approval: Agreement with Nate White for Professional Development

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the professional development proposal from Nate White, Founder and Artistic Director of Freelance Ensemble Artists of NJ, for a professional development workshop for 5th-12th grade orchestra teachers on the October 9, 2023 professional development day, in the amount of \$800.

The Board has received background information.

D. HUMAN RESOURCES

i. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

2023-2024 School Year - Appointments

Name	Assignment	Location	Effective Date	NJDOE Certificate	Salary	Account #
Administrator						
Wisniewski, Stacey	Principal - Middle School	BFMS	08/31/23-06/30/24	Standard Principal	\$150,000	11-000-240-103-00-08-019-000
Wu, Gregory	Acting Principal	BFMS	08/08/23-08/30/23 revision	Standard Principal	\$2,720 per month	11-000-240-103-00-08-019-000
Teachers						
Barbour, Betsy	LOA English (not tenure track)	RHS	08/31/23-01/02/24	Standard Teacher of English	\$64,817 Cl. BA, St. 1	11-140-100-101-03-10-019-000
Barteck, Hailey	Special Education ERI	Somerville	10/02/23-06/30/24	Standard Elementary School Teacher Grades K-6 Teacher of Students with Disabilities	\$69,917 Cl. BA, St. 6	11-213-100-101-00-05-019-000
Borst, Maira	World Language Spanish	All Elementary Schools	10/30/23-06/30/24	Standard Teacher of Spanish	\$92,117 Cl. MA, St. 14	11-120-100-101-00-00-019-000
Caamano, Denise	School Social Worker	RHS	09/26/23-06/30/24 revision	Standard School Social Worker	\$96,723 (\$92,117 + \$4,606 ratio) Cl. MA, St. 14	11-000-219-104-00-10-019-000
Collins, Christopher	LOA Sixth Grade English (not tenure track)	BFMS	08/31/23-05/15/24	Standard Teacher of English	\$64,817 Cl. BA, St. 1	11-130-100-101-03-08-019-000
Coyne, Albina	Special Education Inclusion/ Collaborative	Hawes	08/31/23-06/30/24	Standard Elementary School Teacher Grades K-6 Teacher of Students with Disabilities	\$78,917 Cl. MA, St. 7	11-213-100-101-00-02-019-000

Dawson, Ryan	Business/ Math	RHS	10/09/23- 06/30/24	Standard Teacher of Business Finance/ Economics/ Law Teacher of Mathematics	\$95,317 Cl. MA, St. 15	11-140-100-101-12-10-019-000
Gill, Melissa	World Language Spanish	BFMS	10/30/23- 06/30/24	Standard Teacher of Spanish	\$92,117 Cl. MA, St. 14	11-130-100-101-07-08-019-000
Golden, Andrea	First Grade revision	Hawes	08/31/23- 06/30/24	Standard Elementary School Teacher Grades K-6	\$89,017 Cl. MA, St. 12	11-120-100-101-09-02-019-000
Lynch, Michelle	World Language Spanish	All Elementary Schools	10/30/23- 06/30/24	Standard Teacher of Spanish	\$91,667 Cl. BA, St. 16	11-120-100-101-00-00-019-000
McCutcheon, Erin	Special Education Inclusion	Travell	08/31/23- 06/30/24	Standard Elementary School Teacher in Grades K-6 Teacher of Students with Disabilities	\$89,017 Cl. MA, St. 13	11-213-100-101-00-06-019-000
Wottring, Elyssa	LOA PE/Health (not tenure track)	GWMS	08/31/23- 11/08/23	Standard Teacher of Health and Physical Education	\$64,817 Cl. BA, St. 1	11-130-100-101-06-09-019-000
Wottring, Elyssa	LOA PE/Health (not tenure track)	RHS	11/13/23- 02/01/24	Standard Teacher of Health and Physical Education	\$64,817 Cl. BA, St. 1	11-140-100-101-06-10-019-000
Support Staff						
Gjermeni, Sokol	Instructional Technology Specialist Technician	Hawes/ Somerville/ Travell	09/11/23- 06/30/24	N/A	\$41,000	11-000-216-104-00-02-019-000 11-000-216-104-00-05-019-000 11-000-216-104-00-06-019-000

2023-2024 School Year - Field Placement

Name	College/ University	Placement	Supervisor	Location	Effective Date
Cole, Hannah	William Paterson University	Practicum School Nurse	Kerriann Reilly	BFMS	09/01/23-12/11/23
Germano, Sara	Montclair State University	Shadow School Psychologist	Allison Barba	GWMS	09/05/23-05/31/24
McGrath, Skyler	Fordham University	Student Teacher	Molly Manbach	Orchard Elementary School	Fall 2023

McGrath, Skyler	Fordham University	Student Teacher	Jena Tell	Orchard Elementary School	Spring 2024
Steir, Paige	Montclair State University	Shadow School Psychologist	Allison Barba	GWMS	09/05/23-05/31/24
Wichard, Hannah	Ithaca College	Shadow Occupational Therapist Level II	Laura Murphy	Hawes/ Somerville Elementary Schools	03/19/24-06/21/24

Paraprofessionals for the 2023-2024 School Year

Name	Assignment	Location	Hours per day	Days per week	Salary	Effective Date	Account #
Calderon, Jessica	Applied Behavior Analyst (ABA)	Ridge	5.75	5	\$24,455	08/31/23-06/30/24	11-212-100-106-00-04-024-001
Chowdhury, Kausar	Applied Behavior Analyst (ABA)	Ridge	5.75	5	\$24,455	08/31/23-06/30/24	11-212-100-106-00-04-024-00
DePiero, Megan	Applied Behavior Analyst (ABA)	Ridge	5.75	5	\$24,455	08/31/23-06/30/24	11-212-100-106-00-04-024-001
Gereb, Marjorie	Applied Behavior Analyst (ABA)	BFMS	5.75	5	\$24,455	08/31/23-06/30/24	11-212-100-106-00-08-024-001
Harney, Kevin	Resource	Orchard	5.75	5	\$21,215	08/31/23-06/30/24	11-213-100-106-00-03-024-001
Judge, Mary	One-to-One	GWMS	5.75	5	\$21,215	08/31/23-06/30/24	11-000-217-106-00-04-024-001
Mazzurco*, Elizabeth	One-to-One	Ridge	5.75	5	\$21,215	08/31/23-06/30/24	11-000-217-106-00-04-024-001
Mojica, Jiana	Applied Behavior Analyst (ABA)	Ridge	5.75	5	\$24,455	08/31/23-06/30/24	11-212-100-106-00-04-024-001
Murphy, Meredith	Applied Behavior Analyst (ABA)	Glen	5.75	5	\$24,455	08/31/23-06/30/24	11-212-100-106-00-01-024-001
News, Jennifer	Applied Behavior Analyst (ABA)	Glen	5.75	5	\$24,455	08/31/23-06/30/24	11-212-100-106-00-01-024-001
Orth, Rebecca	Applied Behavior Analyst (ABA)	BFMS	5.75	5	\$24,455	08/31/23-06/30/24	11-212-100-106-00-08-024-001
Polsky, Jordan	Special Education LLD	Willard	5.75	5	\$21,215	08/31/23-06/30/24	11-204-100-106-00-07-024-001
Quintanar, Flor	Applied Behavior Analyst (ABA)	BFMS	5.75	5	\$24,455	08/31/23-06/30/24	11-212-100-106-00-08-024-001

Romano, Lisa	Pre-K Special Education	Glen	5.75	5	\$21,215	08/31/23-06/30/24	11-216-100-106-00-01-024-001
Scrivanich, Joanne	Applied Behavior Analyst (ABA)	Somerville	5.75	5	\$24,455	08/31/23-06/30/24	11-212-100-106-00-04-024-001
Spicer, Dilara*	Resource	BFMS	5.75	5	\$21,215	08/31/23-06/30/24	1-213-100-106-00-03-024-001
Struck, Alicia	Applied Behavior Analyst (ABA)	Ridge	5.75	5	\$24,455	08/31/23-06/30/24	11-212-100-106-00-04-024-001
Sweisberger, Camryn	Applied Behavior Analyst (ABA)	Ridge	5.75	5	\$24,455	08/31/23-06/30/24	11-212-100-106-00-04-024-001
Walsh, Evan	Applied Behavior Analyst (ABA)	RHS	5.75	5	\$24,455	08/31/23-06/30/24	11-212-100-106-00-10-024-001

Lunchroom Aides for the 2023-2024 School Year

Name	Assignment	Location	Hours per day	Days per week	Hourly Rate	Effective Date	Account #
Albergate, Grace	Lunchroom	Somerville	2	5	\$17.50	09/05/23-06/19/24	11-000-262-107-00-05-005-001
Fugazy, Gloria	Lunchroom	Ridge	2	5	\$17.50	09/05/23-06/19/24	11-000-262-107-00-04-004-001
Pierro, Melissa	Lunchroom	Somerville	1	4	\$17.50	09/05/23-06/19/24	11-000-262-107-00-05-005-001
Solaleh Karimi, Zahra	Lunchroom	Ridge	2	5	\$17.50	09/05/23-06/19/24	11-000-262-107-00-04-004-001
Velazquez, Yasiret	Lunchroom	Ridge	2	5	\$17.50	09/05/23-06/19/24	11-000-262-107-00-04-004-001

Infant/Toddler Development Center Staffing for the 2023-2024 School Year

Name	Assignment	Hours per day	Days per week	Hourly Rate	Effective Date	Account #
Collins, Cassidy	Teacher Assistant - Step 1	8	5	\$16.40	07/17/23-06/30/24	62-990-100-106-00-62-060-001
Lafferty, Kaitlyn	Aide (High School)	3	5	\$14.13	09/06/23-06/30/24	62-990-100-106-00-62-060-001

Permanent Substitute for the 2023-2024 School Year

- **Kristen Bridges**, Ridge Elementary School, hourly rate of \$32.17.
Account #11-120-100-101-00-00-019-000

Technology Innovation Specialists for the 2023-2024 School Year

As listed on Attachment H.

Temporary Employees RHS - Student Employees, effective June 26, 2023 – September 1, 2023, not to exceed 180 hours each, at an hourly rate of \$14.13

- Grossano, Daniel
- Torres, Matthew

Account #11-000-222-110-08-31-031-001

ii. Change of Assignments for the 2023-2024 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2023-2024 school year, as listed below.

Name	From FTE Assignment Location	From Salary/ Hourly Rate	To FTE Assignment Location	To Salary Hourly Rate	Effective Date	Account #
Teachers						
Bray, Ariana	1.0 FTE Behavior Therapist Travell/BFMS/ GWMS	\$84,160 (\$79,867 + \$300 CP + \$3,993 ratio) Cl. MA+30, St. 5	1.20 FTE Behavior Therapist Travell/BFMS/ GWMS	\$100,133 (\$95,840 + \$300 + \$3,993 ratio) Cl. MA+30, St. 5 (pensionable)	08/31/23-12/21/23	11-000-219-104-00-24-019-000
Briggs, Amy	Grade 8 Spanish Teacher BFMS	\$97,767 (\$96,167 + \$1,600 longevity) Cl. BA, St. 17	Spanish Teacher All Elementary Schools	No Change in Salary	10/30/23-06/30/24	11-120-100-101-00-00-019-000
Bunzey, Craig	1.0 FTE PE/Health Teacher RHS	\$119,107 (\$117,207 + \$300 CP + \$1,600 longevity) Cl. MA+45, St. 18	1.20 FTE PE/Health Teacher RHS	\$142,548 (\$140,648 + \$300 CP + \$1,600 longevity) Cl. MA+45, St. 18 (non pensionable)	09/05/23-11/08/23	11-140-100-101-06-10-019-000
Campbell, Beth	1.0 FTE Special Education Resource/ Inclusion/LLD BFMS	\$104,237 Cl. BA+30, St. 18	1.20 FTE Special Education Resource/ Inclusion/LLD BFMS	\$125,084 Cl. BA+30, St. 18 (non pensionable)	09/11/23-10/20/23	11-213-100-101-00-08-019-000
Corlett, Susan	1.0 FTE Special Education (Mathematics) BFMS	\$117,507 (\$117,207 + \$300 CP) Cl. MA+45, St. 18	1.20 FTE Special Education (Mathematics) BFMS	\$140,648 (\$140,648 + \$300 CP) Cl. MA+45, St. 18 (non pensionable)	09/11/23-10/20/23	11-213-100-101-00-08-019-000
Dabis, Nari	1.0 FTE Special Education (not tenure track) RHS	\$64,817 Cl. BA, St. 1	1.20 FTE Special Education (not tenure track) RHS	\$77,780 Cl. BA, St. 1 (pensionable)	08/31/23-06/30/24	11-204-100-101-00-10-019-000

Employee #6558	1.0 FTE Resource/ Inclusion/LLD BFMS	\$107,557 Cl. MA, St. 18	1.20 FTE Resource/ Inclusion/LLD BFMS	\$129,068 Cl. MA, St. 18 (non pensionable)	09/11/23-10/20/23	11-213-100-101-00-08-019-000
Feeney, Lynne	1.0 FTE Science Teacher RHS	\$107,557 Cl. MA, St. 18	1.20 FTE Science Teacher RHS	\$129,068 Cl. MA, St. 18 (non pensionable)	08/31/23-01/19/24	11-140-100-101-02-10-019-000
Ferreri, Todd	1.0 FTE Special Education LLD BFMS	\$107,557 Cl. MA, St. 18	1.20 FTE Special Education LLD BFMS	\$129,068 Cl. MA, St. 18 (non pensionable)	09/11/23-10/20/23	11-202-100-101-00-08-019-000
Garlasco, Casey	1.0 FTE Chemistry Teacher RHS	\$81,117 Cl. MA, St. 8	1.20 FTE Chemistry Teacher RHS	\$97,340 Cl. MA, St. 8 (non pensionable)	08/31/23-01/19/24	11-140-100-101-02-10-019-000
Gervolino, Colleen	1.0 FTE Science Teacher RHS	\$104,237 Cl. BA+30, St. 18	1.20 FTE Science Teacher RHS	\$125,084 Cl. BA+30, St. 18 (non pensionable)	08/31/23-01/19/24	11-140-100-101-02-10-019-000
Lauro, Livia	1.0 FTE PE/Health Teacher RHS	\$103,267 Cl. MA, St. 17	1.20 FTE PE/Health Teacher RHS	\$123,920 Cl. MA, St. 17 (non pensionable)	09/05/23-11/08/23	11-140-100-101-06-10-019-000
Mende, Allison	1.0 FTE PE/Health Teacher RHS	\$79,217 (\$78,917 + \$300 CP) Cl. MA, St. 7	1.20 FTE PE/Health Teacher RHS	\$95,000 (\$94,700 + \$300 CP) Cl. MA, St. 7 (non pensionable)	09/05/23-11/08/23	11-140-100-101-06-10-019-000
Menzies, Lauren	1.0 FTE Special Education English BFMS	\$109,057 (\$107,557 + \$1,500 longevity) Cl. MA, St. 18	1.20 FTE Special Education English BFMS	\$130,568 (\$129,068 + \$1,500 longevity) Cl. MA, St. 18 (non pensionable)	09/11/23-10/20/23	11-213-100-101-00-08-019-000
Quirk, Brian	1.0 FTE PE/Health Teacher RHS	\$119,007 (\$117,207 + \$300 CP + \$1,500 longevity) Cl. MA+45, St. 18	1.20 FTE PE/Health Teacher RHS	\$142,448 (\$140,648 + \$300 CP + \$1,500 longevity) Cl. MA+45, St. 18 (non pensionable)	09/05/23-11/08/23	11-140-100-101-06-10-019-000
Raiani, Amy	1.0 FTE Science Teacher RHS	\$96,927 (\$96,627 + \$300 CP) Cl. MA+45, St. 12	1.20 FTE Science Teacher RHS	\$116,252 (\$115,952 + \$300 CP) Cl. MA+45, St. 12 (non pensionable)	08/31/23-01/19/24	11-140-100-101-02-10-019-000
Rehain, Kelsey	1.0 FTE PE/Health Teacher RHS	\$65,317 Cl. BA, St. 2	1.20 FTE PE/Health Teacher RHS	\$78,380 Cl. BA, St. 2 (non pensionable)	09/05/23-11/08/23	11-140-100-101-06-10-019-000

Turchioe, Kristen	1.0 FTE Special Education Resource/ Inclusion BFMS	\$96,927 (\$96,627 + \$300 CP) Cl. MA+45, St. 12	1.20 FTE Special Education Resource/ Inclusion BFMS	\$116,252 (\$115,952 + \$300 CP) Cl. MA+45, St. 12 (non pensionable)	09/11/23- 10/20/23	11-230-100-101-00-08-019-000
Walters, Karen	1.0 FTE Science Teacher RHS	\$120,297 (\$119,997 + \$300 CP) Cl. DR, St. 18	1.20 FTE Science Teacher RHS	\$144,296 (\$143,996 + \$300 CP) Cl. DR, St. 18 (non pensionable)	08/31/23- 01/19/24	11-140-100-101-02-10-019-000
Paraprofessionals						
Allen, Alesha	Instructional Paraprofessional (REACH) Glen	\$21,852	One-to-One Ridge	No Change in Salary	08/31/23- 06/30/24	11-000-217-106-00-04-024-001
Bednarski, Patricia	First Grade Orchard	\$22,102 (\$21,852 + \$250 longevity)	Resource Orchard	No Change in Salary	08/31/23- 06/30/24	11-213-100-106-00-03-024-001
Byun, Erdenetsetseg	Self-Contained (LLD) Hawes	\$21,215	Resource BFMS	No Change in Salary	08/31/23- 06/30/24	11-204-100-106-00-09-024-001
Everett, Abria	Resource Travell	\$21,852	Self-Contained (LLD) Willard	No Change in Salary	08/31/23- 06/30/24	11-204-100-106-00-07-024-001
Fischer, Susan	Self-Contained (LLD) Hawes	\$22,102 (\$21,852 + \$250 longevity)	Resource BFMS	No Change in Salary	08/31/23- 06/30/24	11-213-100-106-00-08-024-001
Fridman, Yaniv	Applied Behavior Analyst (ABA) BFMS	\$29,105	Applied Behavior Analyst (ABA) RHS	No Change in Salary	08/31/23- 06/30/24	11-212-100-106-00-10-024-001
Litkouhi, Mehrie	1:1 Health Travell	\$21,852	Kindergarten Ridge	No Change in Salary	08/31/23- 06/30/24	11-212-100-106-00-04-024-001
Lohr, Jennifer	Applied Behavior Analyst (ABA) RHS	\$25,689 (\$25,189 + \$500 longevity)	Resource RHS	\$22,352 (\$21,852 + \$500 longevity)	08/31/23- 06/30/24	11-213-100-106-00-10-024-001
Munro, Abigail	Applied Behavior Analyst (ABA) RHS	\$29,105	Resource RHS	\$21,852	08/31/23- 06/30/24	11-213-100-106-00-10-024-001
Perry, Cynthia	Lunchroom Ridge	\$17.50 per hour	Applied Behavior Analyst (ABA) Ridge	\$29,105	08/31/23- 06/30/24	11-212-100-106-00-04-024-001
Quayum, Rebecca	Applied Behavior Analyst (ABA) RHS	\$29,105	Resource RHS	\$21,852	08/31/23- 06/30/24	11-213-100-106-00-10-024-001
Scheps, Nicholas	Applied Behavior Analyst (ABA) RHS	\$24,455	Resource RHS	\$21,215	08/31/23- 06/30/24	11-213-100-106-00-10-024-001

Sgambati, Jean	Resource Ridge	\$21,852	Applied Behavior Analyst (ABA) Ridge	\$25,189	08/31/23-06/30/24	11-212-100-106-00-04-024-001
Spadaccini, Ann	Applied Behavior Analyst (ABA) RHS	\$29,105	Resource RHS	\$21,852	08/31/23-06/30/24	11-213-100-106-00-10-024-001
Szafran, Alicia	Kindergarten Travell	\$21,852	Self-Contained (RED) Glen	No Change in Salary	08/31/23-06/30/24	11-216-100-106-00-01-024-001
Infant/Toddler Development Center						
Collins, Bradley	High School Aide	\$14.13 per hour	College Assistant	\$15.00 per hour	09/01/23-06/30/24	62-990-100-106-00-62-060-001
Eliopoulos, Carrie	Teacher Assistant - Step 1	\$16.40 per hour	Head Teacher	\$30,000	09/01/23-06/30/24	62-990-100-106-00-62-060-001

iv. Resignations for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations for the purpose of retirement, listed below.

Name	Assignment	Location	Years of Service	Effective Date
Teachers				
Pifher, Erika	Art	Travell	23	10/01/23

v. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Name	Assignment	Location	Effective Date
Teacher			
Raphaels, Jennifer	Social Studies/AP Economics	RHS	07/01/23
Lunchroom Aides			
Cancio, Josylin	Lunchroom	Ridge	07/01/23
Perry, Madison	Lunchroom	Ridge	07/01/23
Paraprofessionals			
Baloch, Sumera	Applied Behavior Analyst Aide (ABA)	Glen	08/07/23
Frank, Noah	Applied Behavior Analyst Aide (ABA)	RHS	08/31/23
Heins, Lisa	PERL - Applied Behavior Analyst Aide (ABA)	BFMS	07/01/23
Klion, Emily	Applied Behavior Analyst Aide (ABA)	BFMS	07/01/23
Minassian, Alessia	Resource Room	BFMS	07/01/23

Nieves, Glenn	Applied Behavior Analyst Aide (ABA)	Ridge	07/01/23
Perez, Nestor	Applied Behavior Analyst Aide (ABA)	Ridge	07/01/23
Sharar, Connie	Resource Room	GWMS	07/01/23
Tabor, Ashley	Applied Behavior Analyst Aide (ABA)	Ridge	07/01/23
Wilson, Marguerite	Applied Behavior Analyst Aide (ABA)	Ridge	07/01/23
Zawacki, Mary Grace	Resource Room	Orchard	07/01/23
Infant/Toddler Development Center			
Calamusa, Kaitlyn	Teacher Aide	ITD/C	06/11/23
Statuto, Christina	Teacher Assistant	ITD/C	08/14/23

v. Leave of Absence

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absence, as listed below.

Name	Assignment	Location	Type of Leave	New/ Revision	Paid	Unpaid w/ Benefits	Unpaid w/out Benefits	Return to Work
Buckle, Vijay	Grade 7 English	GWMS	Family	New	N/A	04/02/24-06/21/24	N/A	08/28/24
Facone, Jamie	Administrative Assistant	Somerville/ RHS	Medical/ Family	Revision	10/04/23-11/06/23	11/07/23-02/29/24	N/A	03/01/24
Leonard, Mark	Spec Ed Inclusion	BFMS	Family	New	N/A	09/11/23-10/20/23	N/A	10/23/23
Marmo, Jill	Teacher Grade 5	Ridge	Medical/ Family	Revision	09/26/23-11/14/23	11/15/23-02/29/24	N/A	03/01/24
Orfini, Caitlin	Teacher Social Studies	RHS	Medical/ Family	New	01/02/24-02/27/24	02/28/24-05/31/24	06/01/24-06/21/24	09/01/24
Simpson, Victoria	Administrative Assistant	Ed Center (Payroll)	Medical	New	08/14/23-09/08/23	N/A	N/A	09/11/23
Whyard, Lesley	Administrative Assistant	RHS	Medical	New	07/31/23-08/25/23	N/A	N/A	08/28/23
Williams, Jennifer	Special Education	Ridge	Medical/ Family	New	10/23/23-11/30/23	12/01/23-03/08/24	N/A	03/11/24

vi. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Academic Study Hall/Detention Supervision for the 2023-2024 School Year

Name	Location	# Days per week each	Hourly Rate	Account #
Bourque, Steven Demirjian, Linda Dolby, Luke Lynaugh, Sean Yanonne, Meredith	RHS	5	\$40.17	11-140-100-101-00-10-010-001

Back-to-School Night for the 2023-2024 School Year - Administrative Assistant Support

Name	Location	# of hours	Hourly Rate	Total	Account #
Altomare, Jacquelyn	RHS	7	\$32.79	\$229.53	11-401-100-101-00-10-010-001
Christopher, Susan	BFMS	3	\$40.26	\$120.78	11-401-100-101-00-08-008-001
Crocamo, Janet	RHS	7	\$34.42	\$240.94	11-401-100-101-00-10-010-001
Karsh, Elisa	BFMS	3	\$39.11	\$117.33	11-401-100-101-00-08-008-001
Kazmierczak, Jennifer	RHS	7	\$35.46	\$248.22	11-401-100-101-00-10-010-001
Ortega, Celinett	RHS	7	\$37.29	\$261.03	11-401-100-101-00-10-010-001
Stuart, Kristie	RHS	7	\$46.43	\$325.01	11-401-100-101-00-10-010-001

Before School Supervision for the 2023-2024 School Year

Name	Location	# of minutes per day each	# Days per week each	Hourly Rate	Account #
Bunzey, Craig Gill, Mark Syvret, Mark	RHS	45	5	\$40.17	11-401-100-101-00-10-010-001

Chaperones for the 2023-2024 School Year

Name	Trip/ Activity	Dates	# of Nights per person	# of hours/ Days per person	Hourly Daily Rate per person	Total not to exceed per person	Account #
Ridgewood High School							
Cardillo, Natalie	Senior Region Choir Auditions	TBD	N/A	8	\$40.17	\$321.36	11-401-100-101-00-10-010-001
Cardillo,	Senior	TBD	N/A	4	\$40.17	\$160.68	11-401-100-101-00-10-010-001

Natalie	Region Choir Rehearsal						
Fink, Gary	Percussion Marching Band Field Show	2023	N/A	40	\$40.17	\$1,606.80	11-401-100-101-00-10-010-001
Fink, Gary	Region Jazz Auditions	03/18/24	N/A	4	\$40.17	\$160.68	11-401-100-101-00-10-010-001
Geronimo, Kristi	Senior Orchestra Auditions	01/24/24	N/A	8	\$40.17	\$321.36	11-401-100-101-00-10-010-001
Geronimo, Kristi	Senior Region Orchestra Rehearsal	TBD	N/A	4	\$40.17	\$160.68	11-401-100-101-00-10-010-001
Geronimo, Kristi	All State Orchestra Auditions	TBD	N/A	8	\$40.17	\$321.36	11-401-100-101-00-10-010-001
Haas, Jeffrey	Bergen County Band Auditions	11/28/23	N/A	6	\$40.17	\$241.02	11-401-100-101-00-10-010-001
Haas, Jeffrey	Senior Region Band Auditions	01/06/24	N/A	8	\$40.17	\$321.36	11-401-100-101-00-10-010-001
Haas, Jeffrey	All State Band Auditions	01/20/24	N/A	6	\$40.17	\$241.02	11-401-100-101-00-10-010-001
Haas, Jeffrey	Junior Region Band Auditions	02/10/24	N/A	8	\$40.17	\$321.36	11-401-100-101-00-10-010-001
Haas, Jeffrey	Region Jazz Auditions	03/18/24	N/A	4	\$40.17	\$160.68	11-401-100-101-00-10-010-001
Haas, Jeffrey	All State Jazz Auditions	04/24/24	N/A	4	\$40.17	\$160.68	11-401-100-101-00-10-010-001
Haas, Jeffrey Luckenbill, John	7th & 8th Grade Honor Band Rehearsal	12/11/23	N/A	25	\$40.17	\$1,004.25	11-401-100-101-00-10-010-001
Haas, Jeffrey Luckenbill, John	7th & 8th Grade Honor Band Rehearsal	12/14/23	N/A	25	\$40.17	\$1,004.25	11-401-100-101-00-10-010-001
Haas, Jeffrey Luckenbill, John	7th & 8th Grade Honor Band Final Dress Rehearsal	12/20/23	N/A	25	\$40.17	\$1,004.25	11-401-100-101-00-10-010-001
Haas, Jeffrey	7th & 8th Grade Honor	12/20/23	N/A	25	\$40.17	\$1,004.25	11-401-100-101-00-10-010-001

Luckenbill, John	Band Concert						
Luckenbill, John	Region Jazz Auditions	03/18/24	N/A	4	\$40.17	\$160.68	11-401-100-101-00-10-010-001
Cardillo, Natalie Ebbels, William Heyzer, Henry	Winter Band Concert	12/06/23	N/A	3	\$40.17	\$120.51	11-401-100-101-00-10-010-001
Heyzer, Henry Zlotkin, Amanda	Winter Orchestra Concert	11/15/23	N/A	3	\$40.17	\$120.51	11-401-100-101-00-10-010-001
Geronimo, Kristi Haas, Jeffrey Luckenbill, John	Winter Choir Concert	12/18/23	N/A	3	\$40.17	\$120.51	11-401-100-101-00-10-010-001

Clock Operators - Soccer/Volleyball

Name	Each Per Game	Account #
Franklin, Robert Mandel, Aaron Mitola, Candace Watson, Andrea	\$50	11-402-100-104-00-10-034-001

Clubs and Activities for the 2023-2024 School Year

Name	Club	Category	Ratio	Divided by	# of Hours per person	Hourly Rate per person	Pay per person	Total not to exceed per person	Account #
Benjamin Franklin Middle School									
Tanella, Annalynn	Running Club	N/A	N/A	N/A	20	\$40.17	N/A	\$803.40	11-401-100-101-00-08-008-001

Lunch Time Supervision for the 2023-2024 School Year

Name	# Days per Week	Hourly Rate	Account #
Orchard Elementary School			
Moran, Kathleen	5	\$17.50	11-000-262-107-00-03-003-001
Somerville Elementary School			
Scully, Brett	5	\$25.90	11-000-262-107-00-05-005-001

Zahn, Ashley	5	\$17.50	11-000-262-107-00-05-005-001
Somerville Elementary School			
Lynch, Lisa	5	\$17.50	11-000-262-107-00-05-005-001
Pounds, Catherine	5	\$17.50	11-000-262-107-00-05-005-001
Willard Elementary School			
Rinaldo, Geraldine	5	\$17.50	11-000-262-107-00-07-007-001
Solis, Leslie	5	\$17.50	11-000-262-107-00-07-007-001
Ridgewood High School			
Contreras, Colleen	5	\$30.24	11-000-262-107-00-10-010-001
Darakjy, Christa	5	\$27.87	11-000-262-107-00-10-010-001
DaSilva, Daniel	5	\$27.87	11-000-262-107-00-10-010-001
Dolby, Luke	5	\$30.24	11-000-262-107-00-10-010-001
Donnelly, James	5	\$27.87	11-000-262-107-00-10-010-001
Farrar, Eva	5	\$27.87	11-000-262-107-00-10-010-001
Lug, Raymond	5	\$30.24	11-000-262-107-00-10-010-001
Minichini, Gina	5	\$27.87	11-000-262-107-00-10-010-001
Nuzzo, Laura	5	\$27.87	11-000-262-107-00-10-010-001
Reilly, Nancy	5	\$30.24	11-000-262-107-00-10-010-001
Tolve, Laura	5	\$27.87	11-000-262-107-00-10-010-001

Morning Cafeteria Supervision for the 2023-2024 School Year

Name	# of hours	Hourly Rate	Total	Account #
Benjamin Franklin Middle School				
Employee #6558	90	\$40.17	\$3,615.30	11-120-100-101-00-08-008-001
Briggs, Amy	90	\$40.17	\$3,615.30	11-120-100-101-00-08-008-001
Cermack, Lisa	90	\$32.17	\$2,895.30	11-120-100-101-00-08-008-001
Cigolini, Lucille	90	\$40.17	\$3,615.30	11-120-100-101-00-08-008-001
Folkemer, Beth	90	\$40.17	\$3,615.30	11-120-100-101-00-08-008-001
Litvak, Roman	90	\$40.17	\$3,615.30	11-120-100-101-00-08-008-001
Mixon, Karla	90	\$40.17	\$3,615.30	11-120-100-101-00-08-008-001
Morris, Lori	90	\$40.17	\$3,615.30	11-120-100-101-00-08-008-001
Papapietro, Meagan	90	\$40.17	\$3,615.30	11-120-100-101-00-08-008-001

George Washington Middle School				
Schoenberger, Gerald	90	\$32.17	\$2,895.30	11-130-100-101-00-09-009-001

New Family Orientation - September 20, 2023

Name	Location	# of hours	Hourly Rate	Total	Account #
Moran, Kathleen	Orchard	2	\$32.08	\$64.16	11-120-100-101-00-03-003-001
Redfern, Nicole	Orchard	2	\$72.94	\$145.88	11-120-100-101-00-03-003-001
Rubin, Lindsay	Orchard	2	\$67.09	\$134.18	11-120-100-101-00-03-003-001

Professional Development Days - August 31, 2023, September 1, 2023, October 9, 2023 and April 1, 2024

Name	# of hours	Hourly Rate	Total	Account #
Clark, Kelly	4.5	\$64.11	\$288.50	11-130-100-101-00-09-009-001
DiBrita, Christine	3.75	\$49.08	\$184.05	11-140-100-101-00-10-010-001
Downes, Emily	6	\$43.88	\$263.28	11-120-100-101-00-08-008-001
Fink, Gary	6	\$49.78	\$298.68	11-140-100-101-00-10-010-001
Holand, Larry	2.25	\$64.11	\$144.25	11-140-100-101-00-10-010-001
Maphis, Kevin	6	\$43.21	\$259.26	11-140-100-101-00-10-010-001

Administrative Assistant Support - August 31, 2023

Name	Location	# of hours	Hourly Rate	Total	Account #
Ardese, Lynn	RHS	7	\$30.92	\$216.44	11-000-240-105-00-10-010-001
Brunner, Julianne	Ridge	7	\$36.15	\$253.05	11-000-240-105-00-04-004-001
Burger, Rebecca	Ridge/Willard	7	\$34.20	\$239.40	11-000-240-105-00-04-004-001 11-000-240-105-00-07-007-001
DeLucca Brianne	Travell	7	\$30.38	\$212.66	11-000-240-105-00-06-006-001
Faccone, Jaime	RHS/Somerville	7	\$31.64	\$221.48	11-000-240-105-00-05-005-001 11-000-240-105-00-10-010-001
Griffith, Rosanna	RHS	7	\$33.28	\$232.96	11-000-240-105-00-10-010-001
Higgins, Patricia	Hawes	7	\$39.08	\$278.60	11-000-240-105-00-02-002-001
Kazmierczak, Jennifer	RHS	7	\$35.46	\$248.22	11-000-240-105-00-10-010-001
Mannion, Erin	Somerville	7	\$30.92	\$216.44	11-000-240-105-00-05-005-001
Nuzzo, Laura	RHS	7	\$31.64	\$221.48	11-000-240-105-00-10-010-001
Parigi, Jane	Willard	7	\$37.96	\$265.72	11-000-240-105-00-07-007-001

Sheridan, Karen	RHS	7	\$30.25	\$211.75	11-000-240-105-00-10-010-001
Tringali, Judith	RHS	7	\$39.62	\$277.34	11-000-240-105-00-10-010-001
Wehmeyer, Nicole	RHS	7	\$33.28	\$232.96	11-000-240-105-00-10-010-001

Site Supervisors

Name	# of Hours Each	Hourly Rate	Account #
Franklin, Robert Mandel, Aaron Mitola, Candace Watson, Andrea	40	\$40.17	11-402-100-104-00-10-034-001

Student Disciplinary Supervision for the 2023-2024 School Year

Name	# of hours	Hourly Rate	Total	Account #
Benjamin Franklin Middle School				
Employee #6558 Briggs, Amy Campbell, Beth Morris, Lori Ordini, Jason Ran, Ben	36	\$40.17	\$1,446.12	11-120-100-101-00-08-008-001

Additional 2023 Summer School Special Programs Staffing

Name	Position	Home School	Hourly Rate	# hours	Total	Account
Alvarez, Lisette	School Psychologist	RHS	\$64.63	50	\$3,231.50	11-000-219-104-00-10-024-001
Friedman, Laura	LDTC	RHS	\$60.74	50	\$3,037	11-000-219-104-00-10-024-001
Main, Laurie	LDTC	Ridge	\$66.80	45	\$3,006	11-000-219-104-00-24-024-001
Maneri, Jessica	School Psychologist	Hawes/ Travell	\$49.95	30	\$1,498.50	11-000-219-104-00-24-024-001

Ticket Takers - Fall Sports

Name	Each Per Game	Account #
Chiaramonte, Maureen Franklin, Robert Mandel, Aaron Mitola, Candace Watson, Andrea	\$50	11-402-100-104-00-10-034-001

Glen Elementary School

Additional 2023 Summer Secretarial Hours

- **Macolino, Nadine**, not to exceed 130 hours, at an hourly rate of \$33.95 (\$4,413.50).

Account #11-000-219-105-00-01-024-001

Hawes Elementary School

Moving Classroom

- **Catanzaro, Becky**, not to exceed 12 hours, at an hourly rate of \$40.17 (\$482.04).

Account #11-120-100-101-00-02-002-001

George Washington Middle School

2023-2024 Bus Supervision on as-needed basis

- **Annette, Tucker**, Paraprofessionals, at an hourly rate of \$19.83.
- **Stewart, John**, Paraprofessionals, at an hourly rate of \$19.25.

Account #11-000-217-106-00-24-024-001

Ridgewood High School

ACT Administrative Duties - October 28, 2023, February 10, 2024, and June 8, 2024

- **Amanda Valerie**, \$300 per administration (\$900)

Account #11-000-218-104-00-10-010-001

PSAT Administrative Duties

- **Lynaugh, Sean**, not to exceed 20 hours, at an hourly rate of \$64.28 (\$1,285.60).
- **Watson, Andrea**, not to exceed 20 hours, at an hourly rate of \$59.21 (\$1,184.20).

Account #11-000-218-104-00-10-010-001

2023 Summer Guidance Hours

- **Vargo, Laura**, not to exceed 15 hours, at an hourly rate of \$52.55 (\$788.25).

Account #11-000-218-105-00-10-010-001

Substitute Athletic Trainer for 2023 Fall Season

- **Joanadies, Jaime**, not to exceed 100 hours, at an hourly rate of \$40.17 (\$4,017).

Account #11-402-100-101-00-10-034-001

Curriculum, Instruction & Assessment

Additional Summer Professional Development PLC Academy Participants, to be funded by the American Rescue Plan (ESSER III)

PLC Academy: 12 hours each @\$53.33 per hour = \$639.96		
Last Name	First Name	School
Besser	Lauren	Benjamin Franklin Middle School
Catanzaro	Becky	Hawes Elementary School
Mauceri	Vanessa	George Washington Middle School

Rescind Summer Professional Development PLC Academy Participants, previously approved on June 26, 2023

Last Name	First Name	School
Dabis	Nari	George Washington Middle School
Nizza	Amber	Benjamin Franklin Middle School
Ponchak	James	Ridgewood High School
Reilly	Nancy	Ridgewood High School

New Teacher Orientation

- **Dawson, Ryan**, attendance prior to employment, not to exceed 3 days, at a daily rate of \$476.59 (\$1,429.77).
- **Enright, Susan**, new teacher mentor, not to exceed 1 hour, at an hourly rate of \$70.75.
- **Kiely, Michele**, new teacher mentor, not to exceed 1 hour, at an hourly rate of \$63.33.
- **Lucchesi, Michael**, new teacher mentor, not to exceed 1 hour, at an hourly rate of \$71.75.
- **Romano, Odalys**, new teacher mentor, not to exceed 1 hour, at an hourly rate of \$78.39.

Account #11-000-223-104-00-22-022-001

Additions/Revisions - 2023 Summer Curriculum Writing

Staff members as listed on **Attachment I**, at the curriculum hourly rate of \$53.33.

Special Programs

Safety Care Training - August 24, 2023, August 28, 2023, August 29, 2023 and August 30, 2023

Name	# of hours Days	# of Days	Hourly Daily Rate	Total	Account #
Alicea, Rachel	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Arrue, Alyssa	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Baines, Bridget	7.5	2	\$43.21	\$648.15	11-000-217-106-00-24-024-001
Barclay, Andrea	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001

Batawala, Yamuna	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Baek, Jihye	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Berk, Ashley	7.5	2	\$78.39	\$1,175.85	11-000-217-106-00-24-024-001
Boddy, Paul	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Bompali, Pramodha	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Brandsness, Ashley	7.5	2	\$47.88	\$718.20	11-000-217-106-00-24-024-001
Bray, Ariana	7.5	4	\$53.28	\$1,598.40	11-000-217-106-00-24-024-001
Caban, Melissa	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Calderon, Jessica	7.5	2	\$22.19	\$332.85	11-000-217-106-00-24-024-001
Capolongo, Justine	7.5	2	\$47.31	\$709.65	11-000-217-106-00-24-024-001
Cardew, Catherine	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Cardew, Charles	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Carewicz, Damian	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Collin, Carla	7.5	2	\$27.81	\$396.15	11-000-217-106-00-24-024-001
Connelly, Molly	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
DeFlora, Patrick	7.5	2	\$42.24	\$633.60	11-000-217-106-00-24-024-001
DePiero, Meg	7.5	2	\$22.19	\$332.85	11-000-217-106-00-24-024-001
DeRienzo, Kristen	7.5	2	\$54.12	\$811.80	11-000-217-106-00-24-024-001
Donnelly, Trecia	7.5	2	\$70.75	\$1,061.25	11-000-217-106-00-24-024-001
Donovan, Jennifer	7.5	2	\$46.98	\$704.70	11-000-217-106-00-24-024-001
Fierro, Judy	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Fischer, Susan	7.5	2	\$22.86	\$342.90	11-000-217-106-00-24-024-001
Fisse, Lauren	7.5	2	\$27.81	\$417.15	11-000-217-106-00-24-024-001
Fridman, Yaniv	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Gamalath, Nirosha	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Gereb, Marjorie	7.5	2	\$22.19	\$332.85	11-000-217-106-00-24-024-001
Giardino, Stacy	7.5	2	\$78.92	\$1,183.80	11-000-217-106-00-24-024-001
Gigante, Anthony	7.5	2	\$27.81	\$417.15	11-000-217-106-00-24-024-001
Golden, Michelle	7.5	2	\$50.31	\$754.65	11-000-217-106-00-24-024-001
Hiller, Ari	7.5	2	\$27.81	\$417.15	11-000-217-106-00-24-024-001
Hong, Yong	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001

Hopper, Ann	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Kim, Jeongmin	7.5	2	\$27.81	\$417.15	11-000-217-106-00-24-024-001
Kim, Sung Hui	7.5	2	\$27.81	\$417.15	11-000-217-106-00-24-024-001
Kim, Takako	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Kretschmer, Jennifer	7.5	2	\$22.19	\$332.85	11-000-217-106-00-24-024-001
Lam, Antenette	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Latif, Shaista	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Levanti, Stamatina	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Lora, Cindy	7.5	4	\$73.36	\$2,200.80	11-000-217-106-00-24-024-001
Munoz Patricia	7.5	2	\$22.19	\$332.85	11-000-217-106-00-24-024-001
Makdesi, Rim	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
McGuire, Erin	7.5	3	\$50.38	\$1,133.55	11-000-217-106-00-24-024-001
Miller, Danielle	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Murphy, Kristin	7.5	2	\$46.88	\$703.20	11-000-217-106-00-24-024-001
Murphy, Meredith	7.5	2	\$22.19	\$332.85	11-000-217-106-00-24-024-001
Oriondo, Jennifer	7.5	2	\$49.04	\$735.50	11-000-217-106-00-24-024-001
Ozburn, Amanda	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Palazzola, Joan	7.5	2	\$27.81	\$417.15	11-000-217-106-00-24-024-001
Patton, Nicole	7.5	2	\$27.00	\$405.00	11-000-217-106-00-24-024-001
Radoncic, Azra	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Ramanathan, Vijayalakshmi	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Scheps, Nicholas	7.5	2	\$19.25	\$288.75	11-000-217-106-00-24-024-001
Romas, Robert	7.5	2	\$51.61	\$774.15	11-000-217-106-00-24-024-001
Scillieri, Joellen	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001
Struck, Alicia	7.5	2	\$22.19	\$332.85	11-000-217-106-00-24-024-001
Sweisberger, Camryn	7.5	2	\$22.19	\$332.85	11-000-217-106-00-24-024-001
Vasi, Gilda	7.5	2	\$61.81	\$927.15	11-000-217-106-00-24-024-001
Wahler, Nicole	7.5	2	\$26.41	\$396.15	11-000-217-106-00-24-024-001

2023 Summer IEP/Schedule

- **Gerald, Jane**, not to exceed 50 hours, at an hourly rate of \$73.99 (\$3,699.50).

Account #11-000-219-104-00-24-024-001

2023 Summer - BFMS RISE Student

- **Capolongo, Justine**, not to exceed 8 hours, at an hourly rate of \$47.31 (\$378.48).

Account #11-000-219-104-00-24-024-001

Paraprofessional Training - August 24, 2023

- **John Lawrence**, not to exceed 2 hours, at an hourly rate of \$27.81 (\$55.62).
- **Annette Tucker**, not to exceed 2 hours, at an hourly rate of \$19.83 (\$39.66).
- **Solis, Leslie**, not to exceed 2 hours, at an hourly rate of \$19.83 (\$39.66).

Account#11-000-217-106-00-24-024-001

Compensatory Service

- **Contreras, Colleen**, not to exceed 25 hours, at an hourly rate of \$65.11 (\$1,627.75).
- **Gordon, Julie**, not to exceed 50 hours, at an hourly rate of \$71.70 (\$3,585).

Account #11-219-100-101-00-24-024-001

IEP Meetings and Evaluations

- **Weiss-Chromeck, Courtney**, not to exceed 15 hours, at an hourly rate of \$54.71 (\$820.65).

Account #11-219-100-101-00-24-024-001

Administrative Assistant Support

- **Moyer, Pamela**, not to exceed 6 hours, at an hourly rate of \$34.42 (\$206.52).

Account #11-000-219-105-00-24-024-001

vii. Substitutes for the 2023-2024 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2023-2024 school year, as listed below.

Teachers

Alessi, Taylor	Fullam, Aretoula	Miller, Blythe*
Anderson, Deirdre	Gamalath, Nirosha	Miller, Danielle
Ardito, Daniel*	Gieniec, Colleen	Montelbano, Tara
Arluna, George	Gill, Mark	Morhun Lyudmyla*
Ashford, Kelly	Gill, Shabinder	Moshasha, Fakhrossadat
Aynilian, Elizabeth	Gonzalez, Rod	Mukaida, Muraid
Bimonte-Brush, Carolyn	Goodman, Nancy	Muzilla, Amy
Boddy, Paul	Greaney, Julie	Negron, Lissette
Boshart, Katherine*	Gutierrez, Candace	Neilson, Margaret
Bridges, Kristin	Haley, Patricia	O'Keefe, Kelly
Brooks, Richard	Hazard, Debra	Pace, Adam
Brown, Maryanne	Hegybeli, Paula	Panariti, Nina

Brown-Monplaisir, Ginger	Held, Diane	Parisi, Laurie
Burns, Debra	Herlihy, John	Parsons, Jessica
Burslem, Robert	Hiller, Ari	Pielka, Susan
Cadorette, Christi	Holmes, Stewart	Porfido, Joann
Calvin, Nina	Howes, Kassandra	Rabban, Fariba
Carpentieri, Anthony	Ismail, Samir	Raymond, Maureen
Casalinho, Rena	Juppe, Laura	Rienzi, Caterina
Cater, Caroline	Kaukonen, Philip	Rodda, Eileen
Cermack, Lisa*	Kelly, Theresa	Rosolanko, Kaitlyn*
Chowbey, Ritu	Khaloyan, Shiva	Rottinger, Elizabeth
Crabbe, Joseph	Kim, Sung-Hui	Russo, Caroline
Crosby, William	Kinnealy, Jennifer	Sand, Grace*
Dabestani, Lara*	Konstantinidis, Irene	Santagata, Karen
Dacchille, Danielle	Kraisorn, Kerry	Schoenberger, Gerald
Delamater, John	Krettecos, Alyssa	Schwartz, Kathrine
Delmonaco, Alyssa	Kunzmann, Marianne	Sharar, Connie
De Mallie, Angela	Kye, Kathleen	Siena, Michael
DeSisto, Jennifer	Lai, Yuhsiu	Singh, Pratyusha
Dinice, Anthony	Landers, Daniel	Siohan, Chloe*
Dittamo, Rachel	Lapp, Chad	Smith, Susan
Downs, Emily	Lazration, Sarah	Spence, Lucinda
Doyle, Christine	Levanti, Stamatina	Stewart, John
Dudley, Jennifer	Lewis, Jenny	Suel, Katherine
Egan, Paige	Lopez, Melissa	Sullivan, Sandra
Eidschun, Maura	LoPresti, Michelle	Swanson, Alina
Elieh, Nada	Lorenzo, Lu Ann	Tarantino, Brittany
Elsouccari, Zenab	Lubben, Alyssa	Torcivia, Anthony*
Ernst, Marie	Maamoun, Nora	Tozaj, Sasha
Farfalla, Jenna	Magnuson, Audrey	Van Zile, Laura*
Feeney, Jill	Maksoud, Emily	Vehmas, Christopher*
Feeney-Loprinzi, Brad	Manin, Steven	Vehmas, Heidi
Feldhahn, Karen	Manji, Fatima	Walsh, Evan
Felipe, Brenda	Marcy, John	Whelan, Brian
Ferrara, Kristen	McCabe, Jennifer	Whitehead, Jean
Fischer, Susan	McCotter, Rose Mary	Wilson, Marguerite
Fluet, Melissa	McCourt, Sarah	Wittlinger, Brooke

Fogarty, Jeanette	McLaughlin, Amy	Wolfstirn, Christopher*
Fong, Man Luen*	Meyer, John*	Wonsowicz, Paige*
Frank, Noah	Meyer, Maureen	Zacco, Joseph

Nurses

Coates, Karen	Setoodeh, Cynthia	Wong, Emily
Coromilas, Lynn	Szilva, Jennifer	
DiMaulo, Theresa	Thurlow, Laura	

Secretaries

Ernst, Marie	Panariti, Nina
Mead, Rosanne	Rottinger, Elizabeth
Meyer, Maureen	Sherman, Natalie*

*Related to staff member

E. FINANCE

i. Acceptance of Restricted Donations:

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2023-2024** school year, to be used as indicated.

Donations			
Donor	Amount	Use	Account Number
Somerville Home and School Association	\$2,500	To be used for DEI staff development training.	20-025-100-610-00-05-005-005
Willard Home and School Association	\$3,991.75	To be used to pay for the Explore Learning (Reflex + Frax Foundation 1 & 2) subscription.	20-025-100-610-00-07-007-002

ii. Approval: Student Price List with Pomptonian Food Service for the 2023-2024 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the student price list as per **Attachment J** for the 2023-2024 school year.

iii. **Approval: Contracted Therapists to Provide Special Education Services for the 2023-2024 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves additional contracted therapists to provide special education services for the 2023-2024 school year, as listed on **Attachment K**.

iv. **Acceptance: Acceptance of Preschool and Charter School Security Compliance Grant Funds**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the award in the amount of \$1,650 for the Preschool and Charter School Security Compliance Grant.

v. **Approval: Acceptance of the Board Secretary and Treasurer Report**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the report of the Secretary and Treasurer for the month of **June and July 2023**; now, therefore,

BE IT RESOLVED, the Board of Education accepts the above referenced reports and orders that it be attached to and made part of the official record of this meeting.

vi. **Approval: Budget Appropriation Transfers**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **June and July 2023** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

vii. **Approval: Secretary's Line Item Certification**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution: WHEREAS, the Board of Education has received the Report of the Secretary for the month of **June and July 2023**,

WHEREAS, in compliance with N.J.A.C. 6:20-2A.10(d), the secretary has certified that, as of the date of the report(s), no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district board of education, now, therefore, be it,

RESOLVED, the Board of Education accepts the above referenced reports and certifications and orders that they be attached to and made part of the record of this meeting, and Be it Further Resolved, in compliance with N.J.A.C. 6:20-A10(e), the Board of Education certifies that, after review of the secretary's monthly financial reports (appropriate section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been over expended in violation of N.J.A.C. 6:20-2A.10(a)(1), and that sufficient funds are available to meet the district's financial obligations for the remainder of the school year.

The Board has received background information.

viii. Approval: Transportation Contracts for 2023 Extended School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following transportation contracts for the 2023 Extended School Year:

Route #	Contractor	Rate	Annual Cost
9060S	Parent	30.00 Per Diem	Based on actual # of days attended.
9050S	Parent	30.00 Per Diem	Based on actual # of days attended
9058S	Parent	30.00 PerDiem	Based on actual # of days attended.
9061S	Parent	30.00 Per Diem	Based on actual # of days attended.
9051S	Parent	30.00 Per Diem	Based on actual # of days attended.

ix. Approval: Transportation Contract Renewals for the 2023-2024 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following transportation contracts for the 2023-2024 school year:

Route #	Contractor	School	Annual Cost
R7	D&M Tours	Ridge	\$49,532.20
R8	D&M Tours	Ridge	\$49,532.20
W9	D&M Tours	Willard	\$49,532.20

x. Approval: 2023-2024 Additional Received Tuition Students Paid by Parents

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves four additional received students attending Ridgewood High School for the 2023-2024 school year. Tuition will be paid by parents.

xi. Approval: 2023-2024 Additional Children of Non-Resident Employees Attending Ridgewood Public Schools

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves four additional children of non-resident employees to attend Ridgewood Public Schools.

xii. Approval: Renewal of Agreement with Delta Dental Insurance Company

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Delta Dental Insurance Company. The HMO contract renewal plan is effective September 1, 2023 through December 31, 2024, with an increase in premium of 3%.

The Board has received background information.

xiii. Approval: Extension of Agreement with Delta Dental Insurance Company

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Delta Dental Insurance Company. The PPO plan contract extension is effective September 1, 2023 through December 31, 2023, with a 0% increase in premium.

The Board has received background information.

xiv. Approval: Agreement Extension with Summit Management Solutions, LLC

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement extension with Summit Management Solutions, LLC for Business Office Consulting services for the period of September 1, 2023 through November 30, 2023 in the amount of \$140 per hour as needed.

The Board has received background information.

xv. Approval: Payment #1 to NorthEast Roofing for the Ridgewood High School Science Wing Roof Replacement Construction Project

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment order #1 for the Ridgewood High School Science Wing roof replacement project in the amount of \$415,275.

The Board has received background information.

xvi. Approval: 2023-2024 Received Tuition Students from Other School Districts

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the received tuition students from other school districts that pay tuition for the 2023-2024 school year, as listed below:

Home District	School Attending/Program	3 of students
Wyckoff Board of Ed, NJ	Ridge RISe	2
Wyckoff Board of Ed, NJ	Glen RISe	2
Wyckoff Board of Ed, NJ	Ben Franklin RISe	1
Oakland Board of Ed, NJ	Ridge RISe	1
Mahwah Board of Ed, NJ	STEPSS Program	1
Mahwah Board of Ed, NJ	Glen RISe	1
Glen Rock Board of Ed, NJ	Ridge S.E.L	1
Ramapo Indian Hills Regional, NJ	Ridgewood H.S. RISe	1
Ramapo Indian Hills Regional, NJ	STEPSS Program	1
River Vale Board of Ed, NJ	Ridge RISe	1
Wallington Board of Ed, NJ	RHS	1
Midland Park Board of Ed, NJ	RHS	1

xvii. Approval: Budgeted Extended School Year and Regular School Year Out-of-District Placements and Extraordinary Services for the 2023-2024 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of

Schools, approves the budgeted extended and regular school year out-of-district placements and extraordinary services for the 2023-2024 school year as listed below.

Regular School Year	
school	# of students
Alpine Learning Group, Paramus, NJ	6
Banyan School, Fairfield, NJ	2
Banyan Upper School, Livingston, NJ	2
BCSS – HIP MP Godwin, Highland, NJ	3
BCSS – NOVA North Emerson, NJ	1
BCSS – New Bridge, Paramus, NJ	1
Bergen County Technical School, Hackensack, NJ	27
Bergen County Technical School, Teterboro, NJ	12
Bancroft, Cherry Hill, NJ	1
Bergen Ctr For Child Develop., Haworth, NJ	2
Calais School, Whippany, NJ	2
Chapel Hill Academy, Montville, NJ	1
CTC Academy, Oakland, NJ	3
CTC Academy, Fair Lawn, NJ	2
Caldwell Univ., Center For Autism, Caldwell, NJ	1
Cornerstone Day School, Mountainside, NJ	2
Craig School, Mountain Lakes, NJ	1
David Gregory School, Ridgewood, NJ	1
ECLC, HoHoKus, NJ	4
EPIC, Paramus, NJ	3
Forum School, Waldwick, NJ	1
Glenview Academy, Fairfield, NJ	1
Holmstead School, Ridgewood, NJ	1
Institute For Educational Achievement, New Milford, NJ	2
Matheny Medical And Educational Center, Peapack, NJ	2
Morris-Union Jointure Commission Board of Ed, New Providence, NJ	1
New Beginnings, West Caldwell, NJ	1
Paradigm Therapeutic Day School, Midland Park, NJ	1
Pillar Elementary School, East Hanover, NJ	1
Phoenix Center, Nutley, NJ	2
Reed Academy, Oakland, NJ	4
River Dell Regional School District, River Dell, NJ	3
Sage Alliance, Mahwah, NJ	1
Sage Alliance, Rochelle Park, NJ	1
Spectrum 360 – Upper School, Livingston, NJ	1
Windsor Prep High School, Paramus, NJ	3
Out-of-District Extraordinary Services	
Alpine Learning Group, Paramus, NJ	1
Bergen County Special Services, Paramus, NJ	1
Banyan Upper School, Livingston, NJ	1
Bergen Ctr For Child Develop., Haworth, NJ	2

Craig School, Mountain Lakes, NJ	1
CTC Academy, Fair Lawn, NJ	1
David Gregory School, Ridgewood, NJ	1
ECLC, HoHoKus, NJ	1
Forum School, Waldwick, NJ	1
Glenview Academy, Fairfield, NJ	1
Matheny Medical And Educational Center, Peapack,	2
Morris-Union Jointure Commission Board Of Ed, New Providence, NJ	1
New Beginnings, West Caldwell, NJ	1
Pillar Elementary School, East Hanover, NJ	1
Phoenix Center, Nutley, NJ	2
Reed Academy, Oakland, NJ	1
Spectrum 360 – Upper School, Livingston, NJ	1
Windsor Prep High School, Paramus, NJ	3

VIII. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

Mr. Lembo

A. Approval: Submission of the Project Application for the HVAC Unit Replacement Project

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of the project application to the New Jersey Department of Education for the HVAC Unit Replacement Projects at Ridgewood High School, Hawes Elementary and Ridge Elementary Schools. The total amount for the project is \$311,550.73. Subsidized funding is being pursued.

The Board has received background information.

B. Approval: Amendment of the District’s Long Range Facility Plan to include the HVAC Replacement Project

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the amendment of the District’s Long Range Facility Plan (LRFP) to include the HVAC Unit Replacement Projects at Ridgewood High School, Hawes Elementary School, and Ridge Elementary School.

The Board has received background information.

IX. APPROVAL OF BILLS

Mr. Lembo

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below and reviewed by Ms. Kwak.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS
July 21	Columbia Bank On-Line	110783-110809	608,778.45

July 31	Columbia Bank On-Line	110810-110878	1,736,034.99
August 4	Columbia Bank On-Line	110880-110953	274,582.25
August 11	Columbia Bank On-Line	110954-110961	140,287.64
August 21	Columbia Bank On-Line	110962-111097	479,087.44
July 15	Payroll Transfer	P45389	786,347.10
July 30	Payroll Transfer	P45405	839,826.74
August 1	Electronic Transfers-Scholarships	T45268-T45284	19,000.00
June 30	Electronic Transfer	R45388	450,244.00
July 31	Electronic Transfers	C45409-C45411	8,297.76
July 19	Electronic Transfers	R45286-R45288	7,518.64
July 30	Electronic Transfer	H45285	1,218,974.17
July 31	Electronic Transfer	F45412	12,380.60
August 7	Electronic Transfer	R45387	42,837.00
August 15	Electronic Transfer	B45406	23,400.00
August 15	Electronic Transfer	H45407	1,212,043.87
August 16	Electronic Transfer	R45408	7,000.00
July 31	Food Service	620442	54,966.11
August 4	Food Service	620443	2,200.00
June 30	Void Checks	108899, 110433	(12,475.00)
TOTAL			7,911,331.76

Check #110879 was a misprint.

X. BOARD MEMBER ANNOUNCEMENTS

Mr. Lembo

XI. BOARD COMMITTEE REPORTS

Mr. Lembo

XII. DISCUSSION ITEMS

Mr. Lembo

- | | |
|---|------------------|
| XIII. ACCEPTANCE OF MINUTES | Mr. Lembo |
| ➤ June 26, 2023 Regular Public Meeting | |
| ➤ June 30, 2023 Special Public Meeting | |
| ➤ July 17, 2023 Special Public Meeting | |
| ➤ July 24, 2023 Regular Public Meeting | |
| XIV. OTHER BUSINESS | Mr. Lembo |
| XV. COMMENTS FROM THE PUBLIC | Mr. Lembo |
| XVI. MOTION TO GO INTO EXECUTIVE SESSION | Mr. Lembo |
| XVII. RECONVENED PUBLIC MEETING | Mr. Lembo |
| XVIII. ADJOURNMENT | Mr. Lembo |

Upcoming Meetings

Tuesday, August 29, 2023
Special Public Meeting
4:00 p.m. Education Center

Monday, September 18, 2023
Regular Public Meeting
7:00 p.m. Education Center

Monday, October 2, 2023
Regular Public Meeting
7:00 p.m. Education Center

Professional Development**BOE Date****8/28/2023**

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Cindy Lora	Safety Care Trainer Training Safety Care Philadelphia, PA 7/24/23 - 7/26/23	Professional Development	(previously approved 5/8/23 - cost changed from \$2968 to \$4,220 due to an added day of training)	0
Brian Ross	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Shauna Stovell	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Caroline Hoffman	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Lauren Carr	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Julie Kot	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Janel Nese	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Lorna Oates-Santos	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0

Keith Cook	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
David Bailey	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Jeannie O'Neill	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Michelle Melucci	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Jeffrey Nyhuis	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Timothy Monahan	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Danielle Wood	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Ashley Onembo	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Tara Taylor	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Julie Ann Matthews	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Katherine Kashmanian	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Mark Ferreri	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ	Professional Development	\$65.80	0

	8/22/23 - 8/23/23			
Dan Kilday	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Richard Freedman	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Greg Wu	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Michelle Fenwick	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Mark Schwarz	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Serhiy Morhun	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Jaime Cangialosi-Murphy	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Michael Piacenza	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Susan Nold	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Christopher McCullough	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0
Mary Ferreri	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$65.80	0

Daimian Smith	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$32.90	0
Charlene Labenda	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$32.90	0
Lucy Papamichael	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$32.90	0
Honor Friberg	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$32.90	0
Christine Corliss	Annual Administrative Retreat Lake Mohawk Country Club Sparta Twp, NJ 8/22/23 - 8/23/23	Professional Development	\$32.90	0
Lynne Witham	Student Learning Standards, Grade 2, Year 1 Conquer Mathematics Pompton Plains, NJ 9/8/23, 11/3/23, 1/18/24, 3/19/24	Professional Development	\$720.00	4
Michael Troy	New York State Coaches Clinic New York State Boys Basketball Coaches Association White Plains, NY 9/13/23	Professional Development	\$125.00	0
Cassandra Amos	Student Learning Standards, Grade 4, Year 1 Conquer Mathematics Pompton Plains, NJ 9/19/23, 10/18/23, 11/17/23, 12/12/23, 1/25/23, 2/27/23	Professional Development	\$1,080.00	6
Alexandra Roberts	NACAC Annual Conference National Association for College Admission Counseling Baltimore, MD 9/20/23 - 9/23/23	Professional Development	\$941.50	0
Rebecca Teel	NACAC Annual Conference National Association for College Admission Counseling Baltimore, MD 9/20/23 - 9/23/23	Professional Development	\$2,125.00	0

Lauren Burke	Student Learning Standards, Grade 5, Year 1 Conquer Mathematics Pompton Plains, NJ 9/20/23, 10/20/23, 11/21/23, 12/13/23, 1/11/23, 2/2/23 and 3/18/23	Professional Development	\$1,260.00	7
Ashley Onembo	Advancing Individual Leadership Development TMI Education Leadership Co-op Virtual 9/20/23, 10/18/23, 11/1/23, 1/17/23, 2/7/24, 3/6/24 and 4/3/24	Professional Development	\$0.00	0
Mary Ferreri	Advancing Individual Leadership Development TMI Education Leadership Co-op Virtual 9/20/23, 10/18/23, 11/1/23, 1/17/23, 2/7/24, 3/6/24 and 4/3/24	Professional Development	\$0.00	0
Kathryn Ward	Morphology Plus Institute for Multi-Sensory Education Virtual 9/25/23 - 9/29/23	Professional Development	\$1,500.00	0
Jeannie O'Neill	Conquer Math Workshops alongside Teachers Conquer Mathematics Pompton Plains, NJ 9/28/23, 10/3/23, 11/17/23, 11/21/23, 11/29/23 and 12/14/23	Professional Development	\$0.00	0
Kerry Calaman	Student Learning Standards - Grade 2, Year 1 Conquer Mathematics Pompton Plains, NJ 9/28/23, 11/3/23, 1/18/24 and 3/19/24	Professional Development	\$720.00	4
Barbara Stipanov	Student Learning Standards - Grade 2, Year 1 Conquer Mathematics Pompton Plains, NJ 9/28/23, 11/3/23, 1/18/24 and 3/19/24	Professional Development	\$720.00	4
Amanda Kirk	Student Learning Standards - Grade 2, Year 1 Conquer Mathematics Pompton Plains, NJ 9/28/23, 11/3/23, 1/18/24 and 3/19/24	Professional Development	\$720.00	4
Sarah Middleton	Student Learning Standards - Grade 2, Year 1 Conquer Mathematics Pompton Plains, NJ 10/3/23, 11/20/23, 1/9/23 and 3/20/23	Professional Development	\$720.00	4
Richard Freedman	NJSBA Workshop 2023 New Jersey School Board Association Atlantic City, NJ 10/23/23 - 10/26/23	Professional Development	\$1,190.00	0
Julie Kot	NJSBA Workshop 2023 New Jersey School Board Association Atlantic City, NJ	Professional Development	\$1,190.00	0

	10/23/23 - 10/26/23			
Roshanak Lyle	Conquer Math - Grade 3, Year 1 Conquer Mathematics Pompton Plains, NJ 11/29/23 and 1/19/24	Professional Development	\$360.00	2
Mary Ferreri	Conquer Math - Admin Workshop Conquer Mathematics Pompton Plains, NJ 11/28/23	Professional Development	\$180.00	0
Lorna Oates-Santos	Conquer Math - Admin Workshop Conquer Mathematics Pompton Plains, NJ 11/28/23	Professional Development	\$180.00	0
Jeannie O'Neill	Conquer Math - Admin Workshop Conquer Mathematics Pompton Plains, NJ 11/28/23	Professional Development	\$180.00	0
Richard Freedman	Conquer Math - Admin Workshop Conquer Mathematics Pompton Plains, NJ 11/28/23	Professional Development	\$196.00	0
Ashley Onembo	Conquer Math - Admin Workshop Conquer Mathematics Pompton Plains, NJ 11/28/23	Professional Development	\$180.00	0
Shauna Stovell	Conquer Math - Admin Workshop Conquer Mathematics Pompton Plains, NJ 11/28/23	Professional Development	\$180.00	0
Michael Piacenza	Conquer Math - Admin Workshop Conquer Mathematics Pompton Plains, NJ 11/28/23	Professional Development	\$180.00	0
Brian Ross	Conquer Math - Admin Workshop Conquer Mathematics Pompton Plains, NJ 11/28/23	Professional Development	\$180.00	0
Caroline Hoffman	Conquer Math - Admin Workshop Conquer Mathematics Pompton Plains, NJ 11/28/23	Professional Development	\$180.00	0
Sarah Junta	Student Learning Standards, Grade 2, Year 2 Conquer Mathematics Pompton Plains, NJ 12/11/23, 2/12/24, 5/1/24	Professional Development	\$540.00	3

Alexandra Kowalski	Student Learning Standards, Grade 2, Year 2 Conquer Mathematics Pompton Plains, NJ 12/11/23, 2/12/24, 5/1/24	Professional Development	\$540.00	3
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The total cost for these conferences is \$19,460. Upon Board approval of all of these conferences, the total expenditure for travel and conferences for 2022-23 will be \$28,045 leaving a balance of \$171,955.

The total cost of substitutes for these conferences is \$6,560. Upon board approval of these conferences, the total expenditure for substitutes for conferences for the 2022-23 school year will be \$14,240.

POLICY

RIDGEWOOD BOARD OF EDUCATION

BYLAWS
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Board Officers

0152 BOARD OFFICERS

The Board of Education shall organize at its first regular meeting by electing one of its members as President and another as Vice President.

Any Board member may place a Board member's name in nomination for Board President and Vice President; a second on the nomination is not required. Election for each office will be conducted by a vote when the nominations for that office are closed.

Voting shall take place by verbal roll call vote after nominations are closed. When more than one person has been nominated for a single position, the Board will vote on candidates in the order in which they were nominated.]

Elect Officers With a Majority Vote of all the Board Members Present

The person with the majority vote of the members of the Board present and constituting a quorum shall be elected. In the event no candidate receives a majority vote of the Board members present and constituting a quorum, the procedure shall be repeated until someone receives a majority vote of those Board members present and constituting a quorum.

Officers shall serve for one year and until their respective successors are elected and shall qualify, but if the Board shall fail to hold the organization meeting or to elect Board officers as prescribed by N.J.S.A. 18A:15-1, the Executive County Superintendent shall appoint from among the members of the Board a President and/or Vice President.

A President or Vice President who refuses to perform a duty imposed upon them by law may be removed by a majority vote of all of the members of the Board. In the event the office of President or Vice President shall become vacant the Board shall, within thirty days thereafter, fill the vacancy for the unexpired term. If the Board fails to fill the vacancy within such time, the Executive County Superintendent shall fill the vacancy for the unexpired term.

N.J.S.A. 18A:15-1; 18A:15-2

Adopted:



POLICY

RIDGEWOOD BOARD OF EDUCATION

BYLAWS

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Call, Adjournment, and Cancellation

0161 CALL, ADJOURNMENT, AND CANCELLATION

All Board of Education meetings shall be in public and each Board shall hold a meeting at least once every two months during the period in which the schools in the district are in session.

The Secretary of the Board shall call a special meeting of the Board whenever: requested by the President of the Board; requested by the Superintendent when the Board fails to meet within two months during the period in which the schools in the district are in session; or when presented with a petition signed by a majority of the full membership of the Board requesting the special meeting.

The Board may at any time recess or adjourn to an adjourned meeting at a time, date, and place announced at the time of the recess or the adjournment. The adjourned meeting shall take up business at the point in the agenda where the motion to adjourn was passed.

When circumstances are such as to prevent the attendance of a majority or all of Board members or to frustrate the purpose of the meeting, a meeting may be canceled by the Board Secretary at the request of the President. Notice of the cancellation shall be given, by expedient means, to all Board members, to the Superintendent, and, whenever possible, to the newspapers in which notice of Board meetings is regularly given. If possible, written notice of the cancellation shall also be posted at the place where the canceled meeting was scheduled to occur. Notice of the cancellation shall include the date, time, and place of the next scheduled meeting. Notice of the cancellation shall be read at the next following Board meeting and shall be duly recorded in the official minute book.

N.J.S.A. 18A:10-6

N.J.A.C. 6A:32-3.1

Adopted:



POLICY

RIDGEWOOD BOARD OF EDUCATION

BYLAWS
0162/page 1 of 2
Notice of Board Meetings

0162 NOTICE OF BOARD MEETINGS

The Board of Education will give notice of all meetings in accordance with law.

Adequate Notice

The Board Secretary shall provide written advance notice of at least forty-eight hours, giving the time, date, location and, to the extent known, the agenda of any regular, special, or rescheduled meeting, which notice shall accurately state whether formal action may or may not be taken and which shall be prominently posted in at least one public place reserved for such or similar announcements; mailed, telephoned, telegraphed, or hand delivered to at least two newspapers which newspapers shall be designated by the public body to receive such notices because they have the greatest likelihood of informing the public within the area of jurisdiction of the public body of such meetings, one of which shall be the official newspaper, where any such has been designated by the public body or if the public body has failed to so designate, where any has been designated by the governing body of the political subdivision whose geographic boundaries are coextensive with that of the public body; and filed with the clerk of the municipality when the public body's geographic boundaries are coextensive with that of a single municipality, with the clerk of the county when the public body's geographic boundaries are coextensive with that of a single county, and with the Secretary of State if the public body has Statewide jurisdiction. Where annual notice or revisions thereof in compliance with N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act, set forth the location of any meeting, no further notice shall be required for such meeting.

In accordance with N.J.S.A. 10:4-9, upon the affirmative vote of three-quarters of the members present, the Board may hold a meeting notwithstanding the failure to provide adequate notice if:

1. Such meeting is required in order to deal with matters of such urgency and importance that a delay for the purpose of providing adequate notice would be likely to result in substantial harm to the public interest; and
2. The meeting is limited to discussion of and acting with respect to such matters of urgency and importance; and
3. Notice of such meeting is provided as soon as possible following the calling of such meeting by posting written notice of the same in the public place described in N.J.S.A. 10:4.8.d., and also by notifying the two newspapers described in N.J.S.A. 10:4.8.d. by telephone, telegram, or by delivering a written notice of same to such newspapers; and



POLICY

RIDGEWOOD BOARD OF EDUCATION

BYLAWS

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Notice of Board Meetings

4. Either the public body could not reasonably have foreseen the need for such meeting at a time when adequate notice could have been provided or although the public body could reasonably have foreseen the need for such meeting at a time when adequate notice could have been provided, it nevertheless failed to do so.

Personal Notice of Meeting

In accordance with the provisions of N.J.S.A. 10:4-12.b.(8), the Board may exclude the public from that portion of a meeting at which the Board discusses any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of the performance of, promotion, or disciplining of any specific prospective public officer or employee or current public officer or employee employed or appointed by the Board, unless all the individual employees or appointees whose rights could be adversely affected request in writing that the matter or matters be discussed at a public meeting.

The Board will provide notice to the affected person that will include the date and time of the closed session meeting, the subject or subjects scheduled for discussion at the closed session meeting, and the right of the affected person to request that the discussions be conducted at a public meeting. Such notice will be given no less than forty-eight hours in advance of the closed session meeting.

A written request for public discussion must be submitted to the Board Secretary prior to the commencement of the meeting. Any such properly submitted request will be granted. In the event that one or more, but fewer than all, of a group of persons whose employment will be discussed request a public meeting, the discussion regarding the person or persons who have submitted the request will be severed from the rest and will be conducted publicly.

A discussion held in public by reason of the written request of an individual will be conducted at a regularly scheduled meeting for which annual notice has been given or at a meeting for which adequate public notice has been given in accordance with law.

Nothing in this Bylaw will permit an employee to request or the Board to grant the public discussion of tenure charges or permit the public disclosure of information regarding a student.

N.J.S.A. 10:4-6 et seq.; 10:4-8; 10:4-9

N.J.S.A. 18A:6-11; 18A:10-6

N.J.A.C. 6A:32-3.1

Adopted:



POLICY

RIDGEWOOD BOARD OF EDUCATION

BYLAWS

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Call, Adjournment, and Cancellation

0161 CALL, ADJOURNMENT, AND CANCELLATION

All Board of Education meetings shall be in public and each Board shall hold a meeting at least once every two months during the period in which the schools in the district are in session.

The Secretary of the Board shall call a special meeting of the Board whenever: requested by the President of the Board; requested by the Superintendent when the Board fails to meet within two months during the period in which the schools in the district are in session; or when presented with a petition signed by a majority of the full membership of the Board requesting the special meeting.

The Board may at any time recess or adjourn to an adjourned meeting at a time, date, and place announced at the time of the recess or the adjournment. The adjourned meeting shall take up business at the point in the agenda where the motion to adjourn was passed.

When circumstances are such as to prevent the attendance of a majority or all of Board members or to frustrate the purpose of the meeting, a meeting may be canceled by the Board Secretary at the request of the President. Notice of the cancellation shall be given, by expedient means, to all Board members, to the Superintendent, and, whenever possible, to the newspapers in which notice of Board meetings is regularly given. If possible, written notice of the cancellation shall also be posted at the place where the canceled meeting was scheduled to occur. Notice of the cancellation shall include the date, time, and place of the next scheduled meeting. Notice of the cancellation shall be read at the next following Board meeting and shall be duly recorded in the official minute book.

N.J.S.A. 18A:10-6

N.J.A.C. 6A:32-3.1

Adopted:



POLICY

RIDGEWOOD BOARD OF EDUCATION

BYLAWS
0162/page 1 of 2
Notice of Board Meetings

0162 NOTICE OF BOARD MEETINGS

The Board of Education will give notice of all meetings in accordance with law.

Adequate Notice

The Board Secretary shall provide written advance notice of at least forty-eight hours, giving the time, date, location and, to the extent known, the agenda of any regular, special, or rescheduled meeting, which notice shall accurately state whether formal action may or may not be taken and which shall be prominently posted in at least one public place reserved for such or similar announcements; mailed, telephoned, telegraphed, or hand delivered to at least two newspapers which newspapers shall be designated by the public body to receive such notices because they have the greatest likelihood of informing the public within the area of jurisdiction of the public body of such meetings, one of which shall be the official newspaper, where any such has been designated by the public body or if the public body has failed to so designate, where any has been designated by the governing body of the political subdivision whose geographic boundaries are coextensive with that of the public body; and filed with the clerk of the municipality when the public body's geographic boundaries are coextensive with that of a single municipality, with the clerk of the county when the public body's geographic boundaries are coextensive with that of a single county, and with the Secretary of State if the public body has Statewide jurisdiction. Where annual notice or revisions thereof in compliance with N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act, set forth the location of any meeting, no further notice shall be required for such meeting.

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1. Such meeting is required in order to deal with matters of such urgency and importance that a delay for the purpose of providing adequate notice would be likely to result in substantial harm to the public interest; and
2. The meeting is limited to discussion of and acting with respect to such matters of urgency and importance; and
3. Notice of such meeting is provided as soon as possible following the calling of such meeting by posting written notice of the same in the public place described in N.J.S.A. 10:4.8.d., and also by notifying the two newspapers described in N.J.S.A. 10:4.8.d. by telephone, telegram, or by delivering a written notice of same to such newspapers; and



POLICY

RIDGEWOOD BOARD OF EDUCATION

BYLAWS

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Notice of Board Meetings

4. Either the public body could not reasonably have foreseen the need for such meeting at a time when adequate notice could have been provided or although the public body could reasonably have foreseen the need for such meeting at a time when adequate notice could have been provided, it nevertheless failed to do so.

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In accordance with the provisions of N.J.S.A. 10:4-12.b.(8), the Board may exclude the public from that portion of a meeting at which the Board discusses any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of the performance of, promotion, or disciplining of any specific prospective public officer or employee or current public officer or employee employed or appointed by the Board, unless all the individual employees or appointees whose rights could be adversely affected request in writing that the matter or matters be discussed at a public meeting.

The Board will provide notice to the affected person that will include the date and time of the closed session meeting, the subject or subjects scheduled for discussion at the closed session meeting, and the right of the affected person to request that the discussions be conducted at a public meeting. Such notice will be given no less than forty-eight hours in advance of the closed session meeting.

A written request for public discussion must be submitted to the Board Secretary prior to the commencement of the meeting. Any such properly submitted request will be granted. In the event that one or more, but fewer than all, of a group of persons whose employment will be discussed request a public meeting, the discussion regarding the person or persons who have submitted the request will be severed from the rest and will be conducted publicly.

A discussion held in public by reason of the written request of an individual will be conducted at a regularly scheduled meeting for which annual notice has been given or at a meeting for which adequate public notice has been given in accordance with law.

Nothing in this Bylaw will permit an employee to request or the Board to grant the public discussion of tenure charges or permit the public disclosure of information regarding a student.

N.J.S.A. 10:4-6 et seq.; 10:4-8; 10:4-9

N.J.S.A. 18A:6-11; 18A:10-6

N.J.A.C. 6A:32-3.1

Adopted:



POLICY

RIDGEWOOD BOARD OF EDUCATION

PROGRAM
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Bilingual and ESL Education
M

2423 BILINGUAL AND ESL EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and English language services program for English language learners (ELLs) as required by law and rules of the New Jersey State Board of Education. ELLs are those students whose native language is other than English and who have varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability pursuant to N.J.S.A. 18:35-15 through 26.1.

Identification of Eligible ELLs

The district shall use a multi-step process at the time of enrollment to determine the native language of each ELL. The district shall:

1. Maintain a census indicating all identified students whose native language is other than English; and
2. Administer the Statewide home-language survey to determine which students in Kindergarten to grade twelve whose native language is other than English must be screened further to determine English language proficiency. The Statewide home-language survey shall be administered by a bilingual/ESL or other certified teacher and shall be designed to distinguish students who are proficient English speakers and need no further testing.

The district shall determine the English language proficiency of all Kindergarten to grade twelve students who are not screened out and whose native language is other than English by administering an English language proficiency test, assessing the level of reading in English, reviewing the previous academic performance of students, including their performance on standardized tests in English, and reviewing the input of teaching staff members responsible for the educational program for ELLs. Students who do not meet the New Jersey Department of Education (Department) standard on a language proficiency test and who have at least one other indicator shall be considered ELLs. The district shall also use age-appropriate methodologies to identify preschool ELLs to determine their individual language development needs.

Bilingual Programs for ELLs

The district shall provide the following programs:

1. An English language services program in accordance with N.J.A.C. 6A:15-1.2;



POLICY

RIDGEWOOD BOARD OF EDUCATION

PROGRAM
2423/page 2 of 4
Bilingual and ESL Education

2. An ESL program in accordance with N.J.A.C. 6A:15-1.2; and
3. A bilingual education program in accordance with N.J.A.C. 6A:15-1.2.

All teachers in these programs shall be appropriately certified in accordance with the requirements as outlined in N.J.A.C. 6A:15-1.9. Every student participating in a bilingual, ESL, or English language services program shall be entitled to continue such participation for a period of three years pursuant to N.J.S.A. 18A:35-19.

Bilingual, English as a Second Language, and English Language Services Program Enrollment, Assessment, Exit, and Reentry

Students enrolled in the bilingual, ESL, or English language services program shall be assessed annually using English Language Placement (ELP) assessments to determine their progress in achieving English language proficiency goals and readiness for exiting the program. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2., shall be assessed annually using an alternate ELP assessment.

ELLs enrolled in the bilingual, ESL, or English language services program shall be placed in a monolingual English program when they have demonstrated readiness to exit a bilingual, ESL, or English language services program through a Department-established criteria on an ELP assessment and a Department-established English language observation form. A student shall first achieve the Department-established English proficiency standard as measured by an ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English.

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

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



POLICY

RIDGEWOOD BOARD OF EDUCATION

PROGRAM
2423/page 3 of 4
Bilingual and ESL Education

Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs in accordance with the provisions of N.J.A.C. 6A:15-1.10(e)1. through (e)5.

When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the student's parent shall be informed by mail of the placement determination. A parent or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the Superintendent of Schools or designee, who will provide a written explanation for the decision within seven working days. The complainant may appeal this decision in writing to the Board within seven calendar days of receiving the Superintendent's or designee's written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty-five calendar days of the Board's receipt of the parent's written appeal to the Board. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education.

Parental Involvement

The parents of ELLs will be notified in accordance with the provisions of N.J.A.C. 6A:15-1.13 that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services education program. Notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English. The notice must also include a statement that the parents have the option of declining their child's enrollment in a bilingual program, and shall be given an opportunity to do so if they choose.

The district will notify the parents of ELLs by mail within thirty days of the child's identification.

Parents shall receive progress reports of students enrolled in bilingual, ESL, or English language services programs in the same manner and frequency as progress reports are sent to parents of other students enrolled in the district.

The Superintendent or designee will provide for the maximum practical involvement of parent(s) of ELLs in the development and review of program objectives and dissemination of information to and from the district Boards of Education and communities served by the bilingual, ESL, or English language services education programs. A district that implements a bilingual education program shall establish a parent advisory committee on bilingual education of which the majority membership shall be parents of ELLs.



POLICY

RIDGEWOOD BOARD OF EDUCATION

PROGRAM
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Bilingual and ESL Education

Graduation

ELLs will qualify for graduation from high school in accordance with N.J.A.C. 6A:8-5.1(a) and Policy 5460.

Program Plan

The Superintendent shall prepare and submit a plan for a bilingual, ESL, or English language services program every three years to the Board and the New Jersey Department of Education for approval in accordance with the provisions of N.J.A.C. 6A:15-1.6.

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

Adopted:



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2425 EMERGENCY VIRTUAL OR REMOTE INSTRUCTION PROGRAM

The Board of Education is committed to providing a high quality educational program, virtually or remotely, in the event the State or local health department determines that it is advisable to close, or mandates closure of, the schools of a school district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure for more than three consecutive school days, the Superintendent shall have the authority to implement the school district's program of virtual or remote instruction, pursuant to N.J.S.A. 18A:7F-9. In addition, pursuant to N.J.S.A. 18A:7F-9.b. the Commissioner of Education shall allow the district to apply to the 180-day requirement established pursuant to N.J.S.A. 18A:7F-9.a., one or more days of virtual or remote instruction provided to students on the day or days the schools of the district were closed if the program of virtual or remote instruction meets such criteria as may be established by the Commissioner.

The school district's program of virtual or remote instruction shall be in accordance with the provisions of N.J.S.A. 18A:7F-9; N.J.A.C. 6A:32-13.1.; this Policy; and Regulation 2425.

"Remote instruction" means the provision of instruction occurring when the student and the instructor are in different locations due to the closure of the facility(ies) of the Board of Education, charter school, renaissance school project, or approved private school for students with disabilities. The closure of the facility(ies) shall be pursuant to N.J.S.A. 18A:7F-9 or 18A:46-21.1 and for more than three consecutive school days due to a declared state of emergency, a declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

"Virtual instruction" means the provision of active instruction when the student and the instructor are in different locations and instruction is facilitated through the internet and computer technologies due to the closure of the facility(ies) of the Board of Education, charter school, renaissance school project, or approved private school for students with disabilities. The closure of the facility(ies) shall be pursuant to N.J.S.A. 18A:7F-9 or 18A:46-21.1 and for more than three consecutive school days due to a declared state of emergency, a declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.



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The Superintendent of Schools shall submit, with Board approval, the school district's program of virtual or remote instruction to the Commissioner of Education annually. If the Board is unable to complete and submit a proposed program of virtual or remote instruction to the Commissioner in accordance with the timeline established by the Commissioner and the school district is required to close its schools for a declared state of emergency, declared public-health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Commissioner of Education may retroactively approve the program.

If provided under the district's program of virtual or remote instruction that has been approved by the Commissioner, student attendance for a day of virtual or remote instruction shall be accounted for in accordance with N.J.A.C. 6A:32-8.4 for the purposes of meeting State and local graduation requirements, the awarding of course credit, and other matters as determined by the Commissioner of Education in accordance with the provisions of N.J.A.C. 6A:32-13.1.(d).

Pursuant to N.J.A.C. 6A:32-13.1(b), if implemented by the Superintendent, the school district's program of virtual or remote instruction shall be provided to an enrolled student, whether a general education student in preschool through grade twelve or a student with a disability aged three to twenty-one. The school district shall provide students with a disability with the same educational opportunities provided to general education students to the extent appropriate and practicable. Related services may be delivered to general education students and students with a disability through the use of electronic communication or a virtual or online platform, as appropriate.

In the event the State or local health department determines it is advisable to close or mandates closure of the schools of the district due to a declared state of emergency, declared public-health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Superintendent shall have the authority to implement the school district's program of virtual or remote instruction. The Superintendent shall consult with the Board prior to such decision, if practicable. The Superintendent shall ensure that students, parents, staff, and the Board are informed promptly of the Superintendent's decision.

Nothing in N.J.S.A. 18A:7F-9.b., c., or d.; this Policy; and Regulation 2425 shall be construed to limit, supersede or preempt rights, privileges, compensation, remedies, and procedures afforded to public employees or a collective bargaining unit under Federal or State law or any provision of a collective bargaining agreement entered into by the school district.



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In the event of the closure of a school or the schools of the district due to a declared state of emergency, declared public-health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure for a period longer than three consecutive school days:

1. District employees shall be entitled to compensation, benefits, and emoluments pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(1) and (2).
2. The district shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(3).
3. The district shall be obligated to make payments for benefits, compensation, and emoluments and all payments required pursuant to N.J.S.A. 18A:6-51 et seq., to an educational services commission, county special services school district, and a jointure commission, and under any shared services agreement and cooperative contract entered into with any other public entity pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(4).
4. An educational services commission, county special services school district, and a jointure commission shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider or a shared services agreement in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(4).

The provisions of N.J.S.A. 18A:7F-9.e.(1) through (4) and 1 through 4 above shall not apply to any employee whose weekly hours of work are reduced, and to whom unemployment benefits are provided, pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq. A contracted service provider, educational services commission, county special services school district, or jointure commission shall notify the district with which it has entered into a contract to provide services of its intent to reduce the hours of work of its employees pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq.



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1. Notwithstanding the provisions of N.J.S.A. 18A:7F-9.e.(3) and 3. above, if a contracted service provider reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the contracted service provider shall be reduced by the same amount.
2. Notwithstanding the provisions of N.J.S.A. 18A:7F-9.e.(4) and 4. above, if an educational services commission, county special services school district, or jointure commission reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the educational services commission, county special services school district, or jointure commission shall be reduced by the same amount.

This Policy may be revised as necessary by the Superintendent in accordance with N.J.S.A. 18A:7F-9. The school district's emergency virtual or remote instruction program shall be posted prominently on the school district's website.

N.J.S.A. 18A:7F-9

N.J.A.C. 6A:32-2.1; 6A:32-8.4; 6A:32-13.1

Adopted:



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5200 ATTENDANCE

In accordance with the provisions of N.J.S.A. 18A:38-25, every parent or other person having control and custody of a child between the ages of six and sixteen shall cause the child to regularly attend school. The Board of Education requires students enrolled in the school district attend school regularly in accordance with the laws of the State.

For the purpose of this Policy and Regulation 5200, “parent” means the natural parent(s), adoptive parent(s), legal guardian(s), resource family parent(s), or surrogate parent(s) of a student. When parents are separated or divorced, “parent” means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.

Notwithstanding the requirement of reporting student absences in the school register for State and Federal reporting purposes, “excused” and “unexcused” student absences, for the purpose of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit is a Board decision outlined in N.J.A.C. 6A:16-7.6 and Policy and Regulation 5200. In accordance with the provisions of N.J.A.C. 6A:16-7.6 and for the purposes of Policy and Regulation 5200, a student’s absence from school will either be excused or unexcused. Unexcused absences will count toward truancy.

A parent or adult student shall provide advance notice to the school prior to the student being absent from school. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student’s absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student’s parent to notify the parent of the absence and determine the reason for the absence.

Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. In accordance with N.J.S.A. 18A:36-14, a student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award, or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written excuse of such absence signed by the parent.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive students of the educational and classroom experiences deemed essential to learning and may result in retention at grade level



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or loss of credit or removal from a course that would count toward the high school diploma in accordance with policies of this Board.

Students shall be subjected to the school district's response for unexcused absences that count toward truancy during the school year as outlined in N.J.A.C. 6A:16-7.6(a)4. and Regulation 5200.

Unexcused absences from school or from classes within the school day may subject a student to consequences that may include the denial of a student's participation in co-curricular activities and/or athletic competition. Repeated absences from school interfere with efforts of the Board and its staff in the maintenance of good order and the continuity of classroom instruction and such absences may result in the removal of the student from a class or course of study.

The Superintendent shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate does not meet the New Jersey Department of Education requirements the Superintendent or designee shall develop a district improvement plan to improve student attendance pursuant to N.J.A.C. 6A:30-5.2.

N.J.S.A. 18A:36-14; 18A:36-25.6; 18A:38-25; 18A:38-25.1;
18A:38-25.2; 18A:38-26

N.J.S.A. 34:2-21.1 et seq.

N.J.A.C. 6A:16-7.6; 6A:30-5.2; 6A:32-8; 6A:32-13

Adopted:



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5512 HARASSMENT, INTIMIDATION, OR BULLYING

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A. Prohibiting Harassment, Intimidation, or Bullying

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

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

B. Definition of Harassment, Intimidation, or Bullying

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

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



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- b. Has the effect of insulting or demeaning any student or group of students;
or
- c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

The Board recognizes that bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Recognizing "a real or perceived power imbalance" may assist school officials in identifying harassment, intimidation, or bullying within the context and relative positions of the alleged aggressor and target.

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or remotely activating paging device (N.J.A.C. 6A:16-1.3).

In accordance with the Board of Education's Code of Student Conduct and this Policy, all acts of harassment, intimidation, or bullying that occur off school grounds, such as "cyber-bullying" (e.g., the use of electronic means to harass, intimidate, or bully) is addressed in this Policy.

C. Student Behavior

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

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

Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and that it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities for



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helping students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

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

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

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, school employees, volunteers, students, and community representatives, in the development of this Policy.

Pursuant to N.J.A.C. 6A:16-7.1, the Board developed guidelines for student conduct, taking into consideration the nature of the behavior; the nature of the student's disability, if any and to the extent relevant; the developmental ages of students; severity of the offenses and students' histories of inappropriate behaviors; and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

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

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. The school district will support students who:



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

D. Consequences and Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying.

In every incident found to be harassment, intimidation, or bullying, the school Principal, in consultation with appropriate school staff, may apply disciplinary consequences and/or remedial actions, such as the provision of counseling, behavioral interventions, or other measures.

Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses; consider the developmental ages of the student offenders; the nature of the student's disability, if any and to the extent relevant; and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

The following factors, at a minimum, shall be given full consideration by the school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Factors for Determining Consequences

- Age, disability (if any and to the extent relevant), developmental and maturity levels of the parties involved and their relationship to the school district;
- Degrees of harm;



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- Surrounding circumstances;
- Nature and severity of the behaviors;
- Incidences of past or continuing patterns of behavior;
- Relationships between the parties involved; and
- Context in which the alleged incidences occurred.

Factors for Determining Remedial Measures

Personal:

- Life skill deficiencies;
- Social relationships;
- Strengths;
- Talents;
- Traits;
- Interests;
- Hobbies;
- Extra-curricular activities;
- Classroom participation;
- Academic performance;
- Relationship to peers; and
- Relationship between student/family and the school district.

Environmental:

- School culture;
- School climate;
- Student-staff relationships and staff behavior toward the student;
- General staff management of classrooms or other educational environments;
- Staff ability to prevent and manage difficult or inflammatory situations;
- Availability of programs to address student behavior;
- Social-emotional and behavioral supports;
- Social relationships;
- Community activities;
- Neighborhood situation; and
- Family situation.



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Examples of Consequences and Remedial Measures

The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences:

- Admonishment;
- Temporary removal from the classroom (any removal of .5 days or more must be reported in the Student Safety Data System);
- Deprivation of privileges;
- Classroom or administrative detention;
- Referral to disciplinarian;
- In-school suspension during the school week or the weekend;
- Out-of-school suspension (short-term or long-term);
- Reports to law enforcement or other legal action;
- Expulsion; and
- Bans from receiving certain services, participating in school-district-sponsored programs or being in school buildings or on school grounds.

Examples of Remedial Measures

Personal:

- Restitution and restoration;
- Peer support group;
- Recommendations of a student behavior or ethics council;
- Corrective instruction or other relevant learning or service experience;
- Supportive student interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
- Behavioral management plan, with benchmarks that are closely monitored;
- Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- Involvement of school "disciplinarian;"
- Student counseling;
- Parent conferences;



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- Alternative placements (e.g., alternative education programs);
- Student treatment; and
- Student therapy.

Environmental (Classroom, School Building, or School District):

- School and community surveys or other strategies for determining the conditions contributing to HIB;
- School culture change and school climate improvement;
- Adoption of research-based, systemic bullying prevention programs;
- School policy and procedures revisions;
- Modifications of schedules;
- Adjustments in hallway traffic;
- Modifications in student routes or patterns traveling to and from school;
- Supervision of student before and after school, including school transportation;
- Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
- Teacher aides;
- Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- General professional development programs for certificated and non-certificated staff;
- Professional development plans for involved staff;
- Disciplinary action for school staff who contributed to the problem;
- Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- Parent conferences;
- Family counseling;
- Involvement of parent-teacher organizations;
- Involvement of community-based organizations;
- Development of a general bullying response plan;
- Recommendations of a student behavior or ethics council;
- Peer support groups;
- Alternative placements (e.g., alternative education programs);
- School transfers; and
- Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.



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Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.

The Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan when a student is found to be an offender in three harassment, intimidation, or bullying incidents and each subsequent incident occurring within one school year. The student intervention plan may include disciplinary consequences and/or remedial actions and may require the student, accompanied by a parent, to satisfactorily complete a class or training program to reduce harassment, intimidation, or bullying behavior. Each student intervention plan must be approved by the Superintendent.

While the majority of incidents may be addressed solely by school officials, the Superintendent or designee and the Principal shall report a harassment, intimidation, or bullying incident to law enforcement officials if the conduct rises to the level of a mandatory report as outlined in the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials.

Consequences and Appropriate Remedial Actions – Adults

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

E. Reporting Harassment, Intimidation, or Bullying

The Board of Education requires the Principal at each school to be responsible for receiving all complaints alleging harassment, intimidation, or bullying committed by an adult or youth against a student. All Board members, school employees, and volunteers and contracted service providers who have contact with students, are required to verbally report alleged acts of harassment, intimidation, or bullying to the Principal or designee on the same day when the individual witnessed or received reliable information regarding



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any such incident. All Board members, school employees, and contracted service providers who have contact with students, also shall submit a New Jersey Department of Education-approved HIB 338 Form to the Principal within two school days of the verbal report. Failure to make the required report(s) may result in disciplinary action. The HIB 338 Form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal Law.

The district may not fail to initiate an investigation of harassment, intimidation, or bullying solely because written documentation was not provided. Failing to conduct a harassment, intimidation, or bullying investigation solely because a parent or student did not submit written documentation violates the Anti-Bullying Bill of Rights Act and this Policy. If a parent makes a verbal allegation of harassment, intimidation, or bullying to a district staff member, but does not complete and submit the HIB 338 Form, the staff member or a designee must complete and submit the HIB 338 Form.

The Principal or designee is required to inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. Pursuant to N.J.A.C. 6A:16-7.7(a)2.viii.(2), when providing notification to the parents of all students involved, the Principal or designee shall take into account the circumstances of the incident when conveying the nature of the incident, including the actual or perceived category motivating the alleged offense. The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents.

The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged acts of harassment, intimidation, or bullying to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident. The school district shall provide a person an online means to complete the HIB 338 Form to anonymously report an act of harassment, intimidation, or bullying. Formal action for violations of the Code of Student Conduct may not be taken solely on the basis of an anonymous report.



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

The Principal shall promptly submit a copy of each completed HIB 338 Form to the Superintendent.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, in addition to making the HIB 338 Form available online, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, or bullying or who determines a reported incident or complaint, assuming all facts presented are true, is a report within the scope of N.J.S.A. 18A:37-14 and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action. The district also should consider procedures and disciplinary action when it is found that someone had information regarding a harassment, intimidation, or bullying incident, but did not make the required report(s).

- F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)
1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;



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

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.



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The School Safety/School Climate Team shall:

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

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



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G. Investigating Allegations of Harassment, Intimidation, or Bullying

Principal's Preliminary Determination

Prior to initiating an investigation regarding a reported incident or complaint, the Principal or designee, in consultation with the anti-bullying specialist, shall make a preliminary determination as to whether a reported incident or complaint, assuming all facts are presented as true, is a report within the scope of N.J.S.A. 18A:37-14.

Should the Principal or designee, in consultation with the anti-bullying specialist, determine that a reported incident or complaint, assuming all facts presented are true, is not a report within the scope of N.J.S.A. 18A:37-14, the incident will be addressed through the Board's Code of Student Conduct policy. The HIB 338 Form shall be completed, even if a preliminary determination is made not to conduct an investigation of harassment, intimidation, or bullying because the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying, and must be submitted to the Superintendent. The Principal will provide the parents of the alleged offender(s) and victim(s) with formal notice of the decision not to initiate a harassment, intimidation, or bullying investigation.

The HIB 338 Form shall be kept on file at the school and will only be added to a student record if the alleged incident is founded, disciplinary action is imposed or is otherwise required to be contained in a student's record under State or Federal law.

The Superintendent may require the Principal to conduct a harassment, intimidation, or bullying investigation of the incident if the Superintendent determines that the incident is within the scope of harassment, intimidation, or bullying and shall notify the Principal of



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this determination in writing. Should the Superintendent require the Principal to conduct a harassment, intimidation, or bullying investigation, the Principal will immediately initiate an investigation of harassment, intimidation, or bullying by referring the matter to the school anti-bullying specialist.

Additionally, any preliminary determination that finds the incident or complaint is a report outside the scope of N.J.S.A. 18A:37-14 may be appealed to the Board, pursuant to the Board policies and procedures governing student grievances, and thereafter to the Commissioner (N.J.A.C. 6A:16-7.7(a)ix(1) and (a)ix(1)(A)). Should the preliminary determination not to conduct an investigation of harassment, intimidation, or bullying be overturned, the Principal will immediately initiate an investigation of harassment, intimidation, or bullying by referring the matter to the school anti-bullying specialist.

The Board requires a thorough and complete investigation to be conducted for each reported incident or complaint, assuming all facts presented are true, that is determined to be a report within the scope of N.J.S.A. 18A:37-14. The investigation shall be initiated by the Principal or designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school anti-bullying specialist appointed by the Principal. The Principal may appoint additional personnel who are not school anti-bullying specialists to assist the school anti-bullying specialist in the investigation. Investigations of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. The anti-bullying specialist may not participate in an investigation regarding their supervisor or staff at a higher administrative level.

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

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As



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appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, or take or recommend other appropriate action, including seeking further information as necessary.

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

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

A parent may request a hearing before the Board after receiving the information. Any request by the parents for a hearing before the Board concerning the written information about a harassment, intimidation, or bullying investigation, pursuant to N.J.S.A. 18A:37-15(b)(6)(d), must be filed with the Board Secretary no later than sixty calendar days after the written information is received by the parents. The hearing shall be held within ten business days of the request. Prior to the hearing, the Superintendent shall confidentially share a redacted copy of the HIB 338 Form that removes all student identification information with the Board. The Board shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school anti-bullying specialist and others, as appropriate, regarding the alleged incident; the findings from the investigation of the alleged incident; recommendations for consequences or services; and any programs instituted to reduce such incidents, prior to rendering a determination.



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

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

The Board also requires the thorough investigation of complaints or reports of harassment, intimidation, or bullying, occurring on district school buses, at district school-sponsored functions, and off school grounds involving a student who attends an approved private school for students with disabilities. The investigation will be conducted by the Board's anti-bullying specialist in consultation with the approved private school for students with disabilities.]

H. Responding to Harassment, Intimidation, or Bullying

The Board of Education authorizes the Principal of each school to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, or bullying, according to the parameters described below and in this Policy. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring that the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district levels or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term suspensions, N.J.A.C. 6A:16-7.3, Long-term suspensions, and N.J.A.C. 6A:16-7.4, Expulsions.

In considering whether a response beyond the individual is appropriate, school officials shall consider the nature and circumstances of the act; the degree of harm; the nature and severity of the behavior; past incidences or past or continuing patterns of behavior; and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom,



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school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation, or bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

This Policy and the Code of Student Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds.

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

1. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report or other legal action).
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, parent programs, and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected student behavior.
4. District-wide responses can include community involvement in policy review and development; professional development programs; adoption of curricular and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations); and disseminating information on the core ethical values adopted by the Board's Code of Student Conduct, per N.J.A.C. 6A:16-7.1(a)2.



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In providing support for victims of harassment, intimidation, or bullying, the district should identify a range of strategies and resources, which may include, but is not limited to, the following actions for individual victims:

- Counseling;
- Teacher Aides;
- Hallway and playground monitors;
- Schedule changes;
- Before and after school supervision;
- School transportation supervision;
- School transfers; and
- Therapy.

I. Reprisal or Retaliation

The Board of Education prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

J. False Accusations of Harassment, Intimidation, or Bullying

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

1. Students - Consequences and appropriate remedial action for a student could range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term suspensions, N.J.A.C. 6A:16-7.3, Long-term suspensions, and N.J.A.C. 6A:16-7.4, Expulsions;
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students could entail discipline in accordance with district policies, procedures, and agreements; and



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3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services.

K. Additional Policy Requirements

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

The Superintendent shall post a link to this Policy that is prominently displayed on the home page of the school district's website. The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post the name, school phone number, school address and school email address of the district anti-bullying coordinator on the home page of the school district's website. Additionally, the Superintendent shall post the contact information for the School Climate State Coordinator on the school district home page alongside this Policy.

Each Principal or designee shall post the name, school phone number, school address, and school email address of both the school anti-bullying specialist and the district anti-bullying coordinator on the home page of each school's website.

The Superintendent shall post the New Jersey Department of Education's Guidance for Parents on the Anti-Bullying Bill of Rights Act on the district homepage and on the homepage for each school in the district with a website.



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The Superintendent and the Principals shall provide training on the school district's harassment, intimidation, or bullying policies to school employees contracted service providers and volunteers who have significant contact with students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff, contracted service providers and school volunteers who have significant contact with students.

The Superintendent shall develop and implement a process for annually discussing the school district policy on harassment, intimidation, or bullying with students. The Superintendent and the Principal(s) shall annually conduct a re-evaluation, reassessment, and review of this Policy and any report(s) and/or finding(s) of the school safety/school climate team, with input from the school anti-bullying specialists, and recommend revisions and additions to this Policy as well as to harassment, intimidation, or bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

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

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

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

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



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The school district shall annually observe a “Week of Respect” beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, or bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the New Jersey Student Learning Standards, pursuant to N.J.S.A. 18A:37-29.

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

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

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, or bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

N. School and District Grading Requirements

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



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O. Reports to Law Enforcement

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

Some acts of harassment, intimidation, or bullying may be bias-related-acts and school officials must report to law enforcement officials any bias related acts, in accordance with N.J.A.C. 6A:16-6.3.(e), and pursuant to the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

P. Collective Bargaining Agreements and Individual Contracts

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

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

Q. Students with Disabilities

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

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

N.J.S.A. 18A:37-13 through 18A:37-37

N.J.A.C. 6A:16-7.1 through 6A:16-7.9

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – August 2022 – New Jersey Department of Education

Adopted:



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Student Enrollments
M

8140 STUDENT ENROLLMENTS

The Board of Education recognizes that efficient district operations require an accurate and up to date accounting of the number of students resident in this district and enrolled in district classes and programs.

Student attendance shall be recorded in the school register during school hours on each day in session pursuant to N.J.A.C. 6A:32-8.3. A staff member designated by the Superintendent shall keep in the school register, attendance of all students, and shall maintain the attendance records in accordance with N.J.A.C. 6A:32-8 and N.J.A.C. 6A:32-8.1(c).

In accordance with N.J.A.C. 6A:32-8.1(e), a student who has been placed on home instruction shall have their attendance status recorded on the regular register for the program in which the student is enrolled. The student shall be marked absent for the period beginning the first day the student is unable to attend school and ending the day before the first instructional day at the student's place of confinement. Absences shall not be recorded for the student while on home instruction, provided the hours of instruction are no less than required by N.J.A.C. 6A:14-4.8 and 4.9 and N.J.A.C. 6A:16-10.1 and 10.2. The number of possible days in membership for a student on home instruction shall be the same as for other students in the program in which the student is enrolled.

Such records shall be made and maintained as will enable the Board to plan program and facilities development, to make appropriate allocation of district resources, and receive the district's maximum amount of State and Federal aid.

The Superintendent or designee shall annually and in accordance with the timelines established by the Commissioner, file a report with the Commissioner stating the school district's enrollment.

N.J.S.A. 18A:25-4

N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1; 6A:16-10.2; 6A:32-8.1;
6A:32-8.2; 6A:32-8.3

Adopted:



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Student Records
M

8330 STUDENT RECORDS

The Board of Education believes that information about individual students must be compiled and maintained in the interest of the student's educational welfare and advancement. The Board will strive to balance the student's right to privacy against the district's need to collect, retain, and use information about individual students and groups of students. The Board authorizes the establishment and maintenance of student files that include only those records mandated by law, rules of the State Board of Education, authorized administrative directive, and those records permitted by this Board.

The Superintendent shall prepare, present to the Board for approval, and distribute regulations that implement this Policy and conform to applicable State and Federal law and rules of the State Board of Education.

General Considerations

The Board shall compile and maintain student records and regulate access in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and 34 CFR Part 99, disclosure, or communication of information contained in student records in a manner that assures the security of the records in accordance with the provisions of N.J.A.C. 6A:32-7 et seq. Student records shall contain only information that is relevant to the education of the student and is objectively based on the personal observations or knowledge of the certified school personnel who originate(s) the record. The district shall provide annual, written notification to parents, adult students, and emancipated minors of their rights in regard to student records and student participation in educational, occupational, and military recruitment programs. Copies of the applicable State and Federal laws and Board policies shall be made available upon request. The district shall make every effort to notify parents and adult students in their dominant language.

Nonadult students may assert rights of access only through their parent(s). However, nothing in N.J.A.C. 6A:32-7 shall be construed to prohibit certified school personnel from disclosing at their discretion student records to nonadult students or to appropriate persons in connection with an emergency, if the information contained in the record is necessary to protect the health or safety of the student or other persons.

No liability shall be attached to any member, officer, or employee of the Board permitting access or furnishing student records in accordance with N.J.A.C. 6A:32-7 et seq.



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Student Records

Student Information Directory

A student information directory is a publication of the Board that includes information relating to a student as defined in N.J.A.C. 6A:32-2.1. This information includes: name; grade level; date and place of birth; dates of school attendance; major field of study; participation in officially recognized activities; weight and height relating to athletic team membership; degrees; awards; the most recent educational agency attended by the student; and other similar information. The student information directory shall be used only by authorized district personnel and for designated official use by judicial, law enforcement, and medical personnel and not for general public consumption.

In the event the district publishes a student information directory, the Superintendent or designee will provide a parent or adult student a ten-day period to submit to the Superintendent a written statement prohibiting the inclusion of any or all types of information about the student in any student information directory before allowing access to the directory and school facilities to educational, occupational, and military recruiters pursuant to N.J.S.A. 18A:36-19.1, P.L. 114-95 §8528, and 20 U.S.C. §8528 - Armed Forces Recruiter Access to Students and Student Recruiting Information of the Every Student Succeeds Act of 2015. In accordance with N.J.S.A. 18A:36-19.1, military recruiters will be provided the same access to a student information directory that is provided to educational and occupational recruiters.

School Contact Directory for Official Use

A school contact directory for official use is a compilation by the district that includes the following information for each student: name; address; telephone number; date of birth; and school enrollment. The district shall compile and maintain a school contact directory for official use in accordance with N.J.A.C. 6A:32-7.2, that is separate and distinct from the student information directory. The student contact directory may be provided for official use only to judicial and law enforcement personnel, and to medical personnel currently providing services to the student in question. To exclude any information from the school contact directory for official use the parent, adult student, or emancipated minor shall notify the Superintendent or designee in writing.

Mandated and Permitted Student Records

Mandated student records are those records districts have been directed to compile by State statute, regulations, or authorized administrative directive in accordance with N.J.A.C. 6A:32-7.3.



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Permitted student records are those student records not mandated pursuant to N.J.A.C. 6A:32-7.3, but authorized by the Board to promote the student's educational welfare. The Board shall authorize the permitted records to be collected by adopting this Policy and Regulation 8330, which will list such permitted records.

Maintenance and Security of Student Records

The Superintendent or designee shall be responsible for the security of student records maintained in the district in accordance with the provisions of N.J.A.C. 6A:32-7.4. This Policy and Regulation 8330 assure that access to student records is limited to authorized persons.

Records for each individual student may be stored electronically or in paper format. When student records are stored electronically, proper security and back-up procedures shall be administered.

Student health records, whether stored on paper or electronically, shall be maintained in accordance with N.J.A.C. 6A:32-7.1(I). Records shall be accessible during the hours in which the school program is in operation.

Any district website shall not disclose any personally identifiable information about a student in accordance with N.J.S.A. 18A:36-35 and N.J.A.C. 6A:32-2.1.

Access to Student Records

Only authorized organizations, agencies, or persons as defined in N.J.A.C. 6A:32-7.5 shall have access to student records, including student health records. Access to student records shall be provided to persons authorized such access under N.J.A.C. 6A:32-7.1 et seq. within ten days of a request, but prior to any review or hearing conducted in accordance with N.J.A.C. 6A.

The district may charge a reasonable fee for reproduction of student records, not to exceed the schedule of costs set forth at N.J.S.A. 47:1A-5, provided that the cost does not effectively prevent parents or adult students from exercising their rights under N.J.A.C. 6A:32-7 or other Federal and State rules and regulations regarding students with disabilities, including N.J.A.C. 6A:14.

The district shall control access to, disclosure of, and communication regarding information contained in student health records to assure access only to people permitted by Federal and State statute and regulations in accordance with N.J.A.C. 6A:32-7.5(c).

Access to and disclosure of a student's health record shall meet the requirements of FERPA.



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Only authorized organizations, agencies, or persons as defined in N.J.A.C. 6A:32-7.5 shall have access to student records, including student health records.

Nothing in N.J.A.C. 6A:32-7 et seq. or in this Policy and Regulation 8330 shall be construed to prohibit school personnel from disclosing information contained in the student health record to students or adults in connection with an emergency, if such knowledge is necessary to protect the immediate health or safety of the student or other persons.

In complying with N.J.A.C. 6A:32-7 – Student Records, the district shall adhere to requirements pursuant to N.J.S.A. 47:1A-10, the Open Public Records Act (OPRA) and FERPA.

Conditions for Access to Student Records

All authorized organizations, agencies, and persons defined in N.J.A.C. 6A:32-7 et seq. shall have access to a student record, subject to conditions outlined in N.J.A.C. 6A:32-7.6.

Rights of Appeal for Parents and Adult Students

Student records are subject to challenge by parents and adult students on the grounds of inaccuracy, irrelevancy, impermissible disclosure, inclusion of improper information, or denial of access to organizations, agencies, and persons in accordance with N.J.A.C. 6A:32-7.7(a).

To request a change in the student record or to request a stay of disclosure pending final determination of the challenged procedure, the parent or adult student shall follow the procedures pursuant to N.J.A.C. 6A:32-7.7(b).

Appeals relating to student records for students with disabilities shall be processed in accordance with the requirements of N.J.A.C. 6A:32-7.7(c).

Regardless of the outcome of any appeal, a parent or adult student shall be permitted to place in the student record a statement commenting upon the information in the student record or setting forth any reasons for contesting a portion of the student record, including the decision made in the appeal. The parent's or adult student's statement shall be maintained as part of the student record, as long as the contested portion of the student record is maintained. If the contested portion of the record is disclosed to any party, the statement commenting upon the information shall also be disclosed to that party.



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Retention and Disposal of Student Records

A student record is considered to be incomplete and not subject to the provisions of the Destruction of Public Records Law, N.J.S.A. 47:3-15 et seq., while the student is enrolled in the district. The Board shall retain the student health record and the health history and immunization record according to the School District Records Retention Schedule, as determined by the New Jersey State Records Committee.

Student records of currently enrolled students, other than the records described in N.J.A.C. 6A:32-7.8(f), may be disposed of after the information is no longer necessary to provide educational services to a student and in accordance with the provisions of N.J.A.C. 6A:32-7.8(c).

Upon graduation or permanent departure of a student from the district, the parent or adult student shall be notified in writing that a copy of the entire student record will be provided to them upon request. Information in student records, other than that described in N.J.A.C. 6A:32-7.8(f), may be disposed of, but only in accordance with the Destruction of Public Records Law, N.J.S.A. 47:3-15 et seq. Such disposition shall be in accordance with the provisions of N.J.A.C. 6A:32-7.8(c)2.

No additions shall be made to the record after graduation or permanent departure without the prior written consent of the parent or adult student.

In accordance with N.J.A.C. 6A:32-7.8(f), the district of last enrollment, graduation, or permanent departure of the student from the district shall keep for 100 years, a mandated record of a student's name, date of birth, name of parents, gender, health history and immunization, standardized assessment results, grades, attendance, classes attended, grade level completed, year completed, and years of attendance.

N.J.S.A. 18A:36-19; 18A:36-19.1; 18A:40-4; 18A:40-19
N.J.A.C. 6A:32-7.1; 6A:32-7.2; 6A:32-7.3; 6A:32-7.4; 6A:32-7.5;
6A:32-7.6; 6A:32-7.7; 6A:32-7.8
20 U.S.C. §8528

Adopted:



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A. Definitions (N.J.A.C. 6A:15-1.2)

1. “Alternate English language proficiency assessment” (alternate ELP assessment) means a New Jersey Department of Education-approved assessment for students with the most significant cognitive disabilities that assesses a student’s English language proficiency on the four domains of listening, speaking, reading, and writing, and that is aligned with the State’s academic achievement standards, as permitted under the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA).
2. “Bilingual education program” means a full-time program of instruction in all courses or subjects that a child is required by law or rule to receive, given in the native language of English language learners (ELLs) enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of ELLs enrolled in the program, and in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area that is the native land of the parents of ELLs enrolled in the program, and in the history and culture of the United States.
3. “Bilingual part-time component” means a program alternative in which students are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.
4. “Bilingual resource program” means a program alternative in which students receive, on an individual basis, daily instruction from a certified bilingual teacher in identified subjects and with specific assignments.
5. “Bilingual tutorial program” means a program alternative in which students receive one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.
6. “Dual-language bilingual education program” means a full-time program of instruction in elementary and secondary schools that provides structured English language instruction and instruction in a second language in all content areas for ELLs and for native English speaking students enrolled in the program.



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7. “Educational needs” means the particular educational requirements of ELLs; the fulfillment of which will provide them with equal educational opportunities.
8. “English as a second language (ESL) program” means a daily developmental second-language program of at least one period of instruction based on student language proficiency that teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the students’ experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.
9. “English language development standards” means the 2012 Amplification of the English Language Development Standards, Kindergarten - Grade 12, incorporated herein by reference, as amended and supplemented, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. They are the standards and language competencies ELLs in preschool programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (www.wida.us) and are available for review at <http://www.wida.us/standards/eld.aspx>.
10. “English language learner” or "ELL" means a student whose native language is other than English. The term refers to students with varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability as used in N.J.S.A. 18A:35-15 to 26.
11. “English language proficiency assessment” (ELP assessment) means a New Jersey Department of Education-approved assessment that evaluates a student’s English language proficiency on the four domains of listening, speaking, reading, and writing, and that is aligned with the State’s academic achievement standards as permitted under ESSA.
12. “English language services” means services designed to improve the English language skills of ELLs. The services, provided in school districts with less than ten ELLs, are in addition to the regular school program and are designed to develop aural comprehension, speaking, reading, and writing skills in English.



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13. “Exit criteria” means the criteria that must be applied before a student may be exited from a bilingual, ESL, or English language services education program.
 14. “High-intensity ESL program” means a program alternative in which students receive two or more class periods a day of ESL instruction. One period is the standard ESL class and the other period is a tutorial or ESL reading class.
 15. “Instructional program alternative” means a part-time program of instruction that may be established by a Board of Education in consultation with and approval of the New Jersey Department of Education (Department). All students in an instructional program alternative receive English as a second language.
 16. “Native language” means the language or mode of communication normally used by a person with a limited ability to speak or understand the English language. In the case of a student, the native language is the language normally used by the student’s parents, except that in all direct contact with a student, including during the evaluation of the child, the native language is the language normally used by the student in the home or in the learning environment.
 17. “NJSLS” means the New Jersey Student Learning Standards as defined in N.J.A.C. 6A:8-1.3.
 18. “Parent(s)” for the purposes of Policy 2423 and this Regulation means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the student legally resides. When parents are separated or divorced, parent means the person(s) who has legal custody of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.
 19. “Review process” means the process established by the Board to assess ELLs for exit from bilingual, ESL, or English language services programs.
 20. “Sheltered English instruction” means an instructional approach used to make academic instruction in English understandable to ELLs. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject-area content comprehensible for ELLs.
- B. Identification of Eligible English Language Learners (ELLs) (N.J.A.C. 6A:15-1.3)
1. The district shall use a multi-step process at the time of enrollment to determine the native language of each ELL. The district shall:



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- a. Maintain a census indicating all identified students whose native language is other than English; and
 - b. Administer the Statewide home-language survey to determine which students in Kindergarten to grade twelve whose native language is other than English must be screened further to determine English language proficiency. The Statewide home-language survey shall be administered by a bilingual/ESL or other certified teacher and shall be designed to distinguish students who are proficient English speakers and need no further testing.
2. The district shall determine the English language proficiency of all Kindergarten to grade twelve students who are not screened out and whose native language is other than English by administering an English language proficiency test, assessing the level of reading in English, reviewing the previous academic performance of students, including their performance on standardized tests in English, and reviewing the input of teaching staff members responsible for the educational program for ELLs. Students who do not meet the Department standard on a language proficiency test and who have at least one other indicator shall be considered ELLs. The district shall also use age-appropriate methodologies to identify preschool ELLs to determine their individual language development needs.
- C. Bilingual Programs for English Language Learners (ELLs) (N.J.A.C. 6A:15-1.4)
1. The Board shall provide all Kindergarten to grade twelve ELLs enrolled in the district pursuant to N.J.S.A. 18A:7F-46 with all required courses and support services outlined in N.J.A.C. 6A:15-1.4 (b) through (h) and C.2. through C.8. below to prepare ELLs to meet the NJSLS for high school graduation. This may include tutoring, after-school programs, summer programs, and remedial services as needed by ELLs. The district shall also provide appropriate instructional programs to eligible pre-school ELLs based on need according to the New Jersey Preschool Program Implementation Guidelines, 2015. The guidelines provide developmentally appropriate recommendations for good practice and are intended for school districts that provide preschool programs.
 2. The Board shall establish English language services designed to improve the English language proficiency of ELLs whenever there are at least one, but fewer than, ten ELLs enrolled in the school district. English language services shall be provided in addition to the regular school program.



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3. The Board shall establish an ESL program that provides at least one period of ESL instruction based on student language proficiency whenever there are ten or more ELLs enrolled in the school district.
 - a. An ESL curriculum that addresses the WIDA English language development standards shall be developed and adopted by the Board to address the instructional needs of ELLs.
 - b. The ESL curriculum shall be cross referenced to the district's bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas taught.
4. The Board shall establish bilingual education programs whenever there are twenty or more ELLs in any one language classification enrolled in the school district pursuant to N.J.S.A. 18A:35-18. Bilingual education programs shall:
 - a. Be designed to prepare ELLs to acquire sufficient English skills and content knowledge to meet the NJSLS. All ELLs participating in the bilingual programs shall also receive ESL instruction;
 - b. Include a curriculum that addresses the NJSLS, the WIDA English language development standards, and the use of two languages. The bilingual education curriculum shall be adopted by the Board; and
 - c. Include the full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district.
5. ELLs shall be provided with equitable instructional opportunities to participate in all non-academic courses necessary to meet the NJSLS, including comprehensive health and physical education, the visual and performing arts, and career awareness programs. The instructional opportunities shall be designed to assist ELLs to fully comprehend all subject matter and demonstrate their mastery of the content matter.
6. The Board shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable ELLs to meet the NJSLS for graduation. When sufficient numbers of students are not available to form a bilingual class in a subject area, the Board shall develop plans in consultation with and approved by the Department to meet the needs of the students.



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7. In addition to N.J.A.C. 6A:15-1.4(a) through (f) and C.1. through C.6. above, the Board shall design additional programs and services to meet the special needs of eligible ELLs and include, but not be limited to: remedial instruction through Title I programs; special education; school-to-work programs; computer training; and gifted and talented education services.
 8. The Board may establish dual-language bilingual education programs in its schools and may make provisions for the coordination of instruction and services with the school district's world languages program. Dual-language bilingual education programs shall also enroll students whose primary language is English, and shall be designed to help students achieve proficiency in English and in a second language while mastering subject-matter skills. To the extent necessary, instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards. Where possible, classes in dual-language bilingual programs shall be comprised of approximately equal numbers of ELLs and of students whose native language is English.
 9. The Board may establish a program in bilingual education for any language classification with fewer than twenty students.
- D. Waiver Process Provided by Statute (N.J.A.C. 6A:15-1.5)
- The school district may request a waiver from N.J.A.C. 6A:15-1.4(d) and C.4. above to establish annually an instructional program alternative with the approval of the Department when there are twenty or more students eligible for the bilingual education program in grades Kindergarten through twelve, and the school district is able to demonstrate that it would be impractical to provide a full-time bilingual program due to age range, grade span, and/or geographic location of eligible students.
1. Instructional program alternatives shall be developed in consultation with and approved annually by the Department after review of student enrollment and achievement data. All bilingual instructional program alternatives shall be designed to assist ELLs to develop sufficient English skills and subject-matter skills to meet the NJSLS.
 2. The instructional program alternatives that shall be established include, but are not limited to: the bilingual part-time component; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; and the high-intensity ESL program.



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3. In the event the district implements program alternatives, the district shall annually submit student enrollment and achievement data that demonstrate the continued need for the programs.
- E. Approval Procedures (N.J.A.C. 6A:15-1.6)
1. If the district provides a bilingual program, ESL program, or English language services, the district shall submit a plan every three years to the Department for approval. At its discretion, the Department may request modifications, as appropriate.
 - a. Plans submitted by the Board for approval shall include information on the following:
 - (1) Identification of students;
 - (2) Program description;
 - (3) The number of certified staff hired for the program;
 - (4) Bilingual and ESL curriculum development;
 - (5) Evaluation design;
 - (6) Review process for exit; and
 - (7) A budget for bilingual and ESL programs or English language services.
- F. Supportive Services (N.J.A.C. 6A:15-1.7)
1. Students enrolled in bilingual, ESL, or English language services programs shall have full access to educational services available to other students in the school district.
 2. To the extent that is administratively feasible, supportive services to ELLs, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of the ELLs and their parents.



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- G. In service Training (N.J.A.C. 6A:15-1.8)
1. The Board shall develop a plan for in service training for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan shall include instructional strategies and appropriate assessments to help ELLs meet the NJSLS and the WIDA English language development standards. All bilingual and ESL teachers shall receive training in the use of the ESL curriculum.
 2. The Professional Development Plan of the school district shall include the needs of bilingual and ESL teachers, which shall be addressed through in service training.
- H. Certification (N.J.A.C. 6A:15-1.9)
1. All teachers of bilingual classes shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or content area, as well as an endorsement in bilingual education, pursuant to N.J.S.A. 18A:6-38 et seq. and 18A:35-15 to 26.1.
 2. All teachers of ESL classes shall hold a valid New Jersey instructional certificate in ESL pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-10.5.
 3. All teachers providing English Language Services shall hold a valid New Jersey instructional certificate.
- I. Bilingual, English as a Second Language, and English Language Services Program Enrollment, Assessment, Exit, and Reentry (N.J.A.C. 6A:15-1.10)
1. All ELLs from Kindergarten through grade twelve shall be enrolled in the bilingual, ESL, or English language services education program established by the Board as prescribed in N.J.A.C. 6A:15-1.4(b) through (e) and 1.5(a), C.2. through C.5. and D. above, and P.L. 1995, c. 59 and c. 327.
 2. Students enrolled in the bilingual, ESL, or English language services program shall be assessed annually using ELP assessments to determine their progress in achieving English language proficiency goals and readiness for exiting the program. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2, shall be assessed annually using an alternate ELP assessment.



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3. ELLs enrolled in the bilingual, ESL, or English language services program shall be placed in a monolingual English program when they have demonstrated readiness to exit a bilingual, ESL, or ELS program through Department-established criteria on an ELP assessment and a Department-established English language observation form. A student shall first achieve the Department-established English proficiency standard as measured by an ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English.
 - a. Pursuant to C.F.R. §200.6(h)(4)(ii), an ELL with a disability whose disability makes it impossible for the student to be assessed in a particular domain because there are no appropriate accommodations for assessing the student in that domain may be exited from ELL status based on the student's score on the remaining domains in which the student was assessed.
4. A parent may remove a student who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.
5. Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:
 - a. After a minimum of one-half an academic year and within two years of exit, the mainstream English classroom teacher may recommend retesting with the approval of the Principal.
 - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme difficulty in adjusting to the mainstream program.
 - c. The recommendation for retesting shall be based on the teacher's judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.



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- d. The student shall be tested using a different form of the test or a different language proficiency test than the one used to exit the student.
 - e. If the student scores below the State-established standard on the language proficiency test, the student shall be re enrolled into the bilingual or ESL program.
6. When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the district shall notify by mail the student's parent(s) of the placement determination. If the parent(s) or teaching staff member disagrees with the placement, they may appeal the placement decision in writing to the Superintendent or designee, who will provide a written explanation for the decision within seven working days of receiving the written appeal. The complainant may appeal this decision in writing to the Board within seven calendar days of receiving the Superintendent's or designee's written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty-five calendar days of the Board's receipt of the parent's written appeal to the Board. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3.
- J. Graduation Requirements for English Language Learners (N.J.A.C. 6A:15-1.11)
- All ELLs shall satisfy requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a).
- K. Location (N.J.A.C. 6A:15-1.12)
- All bilingual, ESL, and English language services programs shall be conducted within classrooms within the regular school buildings of the school district pursuant to N.J.S.A. 18A:35-20.
- L. Notification (N.J.A.C. 6A:15-1.13)
- 1. The school district shall notify by mail the parents of ELLs of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services education program. The district shall issue the notification within thirty days of the child's identification. Notice shall include a statement that the parents may decline their child's enrollment in a bilingual program, and they shall be given an opportunity to do so if they choose. The notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English, and shall include the following information:



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- a. Why the student was identified as an ELL;
 - b. Why the student needs to be placed in a language instructional educational program that will help them develop and attain English proficiency and meet the NJSLS;
 - c. The student's level of English proficiency, how the level of English proficiency was assessed, and the student's academic level;
 - d. The method of instruction the school district will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;
 - e. How the program will meet the student's specific needs in attaining English and meeting State standards;
 - f. The program's exit requirements, the expected rate of transition into a classroom not tailored for ELLs and, in the case of high school students, the expected rate of graduation; and
 - g. How the instructional program will meet the objectives of the individualized education program of a student with a disability.
2. The school district shall send progress reports to parent(s) of students enrolled in a bilingual, ESL, or English language services programs in the same manner and frequency as progress reports are sent to parent(s) of other students enrolled in the school district.
 3. Progress reports shall be written in English and in the native language of the parent(s) of students enrolled in the bilingual and ESL program unless the school district can demonstrate and document in the three-year plan required in N.J.A.C. 6A:15-1.6(a) that the requirement would place an unreasonable burden on the district.
 4. The school district shall notify the parent(s) when students meet the exit criteria and are placed in a monolingual English program. The notice shall be in English and in the language in which the parent(s) possesses a primary speaking ability.



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M. Joint Programs (N.J.A.C. 6A:15-1.14)

With approval of the Executive County Superintendent on a case-by-case basis, a school district may join with another Board to provide bilingual, ESL, or English language services programs.

N. Parental Involvement (N.J.A.C. 6A:15-1.15)

1. The district shall provide for the maximum practicable involvement of parent(s) of ELLs in the development and review of program objectives and dissemination of information to and from the district Boards of Education and communities served by the bilingual, ESL, or English language services education programs.
2. If the district implements a bilingual education program, the district shall establish a parent advisory committee on bilingual education of which the majority membership shall be parent(s) of ELLs.

Issued:



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R 2425 EMERGENCY VIRTUAL OR REMOTE INSTRUCTION PROGRAM

A. Definitions

1. “Remote instruction” means the provision of instruction occurring when the student and the instructor are in different locations due to the closure of the facility(ies) of the Board of Education, charter school, renaissance school project, or approved private school for students with disabilities. The closure of the facility(ies) shall be pursuant to N.J.S.A. 18A:7F-9 or 18A:46-21.1 and for more than three consecutive school days due to a declared state of emergency, a declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.
2. “Virtual instruction” means the provision of active instruction when the student and the instructor are in different locations and instruction is facilitated through the internet and computer technologies due to the closure of the facility(ies) of the Board of Education, charter school, renaissance school project, or approved private school for students with disabilities. The closure of the facility(ies) shall be pursuant to N.J.S.A. 18A:7F-9 or 18A:46-21.1 and for more than three consecutive school days due to a declared state of emergency, a declared public-health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

B. Pursuant to N.J.A.C. 6A:32-13.1, if the State or local health department determines that it is advisable to close, or mandates closure of, the schools of a school district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure for more than three consecutive school days, the Superintendent shall have the authority to implement the school district’s program of virtual or remote instruction, pursuant to N.J.S.A. 18A:7F-9.

1. If implemented by the Superintendent, the school district’s program of virtual or remote instruction shall be provided to an enrolled student, whether a general education student in preschool through grade twelve or a student with a disability aged three to twenty-one.



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- a. The school district shall provide students with a disability with the same educational opportunities provided to general education students to the extent appropriate and practicable.
 - b. Related services may be delivered to general education students and students with a disability through the use of electronic communication or a virtual or online platform, as appropriate.
2. The Board of Education may apply to the 180-day requirement established pursuant to N.J.S.A. 18A:7F-9.b., one or more days of virtual or remote instruction under the following conditions and in accordance with N.J.A.C. 6A:32-13.1(c)1. through 4. and B.2.a. through d. below:
- a. Virtual or remote instruction is provided to students on the day(s) that some or all of the programs of instruction of the district were closed to in-person instruction;
 - b. The virtual or remote instruction meets the Commissioner-established criteria for the occurrence of one of the events at N.J.A.C. 6A:32-13.1(b) and B. above;
 - c. The school district's program of virtual or remote instruction:
 - (1) Explains, to the greatest extent possible, the equitable delivery of, and access to, virtual and remote instruction, including descriptions of the following:
 - (a) The design of synchronous and/or asynchronous virtual or remote learning plans that will maximize student growth and learning;
 - (b) How the school district will continuously measure student growth and learning in a virtual or remote instruction environment; and
 - (c) The school district's plan for measuring and addressing any ongoing digital divide issue(s), including a lack of access to the internet, network access, or devices;



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- (2) Addresses the needs of students with disabilities and includes descriptions of the following:
 - (a) The delivery of virtual or remote instruction in order to implement, to the greatest extent possible, students' individualized education programs (IEPs), including material and platform access;
 - (b) The methods used to document IEP implementation, including the tracking of student progress, accommodations, and modifications;
 - (c) How case managers follow up with parents to ensure services are implemented, to the greatest extent possible, in accordance with IEPs; and
 - (d) How the school district plans to conduct IEP meetings, evaluations, and other meetings to identify, evaluate, and/or reevaluate students with disabilities;

- (3) Addresses the needs of English language learners (ELLs) and includes descriptions of the following:
 - (a) How the school district includes an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs;
 - (b) The process to communicate with parents of ELLs, including providing translation materials, interpretative services, and information available at the parent's literacy level;
 - (c) The use of instructional adaptations, for example, differentiation, sheltered instruction, Universal Design for Learning, access to technology, and strategies to ensure that ELLs access the same standard of education as non-ELL peers; and



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- (d) The training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, social-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country;
- (4) Accounts for student attendance in accordance with N.J.A.C. 6A:32-13.1(d) and B.3. below and include the following:
 - (a) A description or copy of the school district's attendance policies, including how the school district will determine whether a student is present or absent during virtual or remote instruction, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance;
 - (5) Describes how the school district is communicating with the parents when a student is not participating in virtual or remote instruction and/or submitting assignments;
 - (6) Includes a plan for the continued safe delivery of meals to eligible students;
 - (7) Includes an outline of how buildings will be maintained throughout an extended period of closure; and
 - (8) Includes district-specific factors, including, but not limited to, considerations for Title I extended learning programs, 21st Century Community Learning Center Programs, credit recovery, other extended student learning opportunities, accelerated learning, and social and emotional health of staff and students, transportation, extra-curricular programs, childcare, and community programming; and
- d. The Board of Education submitted a proposed program of virtual or remote instruction to the Commissioner annually.



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- (1) If the Board is unable to complete and submit a proposed program annually in accordance with the timeline established by the Commissioner, and the school district is required to close its schools for a declared state of emergency, declared public-health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Commissioner may retroactively approve the program.
3. If provided under the Board's program that has been approved by the Commissioner, student attendance for a day of virtual or remote instruction shall be accounted for in accordance with N.J.A.C. 6A:32-8.4 for the purpose of meeting State and local graduation requirements, the awarding of course credit, and other matters as determined by the Commissioner.

Adopted:



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R 5200 ATTENDANCE

A. Attendance Recording

1. School Register (N.J.A.C. 6A:32-8.1)

- a. The Board of Education shall carefully and accurately track enrollment and attendance of all students in a manual school register format or in an electronic format of the school district's choosing.
- b. The Commissioner will issue and publish on the Department's website guidance for recording student attendance in all public schools of the State operated by district Boards of Education, except adult high schools.
- c. Student attendance shall be recorded in the school register during school hours on each day in session, pursuant to N.J.A.C. 6A:32-8.3. An employee designated by the Superintendent shall keep in the school register, attendance of all students, and shall maintain the attendance records in accordance with N.J.A.C. 6A:32-8 and the guidance at N.J.A.C. 6A:32-8.1(c) and A.1.b. above.
- d. A student who has been placed on home instruction shall have their attendance status recorded on the regular register for the program in which the student is enrolled. The student shall be marked absent for the period beginning the first day the student is unable to attend school and ending the day before the first instructional day at the student's place of confinement. Absences shall not be recorded for the student while on home instruction, provided the hours of instruction are no less than required by N.J.A.C. 6A:14-4.8 and 4.9 and 6A:16-10.1 and 10.2. The number of possible days in membership for a student on home instruction shall be the same as for other students in the program in which the student is enrolled.
 - (1) "Days in membership" means the number of school days in session in which a student is enrolled. A student's membership begins on the first possible day of attendance following enrollment during the school year, notwithstanding the actual day the student was recorded as present for the first time.

2. Day in Session (N.J.A.C. 6A:32-8.3)



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- a. A day in session shall be a day on which the school is scheduled to provide instruction and students are under the guidance and direction of a teacher(s) engaged in the teaching process. A day on which school is closed for reasons such as holidays and teachers' institutes, or inclement weather not under conditions set forth at N.J.A.C. 6A:32-13, shall not be considered a day in session.
 - b. A day in session shall consist of not less than four hours, exclusive of recess and lunch periods, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
3. Student Attendance (N.J.A.C. 6A:32-8.4)
- a. For all State attendance submissions, a student shall be recorded as present, absent, or excused for a State-excused absence, pursuant to N.J.A.C. 6A:32-8.4(e) and A.3.e. below, on every day the school is in session after the student enrolls until the date the student is transferred to another school or officially leaves the school district.
 - b. A record of attendance of all students shall be kept in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above. The employee designated by the Superintendent shall keep the attendance records according to N.J.A.C. 6A:32-8 and the guidance issued by the Commissioner in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above.
 - c. A student enrolled in a school shall be recorded in the school register as present if the student participates in instruction or instruction-related activities for at least half a day in session whether the student is physically on school grounds, at an approved off-grounds location, or in a virtual or remote instruction setting, pursuant to N.J.A.C. 6A:32-13.
 - d. A student enrolled in a school who is not participating in instruction or instruction-related activities pursuant to N.J.A.C. 6A:32-8.4(c) and A.3.c. above shall be recorded in the school register as absent, unless the student is recorded as a State-excused absence, pursuant to N.J.A.C. 6A:32-8.4(e) and A.3.e. below.
 - e. State-excused absences shall be as follows:
 - (1) Religious observance, pursuant to N.J.S.A. 18A:36-14, 15, and 16.



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- (a) The Commissioner, with approval of the State Board of Education, shall annually prescribe a list of religious holidays on which it shall be mandatory to excuse students for religious observance upon the written request signed by the parent or person standing in loco parentis;
 - (2) Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2;
 - (3) Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33;
 - (4) Take Our Children to Work Day;
 - (5) College visit(s), up to three days per school year for students in grades eleven and twelve; and
 - (6) Closure of a busing school district that prevents a student from having transportation to the receiving school.
- f. For absences that do not meet the criteria at N.J.A.C. 6A:32-8.4(e) and A.3.e. above, the Board may adopt policies that establish locally approved or excused absences consistent with N.J.A.C. 6A:16-7.6 for the purposes of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit. However, an absence designated as excused by the Board pursuant to N.J.A.C. 6A:16-7.6 shall be considered as an absence in the submission to the State for the purpose of chronic absenteeism reporting, as set forth at N.J.A.C. 6A:32-8.6.
4. Average Daily Attendance (N.J.A.C. 6A:32-8.5)
- The average daily attendance rate in a district school or program of instruction for a school year shall be the total number of the days present of all enrolled students, divided by the number of days in membership of all enrolled students. The student average daily attendance means the total number of days that a student is present in the school divided by the total possible number of days in session.
5. Absentee and Chronic Absenteeism Rates (N.J.A.C. 6A:32-8.6)



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- a. A student's absentee rate shall be determined by subtracting the student's total number of days present from the student's days in membership and dividing the result by the student's days in membership.
 - (1) State-excused absences shall not be included in a student's days in membership for purposes of calculating a student's absentee rate.
 - b. If a student's absentee rate is equal to or greater than ten percent, the student shall be identified as chronically absent.
 - c. Each school with ten percent or more of its enrolled students identified as chronically absent shall develop a corrective action plan to improve absenteeism rates. In accordance with N.J.S.A. 18A:38-25.1, the school will annually review and revise the corrective action plan and present the revisions to the Board, until the percentage of students who are chronically absent is less than ten percent.
- B. Unexcused Absences That Count Toward Truancy/Excused Absences for Board Policy
1. Notwithstanding the requirement of reporting student absences in the school register for State and Federal reporting purposes, "excused" and "unexcused" student absences for the purpose of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit is a Board decision outlined in Policy 5200 and this Regulation.
 2. N.J.A.C. 6A:16-7.6(a)3 requires the Board of Education policies and procedures contain, at a minimum, a definition of unexcused absence that counts toward truancy, student conduct, promotion, retention, and the award of course credit.
 - a. "An unexcused absence that counts toward truancy" is a student's absence from school for a full or a portion of a day for any reason that is not an "excused absence" as defined in B.2.b. below.
 - b. "An excused absence" is a student's absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16, or any absence for the reasons listed below:



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The student's illness supported by notification to the school by the student's parent;

The student's required attendance in court;

Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§ 794 and 705(20), and individualized health care plans;

The student's suspension from school;

Family illness or death supported by notification to the school by the student's parent;

College visit(s), up to 3 days per school year for students in grades eleven and twelve;

Interviews with a prospective employer or with an admissions officer of an institution of higher education;

Examination for a driver's license;

Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day;

Take Our Children to Work Day;

Religious observance, pursuant to N.J.S.A. 18A:36-14 through 16;

Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2;

Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33;

Closure of a busing school district that prevents a student from having transportation to the receiving school;

An absence considered excused by the Commissioner of Education and/or a New Jersey Department of Education rule;

An absence for a reason not listed above, but deemed excused by the Principal upon a written request by the student's parent stating the reason for the absence and requesting permission for the absence to be an excused absence;



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3. “Unexcused tardiness” may constitute an unexcused absence that counts toward truancy in accordance with Policy 5240.]
- C. Notice to School of a Student’s Absence
1. The parent or adult student shall notify the school office before the school day when the student will not be in school.
 2. The parent of the student or an adult student who will attend the morning session, but will not attend the afternoon session shall provide notice to the school office before the start of the afternoon session.
 3. The parent of a student or an adult student shall notify the school office of a future absence if the absence is foreseeable.
 4. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student’s absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student’s parent to notify the parent of the absence and determine the reason for the absence.
- D. Readmission to School After an Absence
1. A student returning from an absence of any length of time must provide a written statement to the Principal or designee that is dated and signed by the parent or adult student listing the reason for the absence.
 2. A student who has been absent by reason of having or being suspected of having a communicable disease may be required to present to the school nurse written evidence of being free of a communicable disease.
 3. The Superintendent of Schools or designee may require a student who has been absent from school due to a suspension or other reason concerning the student’s conduct to receive a medical examination by a physician regarding the student’s physical and/or mental fitness to return to school.
 - a. The Superintendent or designee will notify the student’s parent of the specific requirements of the medical examination prior to the student’s return to school.
- E. Instruction



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1. Teachers will cooperate in the preparation of home assignments for students who anticipate an absence of _____ school days duration.
 2. Students absent for any reason are expected to make up the work missed. The parent or student is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary.
 3. In general, students will be allowed a reasonable amount of time as determined by the teacher to make up the work missed.
 4. A student who missed a test or an exam shall be offered an opportunity to take the test, exam, or an appropriate alternate test.
 5. A student who anticipates an absence due to a temporary or chronic health condition may be eligible for home instruction in accordance with Policy 2412. The parent must request home instruction.
- F. Denial of Course Credit
1. The teacher will determine the credit to be awarded a student for make-up work. Where class participation is a factor in the learning process, the teacher may consider a student's absence in determining a final grade, except absences for the observance of a religious holiday or absence for a student's suspension from school will not adversely affect the student's grade. The teacher may record an incomplete grade for a student who has not had a full opportunity to make up missed work.



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- G. School District Response To Unexcused Absences During the School Year That Count Toward Truancy (N.J.A.C. 6A:16-7.6(a)4.)
1. For up to four cumulative unexcused absences that count toward truancy, the Principal or designee shall:
 - a. Make a reasonable attempt to notify the student's parent of each unexcused absence prior to the start of the following school day;
 - b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parent(s);
 - c. Identify, in consultation with the student's parents, needed action designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance;
 - d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and
 - e. Cooperate with law enforcement and other authorities and agencies, as appropriate;
 2. For between five and nine cumulative unexcused absences that count toward truancy, the Principal or designee shall:
 - a. Make a reasonable attempt to notify the student's parent(s) of each unexcused absence prior to the start of the following school day;
 - b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parent(s);
 - c. Evaluate the appropriateness of action taken pursuant to N.J.A.C. 6A:16-7.6(a)4.i.(3) and G.1.c. above;
 - d. Develop an action plan to establish outcomes based upon the student's patterns of unexcused absences and to specify the interventions for supporting the student's return to school and regular attendance, which may include any or all of the following:



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- (1) Refer or consult with the building's Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
 - (2) Conduct testing, assessments, or evaluations of the student's academic, behavioral, and health needs;
 - (3) Consider an alternate educational placement;
 - (4) Make a referral to or coordinate with a community-based social and health provider agency or other community resource;
 - (5) Refer to a court or court program pursuant to N.J.A.C. 6A:16-7.6(a)4.iv. and G.4. below;
 - (6) Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and
 - (7) Engage the student's family.
- e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
3. For cumulative unexcused absences of ten or more that count toward truancy, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25, and the Principal or designee shall:
- a. Make a determination regarding the need for a court referral for the truancy, per N.J.A.C. 6A:16-7.6(a)4.iv. and G.4. below;
 - b. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
 - c. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
 - d. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required; and
4. A court referral may be made as follows:



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- a. When unexcused absences that count toward truancy are determined by school officials to be violations of the compulsory education law, pursuant to N.J.S.A. 18A:38-25, and the Board of Education's policies, in accordance with N.J.A.C. 6A:16-7.6(a), the parent may be referred to Municipal Court;
 - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Municipal Court; or
 - b. When there is evidence of a juvenile-family crisis, pursuant to N.J.S.A. 2A:4A-22.g, the student may be referred to Superior Court, Chancery Division, Family Part;
 - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Juvenile-Family Crisis Intervention Unit.
5. For a student with a disability, the attendance plan and its punitive and remedial procedures shall be applied, where applicable, in accordance with the student's Individual Education Program (IEP), pursuant to 20 U.S.C. §§1400 et seq., the Individuals with Disabilities Education Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plan under 29 U.S.C. §§794 and 705(20); and individualized healthcare plan and individualized emergency healthcare plan, pursuant to N.J.A.C. 6A:16-2.3(b) 3.xii.
 6. All receiving schools pursuant to N.J.A.C. 6A:14-7.1(a), shall act in accordance with N.J.A.C. 6A:16-7.6(a)4.i. and G.1. above for each student with up to four cumulative unexcused absences that count toward truancy.
 - a. For each student attending a receiving school with five or more cumulative unexcused absences that count toward truancy, the absences shall be reported to the sending school district.
 - (1) The sending school district shall proceed in accordance with the Board of Education's policies and procedures pursuant to N.J.A.C. 6A:16-7.6(a) and the provisions of N.J.A.C. 6A:16-7.6(a)4.ii. through iv. and G.2. through G.4. above and N.J.A.C. 6A:16-7.6(b) and G.5. above, as appropriate.

H. Discipline



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1. Students may be denied participation in co-curricular activities and/or athletic competition if the Board establishes attendance standards for participation.
 2. No student who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.
- I. Recording Attendance
1. Teachers must accurately record the students present, tardy, or absent each day in each session or each class. Attendance records must also record students' attendance at out-of-school curricular events such as field trips.
 2. A record shall be maintained of each excused absence and each unexcused absence that counts toward truancy as defined in Policy 5200 and this Regulation.
 3. A student's absence for observance of a religious holiday will not be recorded as such on any transcript or application or employment form.
- J. Appeal
1. Students may be subject to appropriate discipline for their school attendance record.
 2. A student who has been retained at grade level for excessive absences may appeal that action in accordance with Policy 5410.
 3. A student who has been dropped from a course and/or denied course credit for excessive absences may appeal that action in accordance with the following procedures:
 - a. The student shall file a written appeal to the Principal or designee within five school days of receiving notice of the action. The appeal should state the reasons for each absence, any documentation that may support reducing the number of absences for the purposes of course credit, and reasons why the student should either continue to be enrolled in the course or receive course credit for a class the student completed.
 - b. The Principal or designee will respond in writing no later than seven school days after receiving the student's appeal.



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- c. If the student is not satisfied, the student may submit a written request to the Principal for consideration by an Attendance Review Committee.
- d. On a student's request for consideration by an Attendance Review Committee, the Principal shall convene an Attendance Review Committee. The Attendance Review Committee shall meet informally to hear the student's appeal. The student's parent and teacher(s) may attend the meeting.
- e. The Attendance Review Committee shall decide the appeal and inform the student in writing within seven school days of the meeting.
- f. The student may appeal an adverse decision of the Attendance Review Committee to the Superintendent, the Board of Education, and the Commissioner of Education in accordance with Policy 5710 - Student Grievance and N.J.S.A. 18A. An appeal to the Attendance Review Committee shall be considered to have exhausted the first two steps of the grievance procedure outlined in Policy 5710.

K. Attendance Records

1. Attendance records for the school district and each school will be maintained and attendance rates will be calculated as required by the New Jersey Department of Education. The school district will comply with all attendance requirements and any improvement plans as required by the Department of Education.

Adopted:



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R 8140 ENROLLMENT ACCOUNTING

A. School Enrollment

1. The school enrollment in a program of instruction, a school, or the district shall be the total number of original student entries in the school register plus the number of re-entries, less the number of transfers, withdrawals, or dropouts in any such unit during a school year. The total number of original entries and re-entries, less the number of transfers, withdrawals, or dropouts, in all programs of instruction and schools of the district shall constitute the school enrollment for the district during any school year.
2. A student attending a school operated by the Board of Education shall not be concurrently enrolled in more than one school register in any district during a school year with the exception of shared-time students.
3. A student shall not be enrolled in a school register until the student has reached over the age of five years in accordance with N.J.S.A. 18A:38-1 - Attendance at School Free of Charge. The district may enroll students under the following legal school ages:
 - a. Kindergarten – older than four years and younger than six years;
 - b. State-funded preschool program – at least three years of age and younger than five years; and
 - c. Preschool students with disabilities – at least three years of age and younger than five years.
4. Within ten school days of the start of the school year, the district shall determine whether a student who attended the previous year but not the current school year has an excused absence or has transferred, withdrawn, or dropped out of the school district.
5. Any student enrolled in the district who moves to another school district in the same school year shall be included in the school register in the new school district upon enrollment.



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6. The average daily enrollment in the district for a school year shall be the sum of the total days in membership of all enrolled students when schools were in session during the year, divided by the number of days in session. The average daily enrollment for the programs of instruction or schools of the district having varying lengths of terms shall be the sum of the average daily enrollments obtained for the individual programs of instruction or schools.
 - a. “Days in membership” means the number of school days in session in which a student is enrolled. A student's membership begins on the first possible day of attendance following enrollment during the school year, notwithstanding the actual day the student was recorded as present for the first time.

B. Application for State School Aid

Pursuant to the requirements of N.J.S.A. 18A:7F-33, the district shall file with the Commissioner of Education an Application for State School Aid in accordance with the following procedures:

1. Counting Procedure
 - a. Each employee responsible for the maintenance and safe keeping of a school register (and whose name appears on the cover of the register) shall conduct a count of the students entered in the register on the last school day prior to October 16.
 - b. The count shall include all students as required to be reported in accordance with the provisions of N.J.S.A. 18A:7F-33.
 - c. The count shall be recorded on a form, and the form shall be submitted to the School Business Administrator/Board Secretary or designee no later than October 16.
2. Data Collection
 - a. The Superintendent or designee shall assign responsibility for the preparation of worksheets to document the compilation of register data.



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- b. Completed worksheets shall be submitted to the School Business Administrator/Board Secretary or designee who shall compare the data submitted on the worksheets to the register count submitted in accordance with B.1.a.
 - c. The School Business Administrator/Board Secretary or designee shall reconcile all inconsistencies between worksheet data and register counts and submit final enrollment counts to the Superintendent of Schools.
3. Application Submission

The School Business Administrator/Board Secretary or designee, with approval of the Superintendent, shall file with the Commissioner the report required by N.J.S.A. 18A:7F-33.

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R 8330 STUDENT RECORDS

A. Definitions (N.J.A.C. 6A:32-2.1)

1. “Access” means the right to view, make notes, and/or reproduce a student record.
2. “Adult student” means a person who is at least eighteen years of age or is an emancipated minor.
3. “Days in membership” means the number of school days in session in which a student is enrolled. A student’s membership begins on the first possible day of attendance following enrollment during the school year, notwithstanding the actual day the student was recorded as present for the first time.
4. “Health history” means the record of a person’s past health events obtained in writing, completed by the individual or the individual’s physician.
5. “Mandated student records” means student records that school districts compile pursuant to State statute, regulation, or authorized administrative directive.
6. “Parent” means the natural or adoptive parent, legal guardian, surrogate parent appointed pursuant to N.J.A.C. 6A:14-2.2, or a person acting in place of a parent (such as a grandparent or stepparent with whom the student lives or a person legally responsible for the student’s welfare). Unless parental rights have been terminated by a court of appropriate jurisdiction, the parent retains all rights pursuant to N.J.A.C. 6A:32. In addition, a resource family parent may act as a parent pursuant to the provisions of N.J.A.C. 6A:32 if the parent’s authority to make educational decisions on the student’s behalf has been terminated by a court of appropriate jurisdiction.
7. “Permitted student records” means records that the Board of Education has authorized, by resolution adopted at a regular public meeting, to be collected to promote the educational welfare of students.
8. “Personally identifiable information” means, but is not limited to:
 - a. The student's name;
 - b. The name of the student's parent(s) or other family members;



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- c. The address of the student or the student's family;
 - d. The email address of the student, the student's parent(s), or other family members;
 - e. The telephone number of the student, the student's parent(s), or other family members;
 - f. A personal identifier, such as the student's Social Security number, student number, or biometric record;
 - g. A photo of the student;
 - h. The location and times of class trips;
 - i. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
 - j. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances to identify the student with reasonable certainty; or
 - k. Information requested by a person who the district, or private agency that provides educational services by means of public funds, reasonably believes knows the identity of the student to whom the student record relates.
9. "Physical examination" means the assessment of an individual's health, in accordance with the requirements at N.J.A.C. 6A:16-2.2.
10. "School contact directory for official use" means a compilation by a district that includes the following information for each student: name, address, telephone number, date of birth, and school of enrollment. The directory may be provided for official use only to judicial, law enforcement, and medical personnel.
11. "Student discipline record" means information regarding all disciplinary actions taken against a student by a school district pursuant to N.J.S.A. 18A:36-25.1.b. and that is maintained in a student's record.



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12. “Student information directory” means a publication of the Board that includes information relating to a student. It shall be used only by authorized school district personnel and for designated official use by judicial, law enforcement, and medical personnel and not for general public consumption. The information shall be the student’s: name; grade level; date and place of birth; dates of school attendance; major field of study; participation in officially recognized activities; weight and height relating to athletic team membership; degrees; awards; the most recent educational agency attended by the student; and other similar information.
 13. “Student record” means information related to an individual student gathered within or outside the school district and maintained within the school district, regardless of the physical form in which it is maintained. Essential in this definition is the idea that any information that is maintained for the purpose of second-party review is considered a student record. Therefore, information recorded by certified school personnel solely as a memory aid and not for the use of a second party is excluded from this definition. In the absence of any “information related to an individual student,” the document(s) no longer meets the definition of “student record.”
- B. General Considerations (N.J.A.C. 6A:32-7.1)
1. The Board shall compile and maintain student records and regulate access in accordance with the Federal Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and 34 CFR Part 99, disclosure, or communication of information contained in student records in a manner that assures the security of the records in accordance with the provisions of N.J.A.C. 6A:32-7.
 2. Student records shall contain only information that is relevant to the education of the student and is objectively based on the personal observations or knowledge of the certified school personnel who originate(s) the record.
 3. The district shall provide annual, written notification to parents, adult students, and emancipated minors of their rights in regard to student records and student participation in educational, occupational, and military recruitment programs. Copies of the applicable State and Federal laws and Board policies shall be made available upon request. The Board shall make every effort to notify parents and adult students in their dominant language.



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4. Nonadult students may assert rights of access only through their parent(s). However, nothing in N.J.A.C. 6A:32-7 or in Policy 8330 or this Regulation shall be construed to prohibit certified school personnel from disclosing, at their discretion, student records to nonadult students or to appropriate persons in connection with an emergency, if the information contained in the record is necessary to protect the health or safety of the student or other persons.
5. The parent or adult student shall have access to the student's records and have access to, or be specifically informed about, only the portion of another student's record that contains information about the student.
6. All anecdotal information and assessment reports collected on a student shall be dated and signed by the individual who originated the data.
7. The Superintendent or designee shall require all student records of currently enrolled students to be reviewed annually by certified school personnel to determine the education relevance of the information contained therein. The reviewer shall cause information no longer descriptive of the student or educational program to be deleted from the records, except that prior notice shall be given for students with disabilities in accordance with N.J.A.C. 6A:14, Special Education. The deleted information shall be disposed of and not be recorded elsewhere. No record of any such deletion shall be made.
8. No liability shall be attached to any member, officer, or employee of the Board permitting access or furnishing student records in accordance with N.J.A.C. 6A:32-7.
9. When the parent's or adult student's dominant language is not English or the parent or adult student is deaf, the district shall provide interpretation of the student records in the dominant language of the parent or adult student.
10. Student health records shall be maintained separately from other student records. Student health records also shall be maintained according to the requirements of N.J.A.C. 6A:32-7 until such time as graduation or termination, whereupon the health history and immunization record shall be removed from the student's health record and placed in the student's mandated record.



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- C. School Contact Directory for Official Use (N.J.A.C. 6A:32-7.2)
1. The Board shall compile and maintain a school contact directory for official use that is separate and distinct from the student information directory.
 2. School personnel shall provide information from the school contact directory for official use only to judicial and law enforcement personnel, and to medical personnel currently providing services to the student in question. Upon request from a court, other judicial agency, law enforcement agency, or medical service provider currently providing services to the student in question, school personnel shall promptly verify the enrollment of a student and provide the requester with all information about the student that is contained in the school contact directory for official use.
 3. A parent, adult student, or emancipated minor shall notify, in writing, the Superintendent or designee of their request to exclude any information from the school contact directory for official use.
- D. Mandated and Permitted Student Records (N.J.A.C. 6A:32-7.3)
1. Mandated student records shall include the following:
 - a. The student's name, address, telephone number, date of birth, name of parent(s), gender, standardized assessment results, grades, record of daily attendance, classes attended, grade level completed, year completed, and years of attendance;
 - b. Descriptions of the student's progress according to the Board's student performance data;
 - c. History and status of physical health compiled in accordance with State regulations, including immunizations and results of any physical examination(s) given by qualified district employees;
 - d. Records pursuant to rules and regulations regarding the education of students with disabilities; and
 - e. All other records required by N.J.A.C. 6A.



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2. Permitted student records are those student records not mandated pursuant to N.J.A.C. 6A:32-7.3, but authorized by the Board to promote the student's educational welfare and include the following as authorized by this Board upon adoption of Policy 8330 and this Regulation. These records may include, but are not limited to:
 - a. Personally authenticated observations, assessments, ratings, and anecdotal reports recorded by teaching staff members in the performance of their professional responsibilities and intended for review by another person, provided the record is dated and signed by the originator. Information recorded solely as a memory aid for the originator becomes a student's record when it is reviewed by any other person, including a substitute;
 - b. Information, scores, and results obtained from standardized tests or by approved tests conducted by professional personnel;
 - c. Educationally relevant information provided by the parent or adult student;
 - d. Any correspondence with the student and/or the student's parents;
 - e. Driver education certificate;
 - f. Emergency notification form;
 - g. New student registration form;
 - h. Withdrawal or transfer form;
 - i. Change of schedule form;
 - j. Records of the student's co-curricular and athletic activities and achievements;
 - k. Class rank;
 - l. Awards and honors;
 - m. Notations of additional records maintained in a separate file;



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- n. The statement from a student's parent, adult student, or emancipated minor regarding a contested portion of the record;
 - o. Entries indicating review of the file by an authorized person;
- E. Maintenance and Security of Student Records (N.J.A.C. 6A:32-7.4)
- 1. The Superintendent or designee shall be responsible for the security of student records maintained in the district and shall devise procedures/regulations for assuring that access to student records is limited to authorized persons.
 - 2. The Board may store all student records either electronically or in paper format.
 - a. When student records are stored electronically, proper security and backup procedures shall be administered.
 - 3. Student health records, whether stored on paper or electronically, shall be maintained in accordance with N.J.A.C. 6A:32-7.1(1).
 - 4. Records shall be accessible during the hours in which the school program is in operation.
 - 5. Mandated student records required as part of programs established through State-administered entitlement or discretionary funds from the U.S. Department of Education shall be maintained for a period of five years after a student's graduation or termination from the district, or to age twenty-three, whichever is longer. The mandated student records shall be disposed of in accordance with N.J.S.A. 47:3-15 et seq.
 - 6. Any district or school website shall not disclose any personally identifiable information about a student, in accordance with N.J.S.A. 18A:36-35.



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- F. Access to Student Records (N.J.A.C. 6A:32-7.5)
1. Only authorized organizations, agencies, or persons, as defined in N.J.A.C. 6A:32-7.5, shall have access to student records, including student health records. Access to student records shall be provided to persons authorized such access under N.J.A.C. 6A:32-7.1(g) within ten days of a request, but prior to any review or hearing conducted in accordance with N.J.A.C. 6A.
 2. The district may charge a reasonable fee for reproduction of student records, not to exceed the schedule of costs set forth at N.J.S.A. 47:1A-5, provided that the cost does not effectively prevent parents or adult students from exercising their rights under N.J.A.C. 6A:32-7 or other Federal and State rules and regulations regarding students with disabilities, including N.J.A.C. 6A:14.
 3. The district shall control access to, disclosure of, and communication regarding information contained in student health records to assure access only to people permitted by Federal and State statute and regulations or as stated in N.J.A.C. 6A:32-7.5(e) and F.5. below.
 4. Access to, and disclosure of, a student health record shall meet the requirements of FERPA, 20 U.S.C. §1232g, and 34 CFR Part 99.
 5. Organizations, agencies, and persons authorized to access student records shall include only the following:
 - a. The student who has written permission of a parent and the parent of a student under the age of eighteen, regardless of whether the child resides with the parent, except pursuant to N.J.S.A. 9:2-4;
 - (1) The place of residence shall not be disclosed; and
 - (2) Access shall not be provided if denied by a court;
 - b. Students at least sixteen years of age who are terminating their education in the district because they will graduate secondary school at the end of the term or no longer plan to continue their education;
 - c. An adult student and/or a parent who has the written permission of an adult student, except that the parent shall have access without the adult student's consent, as long as the adult student is financially dependent on



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- the parent and enrolled in the public school system, or if the adult student has been declared legally incompetent by a court of appropriate jurisdiction. The parent of a financially dependent adult student may not disclose information contained in the adult student's record to a second or third party without the adult student's consent;
- d. Certified school district personnel who are assigned educational responsibility for the student shall have access to the general student record but not to the student health record except under conditions permitted in N.J.A.C. 6A:16-2.4;
 - e. Certified educational personnel who have assigned educational responsibility for the student and who are employed by agencies listed below shall have access to the general student record, but not to the student health record, except under conditions permitted at N.J.A.C. 6A:16-2.4:
 - (1) An approved private school for students with disabilities;
 - (2) A State facility;
 - (3) Accredited nonpublic schools in which students with disabilities have been placed pursuant to N.J.S.A. 18A:46-14; or
 - (4) Clinics and agencies approved by the New Jersey Department of Education;
 - f. To fulfill its legal responsibility, the Board shall have access through the Superintendent or designee to information contained in the student's record. Information shall be discussed in executive session, unless otherwise requested by the parent or adult student;
 - g. Secretarial and clerical personnel under the direct supervision of certified school personnel shall be permitted access to portions of the record to the extent necessary for the entry and recording of data and the conducting of routine clerical tasks. Access shall be limited only to student files in which such staff are directed to enter or record information, and shall cease when the specific assigned task is completed;
 - h. Accrediting organizations to carry out their accrediting functions;



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- i. The Commissioner of Education and New Jersey Department of Education staff members who are assigned responsibility that necessitates the review of such records;
- j. Officials of other Boards of Education within the State or other educational agencies or institutions where the student is placed, registered, or seeks to enroll, subject to the following conditions:
 - (1) Original mandated student records that schools have been directed to compile by New Jersey statute, regulation, or authorized administrative directive shall be forwarded to the receiving district, agency, or institution with written notification to the parent or adult student;
 - (2) Original mandated student records that the Board has required shall be forwarded to the receiving district, agency, or institution only with the written consent of the parent or adult student, except where a formal sending-receiving relationship exists between the districts;
 - (3) All records to be forwarded, including disciplinary records as specified at N.J.S.A. 18A:36-19a., shall be sent to the Superintendent of the school district to which the student has transferred, or the Superintendent's designee, within ten school days after the transfer has been verified by the requesting district;
 - (4) The Superintendent or designee shall request, in writing, all student records from the school district of last attendance within two weeks from the date that the student enrolls in the new school district;
 - (5) Upon request, the Superintendent or designee of the school district of last attendance shall provide a parent(s) or an adult student with a copy of the records disclosed to other educational agencies or institutions; and
 - (6) Proper identification, such as a certified copy of the student's birth certificate or other proof of the student's identity pursuant to N.J.S.A. 18A:36-25.1, shall be requested at the time of enrollment in a new school district;



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- k. Officials of the United States Department of Education assigned responsibilities that necessitate review of such records;
 - l. Officers and employees of a State agency responsible for protective and investigative services for students pursuant to N.J.S.A. 9:6-8.40. Whenever appropriate, the Board shall ask the State agency for its cooperation in sharing the findings of an investigation;
 - m. Agency caseworkers or other representatives of a State or local child welfare agency who have the right to access a student's case plan when the agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, consistent with 20 U.S.C. §1232g(b)(1)(L);
 - n. Organizations, agencies, and persons from outside the school if they have the written consent of the parent or adult student. Organizations, agencies, and persons shall not transfer student record information to a third party without the written consent of the parent or adult student;
 - o. Organizations, agencies, and individuals outside the school, other than those specified in N.J.A.C. 6A:32-7.5, upon the presentation of a court order; and
 - p. Bona fide researchers who explain to the Superintendent the nature of the research project and the relevance of the records sought. Prior to the release of records to a researcher, the Superintendent or designee, shall receive from the researcher written assurance that the records will be used under strict conditions of anonymity and confidentiality.
6. Nothing in N.J.A.C. 6A:32-7, Policy 8330, and this Regulation shall be construed to prohibit school personnel from disclosing information contained in the student health record to students or adults in connection with an emergency, if such knowledge is necessary to protect the immediate health or safety of the student or other persons.
7. In complying with N.J.A.C. 6A:32-7, Policy 8330, and this Regulation, the Board shall adhere to the requirements pursuant to the Open Public Records Act (OPRA), N.J.S.A. 47:1A-1 et seq., and FERPA, 20 U.S.C. §1232g; 34 CFR Part 99.



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- a. When responding to OPRA requests from any party, including parties other than those listed in N.J.A.C. 6A:32-7.5(e) and F.5. above, the Board may release, without consent, records removed of all personally identifiable information, as such documents do not meet the definition of a student record. Before making any release, the Board shall have made a reasonable decision that a student's identity cannot be determined whether through single or multiple releases, or when added to other reasonably available information.
- G. Conditions for Access to Student Records (N.J.A.C. 6A:32-7.6)
1. All authorized organizations, agencies, and persons defined in N.J.A.C. 6A:32-7 as listed below shall have access to a student record, subject to the following conditions:
 - a. No student record shall be altered or disposed of during the time period between a request to review the record and the actual review of the record.
 - b. Authorized organizations, agencies, and persons from outside the school whose access requires the consent of parents or adult students shall submit to the Superintendent or designee, the request in writing, together with any required authorization.
 - c. The Superintendent or designee shall be present during the period of inspection to provide interpretation of the records, where necessary, and to prevent their alteration, damage, or loss. In every instance of inspection of student records by persons other than parents, student(s), or individuals who have assigned educational responsibility for the individual student, an entry shall be made in the student record of the name(s) of persons granted access, the reason access was granted, the time and circumstances of inspection, the records inspected, and the purposes for which the data will be used.
 - d. Prior to disclosure of student records to organizations, agencies, or persons outside the district pursuant to a court order, the Superintendent or designee shall give the parent or adult student at least three days' notice of the name of the requesting agency and the specific records requested unless otherwise judicially instructed. The notification shall be provided in writing, if practicable. Only records related to the specific purpose of the court order shall be disclosed.



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- (1) Notice to the parent shall not be required when the parent is party to a court proceeding involving child abuse and neglect or dependency matters, consistent with 20 U.S.C. §1232g(b)(2)(B).
 - e. A record may be withheld from a parent or from an adult student only when the district obtains a court order or is provided with evidence that there is a court order revoking the right to access. Only that portion of the record designated by the court shall be withheld. When the district has or obtains evidence of such court order, the parent or adult student shall be notified in writing within five days of the request that access to the record has been denied and that the person has the right to appeal this decision to the court issuing the order.
- H. Rights of Appeal for Parents and Adult Students (N.J.A.C. 6A:32-7.7)
1. Student records are subject to challenge by parents and adult students on grounds of inaccuracy, irrelevancy, impermissible disclosure, inclusion of improper information, or denial of access to organizations, agencies, and persons. The parent or adult student may request:
 - a. Expungement of inaccurate, irrelevant, or otherwise improper information from the student record;
 - b. Insertion of additional data, as well as reasonable comments regarding the meaning and/or accuracy of the student record;
 - c. The immediate stay of disclosure pending final determination of the challenged procedure as described in N.J.A.C. 6A:32-7; and/or
 - d. Immediate access to student records for organizations, agencies, and persons denied access, pending final determination of the challenged procedure, as described in N.J.A.C. 6A:32-7.
 2. To request a change in the student record or to request a stay of disclosure pending final determination of the challenged procedure, a parent or adult student shall notify, in writing, the Superintendent of the specific issues relating to the student record.



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- a. Within ten school days of notification, the Superintendent or designee shall notify the parent or adult student of the district's decision. If the district disagrees with the request, the Superintendent or designee shall meet with the parent or adult student to resolve the issues set forth in the request.
 - b. If the matter is not satisfactorily resolved, the parent or adult student has ten school days to appeal the district's decision.
 - c. If an appeal is made to the Board, the Board shall render a decision within twenty school days.
 - d. The decision of the Board may be appealed to the Commissioner pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3, Controversies and Disputes. At all stages of the appeal process, the parent or adult student shall be afforded a full and fair opportunity to present evidence relevant to the issue.
 - e. A record of the appeal proceedings and outcome shall be made a part of the student record with copies made available to the parent or adult student.
3. Appeals relating to student records of students with disabilities shall be processed in accordance with the requirements of N.J.A.C. 6A:32-7.7(b) and I.2. above.
 4. Regardless of the outcome of an appeal, a parent or adult student shall be permitted to place in the student record a statement commenting upon the information in the student record or setting forth any reasons for contesting a portion of the student record, including the decision made in the appeal. The parent's or adult student's statement shall be maintained as part of the student record, as long as the contested portion of the student record is maintained. If the contested portion of the student record is disclosed to any party, the statement commenting upon the information shall also be disclosed to that party.
- I. Retention and Disposal of Student Records (N.J.A.C. 6A:32-7.8)
1. A student record is considered to be incomplete and not subject to the provisions of the Destruction of Public Records Law, N.J.S.A. 47:3-15 et seq., while the student is enrolled in the district.



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- a. The Board shall retain the student health record and the health history and immunization record according to the School District Records Retention Schedule, as determined by the New Jersey State Records Committee.
2. Student records of currently enrolled students, other than the records described at N.J.A.C. 6A:32-7.8(f) and I.5. below, may be disposed of after the information is no longer necessary to provide educational services to a student. The disposition shall be carried out only after the parent or adult student has been notified in writing and written permission has been granted, or after reasonable attempts to notify the parent or adult student and to secure permission have been unsuccessful.
3. Upon graduation or permanent departure of a student from the district:
 - a. The parent or adult student shall be notified in writing that a copy of the entire student record will be provided to them upon request.
 - b. Information in student records, other than that described at N.J.A.C. 6A:32-7.8(f) and I.5. below, may be disposed of, but only in accordance with the Destruction of Public Records Law, N.J.S.A. 47:3-15 et seq. The disposition shall be carried out only after the parent or adult student has been notified in writing and written permission has been granted, or after reasonable attempts to notify the parent or adult student and to secure permission have been unsuccessful and prior written authorization has been obtained from the New Jersey State Records Committee in the New Jersey Department of the Treasury.
4. No additions shall be made to the record after graduation or permanent departure without the prior written consent of the parent or adult student.
5. The district of last enrollment, graduation, or permanent departure of the student from the district shall keep, for one hundred years, a mandated record of a student's name, date of birth, name of parents, gender, health history and immunization, standardized assessment results, grades, attendance, classes attended, grade level completed, year completed, and years of attendance.

Issued:



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R 8420.2 BOMB THREATS

A bomb threat consists of a message regardless of the source or form or truth of the message, that someone has placed or intends to place in the school an explosive device or any material that will cause significant harm to persons in the school or damage to school property. The procedures to be enacted when a bomb threat is received shall be included in the school district's plans, procedures, and mechanisms for school safety and security in accordance with the provisions of N.J.A.C. 6A:16-5.1 and Policy 8420.

Adopted:



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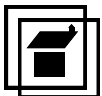
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R 8420.7 LOCKDOWN PROCEDURES

In the event it is determined by the Principal or designee a circumstance or situation requires the school building's occupants to remain secure within the school building, the Principal or designee may implement lockdown procedures. The procedures to be enacted during a lockdown shall be included in the school district's plans, procedures, and mechanisms for school safety and security in accordance with the provisions of N.J.A.C. 6A:16-5.1 and Policy 8420.

Adopted:



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M

R 8420.10 ACTIVE SHOOTER

An active shooter or armed assault in a school building or on school grounds involves one or more individuals' intent on causing physical harm to students and school staff. Intruders may possess weapons or other harmful devices. The procedures to be enacted during an active shooter or armed assault situation shall be included in the school district's plans, procedures, and mechanisms for school safety and security in accordance with the provisions of N.J.A.C. 6A:16-5.1 and Policy 8420.

Adopted:



POLICY

RIDGEWOOD BOARD OF EDUCATION

BYLAWS

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Board Member Orientation and Training

0144 BOARD MEMBER ORIENTATION AND TRAINING

The preparation of each Board member for the performance of Board of Education duties is essential to the proper functioning of the Board. The Board encourages each new Board member to acquire information about school district governance, the separate functions of the Board and the Superintendent, the operations of the district, and Board procedures.

The Board directs that each new member receive access to and/or a copy of the Board of Education Bylaw and Policy Manual, the manual of administrative regulations, each negotiated agreement, the current budget statement and audit report, the most recent long range facilities plan, and other materials as deemed appropriate by the Superintendent.

Each new Board member will be invited and is encouraged to meet and discuss the responsibilities and authority of a Board member, Board functions, and Board policies and procedures with the Board President (if available), the Superintendent, and the School Business Administrator/Board Secretary.

Within the first ninety days of a new Board member's first term, the Board member shall complete a training program to be prepared and offered by the New Jersey School Boards Association. The training shall include instruction relative to the Board member's responsibilities pursuant to the School Ethics Act and N.J.S.A. 18A:12-33.

The training program shall include information regarding the school district monitoring system established pursuant to P.L. 2005, c. 235, the New Jersey Quality Single Accountability Continuum, and the five key components of school district effectiveness on which school districts are evaluated under the monitoring system: instruction and program; personnel; fiscal management; operations; and governance.

The Board member shall complete a training program on school district governance in each of the subsequent two years of the Board member's first term.

Within one year after each re-election or re-appointment to the Board of Education, the Board member shall complete an advanced training program to be prepared and offered by the New Jersey School Boards Association. This advanced training program shall include information on relevant changes to New Jersey school law and other information deemed appropriate to enable the Board member to serve more effectively.

The New Jersey School Boards Association shall examine options for providing training programs to Board members through alternative methods such as on-line or other distance learning media or through regional-based training.



POLICY

RIDGEWOOD BOARD OF EDUCATION

BYLAWS

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Board Member Orientation and Training

Within one year after being newly elected or appointed or being re-elected or re-appointed to the Board of Education, a Board member shall complete a training program on harassment, intimidation, and bullying in schools, including a school district's responsibilities under N.J.S.A. 18A:37-13 et seq. A Board member shall be required to complete the program only once. Training on harassment, intimidation, and bullying in schools shall be provided by the New Jersey School Boards Association, in consultation with recognized experts in school bullying from a cross section of academia, child advocacy organizations, nonprofit organizations, professional associations, and government agencies.

N.J.S.A. 18A:12-33; 18A:37-13 et seq.

N.J.A.C. 6A:28-4.1

Adopted:



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RIDGEWOOD BOARD OF EDUCATION

PROGRAM
2520/page 1 of 1
Instructional Supplies
M

2520 INSTRUCTIONAL SUPPLIES

The Board of Education shall provide staff members with the supplies and materials necessary for the successful implementation of the instructional program and provide students with the supplies and materials required for the successful completion of courses of study.

The Board expressly exempts from this Policy such clothing or personal equipment as may be required for reasons related to the safety and health of students or the protection of school property and are individualized or non-reusable, and any materials used in the manufacture or preparation of useful or decorative items that students are permitted to retain, except that no student will be denied participation in any course of study or school sponsored activity because of their financial inability to bear the cost of such clothing, equipment, or materials.

Supplies and materials will be distributed throughout the school district in a manner that ensures equal distribution to students; school facilities; courses; programs; and activities and services, regardless of the protected categories listed at N.J.A.C. 6A:7-1.7(a).

The Superintendent or designee shall develop procedures for the selection and utilization of instructional supplies that include effective consultation with teaching staff members at all appropriate levels.

N.J.A.C. 6A:7-1.7

N.J.S.A. 18A:34-1

N.J.S.A. 18A:54-20 [**vocational districts**]

Adopted:



POLICY

RIDGEWOOD BOARD OF EDUCATION

TEACHING STAFF MEMBERS

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Use of Corporal Punishment

3217 USE OF CORPORAL PUNISHMENT

No teaching staff member employed by the Board or a person engaged in any school in the school district shall inflict or cause to be inflicted corporal punishment upon a student attending any school in the school district; but any such teaching staff member may, within the scope of their employment, use and apply such amounts of force as is reasonable and necessary:

1. To quell a disturbance, threatening physical injury to others;
2. To obtain possession of weapons or other dangerous objects upon the person or within the control of a student;
3. For the purpose of self-defense; and
4. For the protection of persons or property;

and such acts, or any of them, shall not be construed to constitute corporal punishment pursuant to N.J.S.A. 18A:6-1. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing corporal punishment to be inflicted upon a student attending any school in the district shall be void.

Any teaching staff member employed by the Board found to have violated this Policy may be subject to discipline by the Board.

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

Adopted:



POLICY

RIDGEWOOD BOARD OF EDUCATION

SUPPORT STAFF
4217/page 1 of 1
Use of Corporal Punishment

4217 USE OF CORPORAL PUNISHMENT

No support staff member employed by the Board or a person engaged in any school in the school district shall inflict or cause to be inflicted corporal punishment upon a student attending any school in the school district; but any such support staff member may, within the scope of their employment, use and apply such amounts of force as is reasonable and necessary:

1. To quell a disturbance, threatening physical injury to others;
2. To obtain possession of weapons or other dangerous objects upon the person or within the control of a student;
3. For the purpose of self-defense; and
4. For the protection of persons or property;

and such acts, or any of them, shall not be construed to constitute corporal punishment pursuant to N.J.S.A. 18A:6-1. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing corporal punishment to be inflicted upon a student attending any school in the district shall be void.

Any support staff member employed by the Board found to have violated this Policy may be subject to discipline by the Board.

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

Adopted:



POLICY

RIDGEWOOD BOARD OF EDUCATION

STUDENTS
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Health Services Personnel
M

5305 HEALTH SERVICES PERSONNEL

The Board of Education shall appoint at least one school physician pursuant to N.J.S.A. 18A:40-1. The Board may appoint a lead school physician to serve as health services director if more than one school physician is contracted by the Board. The school physician(s) shall be currently licensed by the New Jersey Board of Medical Examiners in medicine or osteopathy and shall have a training and scope of practice that includes child and adolescent health and development. The contract between the Board and the school physician(s) appointed pursuant to N.J.S.A. 18A:40-1 shall include a statement of assurance that the school physician(s) has completed the Student-Athlete Cardiac Screening professional development module developed pursuant to N.J.S.A. 18A:40-41d and has read the sudden cardiac arrest pamphlet developed pursuant to N.J.S.A. 18A:40-41. The school district shall conduct a criminal history background check on any physician before entering into an agreement for delivery of services pursuant to N.J.A.C. 6A:16-2.3.

The school physician(s) shall provide, at a minimum, the following services:

1. Consultation in the development and implementation of school district policies, procedures, and mechanisms related to health, safety, and medical emergencies, pursuant to N.J.A.C. 6A:16-2.1(a) and Policy and Regulation 5310;
2. Consultation to school district medical staff regarding the delivery of school health services, which includes special health care needs of technology-supported and medically fragile children, including students covered by 20 U.S.C. §1400 et seq., Individuals with Disabilities Education Act;
3. Physical examinations conducted in the school physician's office or other comparably equipped facility for students who do not have a medical home;
4. Provision of written notification to the parent stating approval or disapproval of the student's participation in athletics based upon the medical report;
5. Direction for professional duties of other medical staff;
6. Written standing orders that shall be reviewed and re-issued before the beginning of each school year;
7. Establishment of standards of care for emergency situations and medically related care involving students and school staff;



POLICY

RIDGEWOOD BOARD OF EDUCATION

STUDENTS
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Health Services Personnel

8. Assistance to the certified school nurse or noncertified nurse in conducting health screenings of students and staff and assistance with the delivery of school health services;
9. Review, as needed, of reports and orders from a student's medical home regarding student health concerns;
10. Authorization of tuberculin testing for conditions outlined in N.J.A.C. 6A:16-2.2(c) and Policy and Regulation 5310;
11. Review, approval, or denial with reasons of a medical home determination of a student's anticipated confinement and resulting need for home instruction; and
12. Consultation with the school district certified school nurse(s) to obtain input for the development of the school nursing services plan, pursuant to N.J.A.C. 6A:16-2.1(b) and Policy and Regulation 5310.

The Board shall employ a certified school nurse to provide nursing services while school is in session pursuant to N.J.S.A. 18A:40-1 and 3.3. The certified school nurse shall work under the direction of the school physician and Superintendent of Schools.

The certified school nurse shall possess a standard educational services certificate with a school nurse endorsement or school nurse/non-instructional endorsement pursuant to N.J.A.C. 6A:9B-14.3 or 14.4. The certified school nurse shall possess a current New Jersey registered professional nurse license issued by the New Jersey State Board of Nursing; a bachelor's degree from a regionally accredited college or university; a current Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillators (AED) certification as issued by the American Heart Association, the American Red Cross, the National Safety Council, or other entities determined by the Department of Health to comply with the American Heart Association's CPR guidelines; and complete training in airway management and in the use of nebulizers and inhalers consistent with nationally recognized standards including, but not limited to, those of the National Institutes of Health and the American Academy of Allergy, Asthma, and Immunology.

The role of the certified school nurse shall include, but not be limited to:

1. Carrying out written orders of the medical home and standing orders of the school physician;



POLICY

RIDGEWOOD BOARD OF EDUCATION

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Health Services Personnel

2. Conducting health screenings which include height, weight, blood pressure, hearing, vision, and scoliosis pursuant to N.J.A.C. 6A:16-2.2 and Policy and Regulation 5310 and monitoring vital signs and general health status for emergent issues for students suspected of being under the influence of alcohol and controlled dangerous substances, pursuant to N.J.S.A. 18A:40-4 and 18A:40A-12 and Policy and Regulation 5530;
3. Maintaining student health records, pursuant to N.J.S.A. 18A:40-4 and N.J.A.C. 6A:16-2.4, and Policy and Regulation 5308;
4. Recommending to the Principal students who shall not be admitted to or retained in the school building based on a parent's failure to provide evidence of the child's immunization according to the schedules specified in N.J.A.C. 8:57-4;
5. Annually reviewing student immunization records to confirm with the medical home that the medical condition for the exemption from immunization continues to be applicable, pursuant to N.J.A.C. 8:57-4.3;
6. Recommending to the Principal exclusion of students who show evidence of communicable disease, pursuant to N.J.S.A. 18A:40-7, 8, and 10;
7. Directing and supervising the emergency administration of epinephrine and glucagon, and training school staff designated to serve as delegates, pursuant to N.J.S.A. 18A:40-12.6 and 12.14 and Policy and Regulation 5330;
8. Administering asthma medication through use of a nebulizer;
9. Directing and supervising the health services activities of any school staff to whom the certified school nurse has delegated a nursing task;
10. Classroom instruction in areas related to health education, pursuant to N.J.A.C. 6A:9B-14.3;
11. Reviewing and summarizing available health and medical information regarding the student and transmitting a summary of relevant health and medical information to the Child Study Team, pursuant to N.J.A.C. 6A:14-3.4(h);
12. Writing and updating, at least annually, the individualized health care plans and the individualized emergency healthcare plans for students' medical needs, and instructing staff as appropriate;



POLICY

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STUDENTS
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Health Services Personnel

13. Writing and updating, at least annually, any written healthcare provisions required under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794(a), for any student who requires them;
14. Assisting in the development of and implementing healthcare procedures for students in the event of an emergency;
15. Instructing teachers on communicable disease and other health concerns, pursuant to N.J.S.A. 18A:40-3;
16. Reviewing completed health history update questionnaires and sharing with the school athletic trainer for review, if applicable, pursuant to N.J.S.A. 18A:40-41.7; and
17. Providing other nursing services consistent with the nurse's educational services certification endorsement as a school nurse issued by the State Board of Examiners and current license approved by the State Board of Nursing.

A certified school nurse who possesses the school nurse/non-instructional certificate is not authorized to teach in areas related to health, pursuant to N.J.A.C. 6A:9B-14.4.

The Board may appoint a non-certified nurse under the supervision of a certified school nurse to supplement the services of a certified school nurse provided a noncertified nurse shall be assigned to the same school building or complex as the certified school nurse pursuant to N.J.S.A. 18A:40-3.3.a. and a noncertified nurse is limited to providing services only as permitted under a noncertified nurse's license issued by the State Board of Nursing in accordance with N.J.A.C. 6A:16-2.3(c).

N.J.S.A. 18A:40-1; 18A:40-3.3; 18A:40-4; 18A:40-7;
18A:40-8; 18A:40-10; 18A:40A-12; 18A:40-12.6;
18A:40-12.14; 18A:40-41.7

N.J.A.C. 6A:9B-14.3; 6A:9B-14.4; 6A:14-3.4; 6A:16-2.1;
6A:16-2.2; 6A:16-2.3

Adopted:



POLICY

RIDGEWOOD BOARD OF EDUCATION

STUDENTS
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Student Health Records
M

5308 STUDENT HEALTH RECORDS

The school district shall maintain mandated student health records for each student pursuant to N.J.A.C. 6A:16-2.4 and N.J.A.C. 6A:32-7. The district will document student health records using a form approved by the Commissioner of Education.

The maintenance and security of student health records shall be in accordance with N.J.A.C. 6A:32-7 and 6A:16-2.4. Student health records, whether stored on paper or electronically, shall be maintained in accordance with N.J.A.C. 6A:32-7. Student health records shall be maintained separately from other student records. Student health records also shall be maintained according to the requirements of N.J.A.C. 6A:32-7 until such time as graduation or termination from the school district, whereupon the health history and immunization record shall be removed from the student's health record and placed in the student's mandated record. The school district of last enrollment, graduation, or permanent departure of the student shall keep, for 100 years, a mandated record of a student's health history and immunization in accordance with N.J.A.C. 6A:32-7.8(f). No additions shall be made to the record after graduation or permanent departure without prior written consent of the parent or adult student pursuant to N.J.A.C. 6A:32-7.8(e).

The transfer of student health records when a student transfers to or from a school district shall be in accordance with N.J.A.C. 6A:16-7.9 and N.J.A.C. 6A:32-7.5.

Any Board of Education employee with knowledge of, or access to, the following health information shall comply with restrictions for sharing information as required by Federal and State statutes and regulations: information that identifies a student as having HIV infection or AIDS shall be shared only with prior written informed consent of the student age twelve or greater, or of the student's parent as required by N.J.S.A. 26:5C-1 et seq. and only for the purpose of determining an appropriate educational program for the student; information obtained by the school's alcohol and other drug program that would identify the student as an alcohol or other drug user may be disclosed only for those purposes and under conditions permitted by 42 CFR Part 2; information provided by a secondary school student while participating in a school-based alcohol or other drug counseling program that indicates that a parent or other person residing in the student's household is dependent upon or illegally using a substance shall be shared only for those purposes and conditions permitted by N.J.S.A. 18A:40A-7.1.

Access to and disclosure of information in a student health record shall meet the requirements of the Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g, and 34 CFR Part 99, incorporated herein by reference, as amended and supplemented, and N.J.A.C. 6A:32-7 – Student Records.



POLICY

RIDGEWOOD BOARD OF EDUCATION

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Student Health Records

The school district shall provide access to the student health record to licensed medical personnel not holding educational certification who are working under contract with, or as employees of, the school district only to the extent necessary to enable the licensed medical personnel to perform their duties. Secretarial or clerical personnel under the supervision of the certified school nurse shall be permitted access to those portions of the student health record necessary for entry and recording of data and for conducting routine clerical tasks as outlined in N.J.S.A. 18A:40-3.4 and N.J.A.C. 6A:32-7.5.

Nothing in N.J.A.C. 6A:16-2.4 or in this Policy and Regulation 5308 shall be construed to prohibit school personnel from disclosing to students or adults in connection with an emergency the information contained in the student health record if the release is necessary to protect the immediate health or safety of the student or other persons pursuant to N.J.A.C. 6A:32-7.5.

N.J.S.A. 18A:40-3.4

N.J.A.C. 6A:16-2.4; 6A:32-7.1; 6A:32-7.4;
6A:32-7.5; 6A:32-7.8

Adopted:



POLICY

RIDGEWOOD BOARD OF EDUCATION

STUDENTS
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Health Services
M

5310 HEALTH SERVICES

The Board of Education shall develop and adopt the following written policies, procedures, and mechanisms in accordance with N.J.A.C. 6A:16-2.1(a) for the provision of health, safety, and medical emergency services, and shall ensure staff are informed as appropriate:

1. The review of immunization records for completeness, pursuant to N.J.A.C. 8:57-4.1 through 4.20 (Policy and Regulation 5320);
2. The administration of medication to students in the school setting by the following authorized individuals (Policy and Regulation 5330):
 - a. The school physician;
 - b. A certified school nurse or noncertified nurse;
 - c. A substitute school nurse employed by the school district;
 - d. The student's parent;
 - e. A student approved to self-administer medication, pursuant to N.J.A.C. 6A:16-2.1(a)5.iii. and 6A:16-2.1(a)9. and N.J.S.A. 18A:40-12.3 and 12.4;
 - f. Other school employees who volunteer to be trained and designated by the certified school nurse to administer epinephrine in an emergency, pursuant to N.J.S.A. 18A:40-12.5 and 12.6; and
 - g. Other employees who volunteer to be designated as a delegate and trained to administer glucagon, pursuant to N.J.S.A. 18A:40-12.14.
3. The review of Do Not Resuscitate (DNR) orders received from the student's parent or medical home (Policy 5332);
4. The provision of health services in emergency situations, including:
 - a. The emergency administration of epinephrine via an epinephrine auto-injector, pursuant to N.J.S.A. 18A:40-12.5 (Policy and Regulation 5330);



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Health Services

- b. The emergency administration of glucagon, pursuant to N.J.S.A. 18A:40-12.14 (Policy and Regulation 5338);
 - c. The care of any student who becomes injured or ill while at school or participating in school-sponsored functions (Policy and Regulation 8441);
 - d. The transportation and supervision of any student determined to be in need of immediate care (Policy and Regulation 8441);
 - e. The notification to parents of any student determined to be in need of immediate medical care (Policy and Regulation 8441); and
 - f. The establishment and implementation of an emergency action plan for responding to a sudden cardiac event, including the use of an automated external defibrillator (AED), pursuant to N.J.S.A. 18A:40-41b. (Policy and Regulation 5300).
5. The treatment of asthma in the school setting in accordance with the provisions of N.J.A.C. 6A:16-2.1(a)5. (Policy 5335);
 6. Administration of student medical examinations, pursuant to N.J.S.A. 18A:40-4, N.J.S.A. 18A:35-4.8, and N.J.A.C. 6A:16-2.2 (Policy and Regulation 5310);
 7. Utilization of sanitation and hygiene when handling blood and bodily fluids pursuant to N.J.A.C. 12:100-4.2, Safety and Health Standards for Public Employees, and in compliance with 29 CFR §1910.1030, Occupational Safety and Health Bloodborne Pathogens Standards (Policy and Regulation 7420);
 8. Provision of nursing services to nonpublic schools located in the school district as required by N.J.S.A. 18A:40-23 et seq. and N.J.A.C. 6A:16-2.5 (Policy and Regulation 5306);
 9. Self-administration of medication by a student for asthma or other potentially life-threatening illness or life-threatening allergic reaction pursuant to N.J.S.A. 18A:40-12.3, 12.5, and 12.6, and the self-management and care of a student's diabetes as needed, pursuant to N.J.S.A. 18A:40-12.15 (Policy and Regulation 5330);



POLICY

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Health Services

10. Development of an individualized healthcare plan and individualized emergency healthcare plan for students with chronic medical conditions, including diabetes, asthma, and life-threatening allergies requiring special health services in accordance with N.J.S.A. 18A:40-12.11.c, 12.12, 12.13, and 12.15; and N.J.A.C. 6A:16-2.3(b)3.xii. (Policies and Regulations 5331 and 5338 and Policy 5335); and
11. Management of food allergies in the school setting and the emergency administration of epinephrine to students for anaphylaxis, pursuant to N.J.S.A. 18A:40-12.6a through 12.6d (Policy and Regulation 5331).

The Board of Education shall annually adopt the school district's nursing services plan at a regular meeting, pursuant to N.J.A.C. 6A:16-2.1(b) and Policy 5307.

N.J.S.A. 18A:35-4.8; 18A:40-4; 18A:40-12;
18A:40-12.3; 18A:40-12.5; 18A:40-12.6;
18A:40-12.6a; 18A:40-12.6b; 18A:40-12.6c;
18A:40-12.6d; 18A:40-12.7; 18A:40-12.11;
18A:40-12.15; 18A:40-16; 18A:40-23 et seq.;
18A:40-41a.; 18A:40-41b.
N.J.A.C. 6A:16-1.3; 6A:16-2.1; 6A:16-2.2

Adopted:



POLICY

RIDGEWOOD BOARD OF EDUCATION

FINANCES

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Reimbursement of Federal and Other
Grant Expenditures

M

6112 REIMBURSEMENT OF FEDERAL AND OTHER GRANT EXPENDITURES

The Cash Management Improvement Act (CMIA) and related Federal regulations require a State to minimize the time elapsing between the transfer of funds from the United States Treasury and the expenditure of funds for program purposes. This requirement applies to grantees such as the State of New Jersey and their subgrantees, such as a school district. The State of New Jersey and school districts must assure funds have been, or will be, spent within a minimal amount of time after having been drawn from the Federal government.

In accordance with this requirement, the New Jersey Department of Education (NJDOE) has implemented a reimbursement request system of payment. The procedures as outlined in the New Jersey Department of Education Policies and Procedures for Reimbursement of Federal and Other Grant Expenditures shall be followed by school districts in submitting reimbursement requests. Reimbursement requests for entitlement grant awards under the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Strengthening Career and Technical Education for the 21st Century Act, and any other program designated by the NJDOE shall be made using the NJDOE's Electronic Web-Enabled Grant (EWEG) System.

Reimbursement requests by the School Business Administrator/Board Secretary or designee shall be made for individual titles and awards using the payment functionality of the EWEG system. Only one reimbursement request per month may be submitted for an individual title, award, or subgrant. Reimbursement requests may only be for expenditures that have already occurred or will occur within three business days of receipt of funds.

The submission of a reimbursement request constitutes a certification by the School Business Administrator/Board Secretary that the school district has previously made the appropriate expenditures and/or will make the expenditures within three business days of receipt of funds and that the expenditures are allowable and appropriate to the cost objective(s) of the subgrant.

The Superintendent or designee is responsible for submitting an amendment application to the NJDOE for approval if a new budget category for which no funds were previously budgeted or approved has been created. The Superintendent or designee is responsible for submitting an amendment application to the NJDOE for approval if cumulative transfers among expenditure categories exceed ten percent of the total award. The Superintendent or designee is responsible for monitoring the cumulative ten percent level of fiscal change.



POLICY

RIDGEWOOD BOARD OF EDUCATION

FINANCES

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Reimbursement of Federal and Other Grant Expenditures

Reimbursement requests must be in accordance with approved grant applications. A reimbursement request may be submitted at any time after the subgrant has received final NJDOE approval. Reimbursement requests submitted at least ten business days before the end of the month but no later than the fifteenth day of the month will be reviewed and, if approved, processed for payment the first business day of the following month. School districts will normally receive payment by the fifth business day of the month and will be able to track the grant's payment history in EWEG through the payments link of the grant application.

Reimbursement requests must contain a brief description of the expenditures for which reimbursement is being requested. Individual line items need not be detailed. Expenditures must be supported by documentation at the school district level but should not be submitted to the NJDOE with a reimbursement request. The Superintendent or designee is responsible to maintain supporting documentation for seven years and for making it available to the NJDOE, the United States Department of Education, and/or their authorized representatives upon request. Documentation for salary expenditures is subject to the requirements of the Federal Uniform Grant Guidance. Documentation for all other expenditures must include evidence that the expenditures are allowable costs and of the relationship of the expenditure to the subgrant's cost objectives.

The NJDOE staff will review reimbursement requests to determine that they meet the subgrant's criteria. When a reimbursement request is approved or denied, the school district will receive an email notification through the EWEG system. Approval of a reimbursement request by NJDOE does not imply approval of the expenditures as allowable or appropriate to the subgrant's cost objectives as the approval of expenditures will continue to be processed through the final report.

The School Business Administrator/Board Secretary or designee assumes responsibility for assuring that all funds requested through the EWEG system either have already been expended, or will be expended within three business days of receipt of funds.

New Jersey Department of Education Policies and Procedures for Reimbursement of Federal and Other Grant Expenditures – March 2014

Adopted:



POLICY

RIDGEWOOD BOARD OF EDUCATION

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6115.04/page 1 of 2

Federal Funds – Duplication of Benefits

M

6115.04 FEDERAL FUNDS – DUPLICATION OF BENEFITS

A requirement for a Board of Education/local education agency (LEA) who accepts funds from the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) – Elementary and Secondary School Emergency Relief Fund (ESSERF II); American Rescue Plan Elementary and Secondary Schools Emergency Relief (ARP ESSER); and all Federal programs and grants is for the LEA to have a Duplication of Benefits (DOB) Policy. DOB occurs when a person, household, business, government, or other entity receives financial assistance from multiple sources for the same purpose, and the total assistance received for that purpose is more than the total need for assistance.

The School Business Administrator/Board Secretary shall be responsible for ensuring no DOB occurs and will be responsible for ensuring compliance by subcontractors, subrecipients, and other partners.

To comply with DOB requirements, an LEA that accepts Federal funds is required by the Coronavirus Aid, Relief, and Economic Security (CARES) Act to establish and follow procedures to ensure that DOB does not occur. Establishing a process to effectively identify and prevent DOB is critical for the LEA to effectively manage multiple active funding streams related to coronavirus response and efficiently target resources to meet unmet needs within the school district. The Board of Education is solely responsible for ensuring that an actual DOB does not occur.

To prevent DOB, the LEA will have:

1. A requirement that the LEA must agree to repay assistance that is determined to be duplicative. This may be documented through a subrogation agreement or similar clause included in the agreement with the LEA. The LEA will establish a protocol to monitor compliance based on risk of DOB for each activity; and
2. A method of assessing whether the use of these funds will duplicate financial assistance that is already received or is likely to be received (such as insurance proceeds) by acting reasonably to evaluate the need and the resources available to meet that need. The LEA will evaluate current programs available at the local, county, State, and Federal level as well as current and anticipated non-governmental assistance from nonprofits or faith-based groups and establish lines of communication for preventing DOB.



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Federal Funds – Duplication of Benefits

To analyze DOB, the LEA will complete the following steps:

1. Assess Need: Determine the amount of need (total cost);
2. Determine Assistance: Determine the amount of assistance that has or will be provided from all sources to pay for the cost;
3. Calculate Unmet Need: Determine the amount of assistance already provided compared to the need to determine the maximum award (unmet need); and
4. Document Analysis: Document calculation and maintain adequate documentation justifying determination of maximum award.

In DOB calculations, private loans are not considered a form of assistance and will not be considered when calculating DOB. However, subsidized loans from the Small Business Administration or Federal Emergency Management Agency will be included in the DOB analysis unless one of the three exceptions below is met:

1. Short-term subsidized loans (e.g. bridge loans) for costs later reimbursed with Federal funds;
2. Declined or cancelled subsidized loans; or
3. Loan assistance used toward a loss suffered as a result of a major disaster or emergency.

Adopted:



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Contracts for Goods or Services Funded by
Federal Grants**M**

6311 CONTRACTS FOR GOODS OR SERVICES FUNDED BY FEDERAL GRANTS

Any vendor providing goods or services to the school district to be funded by a Federal grant must be cleared for contract in accordance with the provisions of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.213 – Suspension and Debarment.

The School Business Administrator/Board Secretary shall be responsible to check the web-based System for Award Management (SAM), accessible at www.sam.gov maintained by the United States government – the General Services Administration (GSA). The purpose of the SAM is to provide a single comprehensive list of individuals and firms excluded by Federal government agencies from receiving Federal contracts or Federally approved contracts or Federally approved subcontracts and from certain types of Federal financial and nonfinancial assistance and benefits.

The School Business Administrator/Board Secretary, upon opening of bids or upon receipt of proposals for goods or services to be funded by a Federal grant shall access the SAM to determine if the vendor has been disbarred, suspended, or proposed for disbarment. The School Business Administrator/Board Secretary shall also access the SAM list immediately prior to the award of a bid or contract to ensure that no award is made to a vendor on the list.

In the event a vendor under consideration to be awarded a bid or contract for goods or services to be funded by a Federal grant is on the SAM list or proposed for disbarment, the School Business Administrator/Board Secretary shall comply with the contracting restrictions as outlined in 2 CFR §200.

Continuation of current contracts and restrictions on subcontracting with vendors who are on the SAM list or proposed for disbarment shall be in accordance with the limitations as outlined in 2 CFR §200.

Any rejection of a bid or disqualification of a vendor who has been disbarred, suspended, or proposed for disbarment shall be consistent with the requirements as outlined in N.J.S.A. 18A:18A – Public School Contracts Law and all applicable State laws.

The applicability of the provisions of this Policy apply to covered transactions as defined in 2 CFR §3485.220. A covered transaction is any contract that is awarded by the Board of Education that is covered under 2 CFR §180.210 and the amount of the contract is expected to equal or exceed \$25,000, unless the Board chooses a lower threshold.



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Contracts for Goods or Services Funded by
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Compliance with the provisions of 2 CFR §200 and this Policy must be demonstrated by written evidence to be maintained by the School Business Administrator/Board Secretary. Examples of evidence include printouts of searches from the SAM, imprints from an ink stamp, or Avery or similar labels affixed to purchase orders memorializing performance of this verification.

2 CFR §200

2 CFR §3485.220

2 CFR §180.210

Adopted:



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RIDGEWOOD BOARD OF EDUCATION

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School District Security
M

7440 SCHOOL DISTRICT SECURITY

The Board of Education believes the buildings and facilities of the school district represent a substantial community investment. The Board directs the development and implementation of a plan for school district security to protect the school community's investment in the school buildings and facilities. The Board will comply with the security measures required in N.J.S.A. 18A:7G-5.2 for new school construction and for existing school buildings.

The school district security program will include: maintenance of facilities that are secure against unwelcome intrusion; protection against fire hazards and faulty equipment; and compliance with safe practices in the use of electrical, plumbing, heating, and other school building equipment.

As used in this Policy and N.J.S.A. 18A:41-7.1, "critical incident mapping data" means information provided in electronic or digital form to assist first responders in an emergency including, but not limited to: aerial images of schools; floor plans, including room and suite numbers; building access points; locations of hazardous materials and utility shut-offs; and any other relevant location information.

The Board shall provide to local law enforcement authorities critical incident mapping data for all schools and school grounds. In the case of a school building located in a municipality in which there is no municipal police department, critical incident mapping data shall be provided to an entity designated by the Superintendent of the New Jersey State Police. The Board shall provide revised mapping data to the applicable law enforcement authorities or designated entities any time that there is a change to the critical incident mapping data.

Critical incident mapping data provided pursuant to N.J.S.A. 18A:41-7.1.a. shall be: compatible with all platforms and applications used by local, State, and Federal law enforcement authorities; provided in a printable format; and verified for accuracy through an annual walkthrough of school buildings and school grounds.

Nothing in this Policy or N.J.S.A. 18A:41-7.1 shall be construed to require local law enforcement authorities or designated entities to access critical incident mapping data using third party viewing software.

The Board directs close cooperation of district officials with law enforcement, fire officials, and other emergency agencies.

Each public elementary and secondary school building shall be equipped with at least one panic alarm for use in a school security emergency pursuant to N.J.S.A. 18A:41-10 through 13 and this Policy and Regulation 7440.



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School District Security

The Superintendent of Schools shall designate a school administrator, or a school employee with expertise in school safety and security, as a School Safety Specialist for the district in accordance with the provisions of N.J.S.A. 18A:17-43.3 and this Policy and Regulation 7440. The School Safety Specialist shall be required to acquire a New Jersey Department of Education School Safety Specialist certification in accordance with the provisions of N.J.S.A. 18A:17-43.2 and this Policy and Regulation 7440. The School Safety Specialist shall also serve as the school district liaison with local law enforcement and national, State, and community agencies and organizations in matters of school safety and security.

Access to school buildings and grounds outside the hours school is in session shall be limited to personnel whose employment requires their presence in the facility. An adequate key control system will be established to limit building access to authorized personnel and guard against the potential of intrusion by unauthorized persons who have obtained access improperly.

In accordance with N.J.S.A. 18A:7G-5.2.b.(15), propping open doors to buildings on school grounds is strictly prohibited and students and staff shall not open a door for any individual. All persons seeking entry into the building shall be directed to the main entrance.

Building records and funds shall be kept in a safe place and secured as appropriate and necessary.

Protective devices designed to be used as safeguards against illegal entry and vandalism may be installed when appropriate. The Board may approve the employment of school resource officers, school security officers, and/or law enforcement officers in situations in which special risks are involved.

The school district shall annually conduct a school safety audit for each school building in accordance with the provisions of N.J.S.A. 18A:41-14.

N.J.S.A. 18A:7G-5.2; 18A:17-43.1; 18A:17-43.2; 18A:17-43.3;
18A:41-7.1; 18A:41-10; 18A:41-11; 18A:41-12;
18A:41-13; 18A:41-14

N.J.A.C. 6A:16-1.3; 6A:26-1.2

Adopted:



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RIDGEWOOD BOARD OF EDUCATION

COMMUNITY
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Citizens Advisory Committees

9140 CITIZENS ADVISORY COMMITTEES

The Board of Education encourages communication between the school district and the community at large. Citizens advisory committees may be useful in keeping the Board and the administration informed with regard to community opinion and in representing the community.

The Board may establish a citizens advisory committee to provide input to the Board and the administration from the community for funded programs as the law requires and as the Board sees fit.

In creating a new citizens advisory committee, the Board may appoint: members of the community who are able and interested in the subject and concerned about the schools; members who represent a wide range of community interests and backgrounds; a chairperson; one or more Board members; and school staff members. The Board President or designee and the Superintendent or designee shall serve as members of the citizens advisory committee.

In charging a new citizens advisory committee, the Board shall define the citizens advisory committee assignment in writing, set a date for report(s) to the Board, and establish a budget, if needed. Expenditures of district funds by a citizens advisory committee shall be made upon the approval of the Superintendent.

Recommendations of citizens advisory committee shall not reduce the responsibility of the Board, which may accept, reject, or modify a citizens advisory committee's recommendation(s) in the exercise of its statutory discretion.

Meetings of citizens advisory committee that are attended by fewer than a majority of the members of the Board are not subject to the Open Public Meetings Act

Choose only one of the following:

___ but shall

___ and need not

be open to the public, except as expressly permitted by the Board.

Adopted:



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RIDGEWOOD BOARD OF EDUCATION

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Instructional Supplies
M

R 2520 INSTRUCTIONAL SUPPLIES

A. Definition

“Supplies” are the consumable materials distributed to teachers and students for the successful implementation of the instructional program.

B. Supply Procedures

1. Each staff member will be able to request supplies by submitting a request to the Principal or designee.
2. Supplies will be kept in a secure location. The Principal or designee will be responsible to approve the request of supplies for their school and staff.
3. The staff member’s request will be retained by the staff member and the Principal or designee.
4. At the end of each school year, a record of the inventory of supplies retained by the staff member shall be reported by the staff member to the Principal or designee.
5. The Principal will encourage all staff members to suggest additional supplies and/or replacements for the supplies used.

C. Cost of Supplies

Supplies will be made available without charge to all students, except in the following circumstances:

1. Where non-reusable clothing or personal equipment, such as gym outfits, is required for the safety, health, or the protection of school property, students will be requested to provide their own clothing or equipment. The Principal may require that such clothing or equipment meet school standards and may recommend a suitable vendor for the clothing or equipment.
2. Where a student enrolled in a class or activity in which an item is made, such as woodshop or home economics, chooses to prepare and keep a useful item, the student may be required to pay the costs of the materials used. Students shall



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Instructional Supplies

always be given the option of preparing an item for use by the school, for which no charge will be made. Any charge made under this regulation will be presented in writing by the teacher with a copy to the Principal or designee and the moneys collected will be deposited with the Business Office.

3. Students may be required to provide supplies for their participation in co-curricular activities.
4. A student who is eligible for free and reduced rate meals will not be required to pay for any supplies, including those exempted from free distribution in paragraph C.1., 2., and 3. above.
5. Staff members shall report to the Principal or designee any student who is suspected of being unable to pay for supplies.

Issued:



REGULATION

RIDGEWOOD BOARD OF EDUCATION

STUDENTS
R 5308/page 1 of 3
Student Health Records
M

R 5308 STUDENT HEALTH RECORDS

Student health records shall be maintained for each student pursuant to N.J.A.C. 6A:16-2.4. Maintenance and security of student health records shall be in accordance with N.J.A.C. 6A:32-7.4.

A. Mandated Student Health Records

1. The district shall maintain for each student, pursuant to N.J.A.C. 6A:32, a student health record that includes the following mandated records:
 - a. Findings of health histories, medical examinations, and health screenings pursuant to N.J.A.C. 6A:16-2.2 and 4.3; and
 - b. Documentation of immunizations against communicable diseases or exemption from these immunizations pursuant to N.J.A.C. 8:57-4.1, 4.3, and 4.4.
2. The district will document the findings of student health histories, health screenings, and required medical examinations that are relevant to school participation on the student's health record using a form approved by the Commissioner of Education.

B. Maintenance and Security of Student Health Records

1. The school district shall maintain student health records in accordance with N.J.A.C. 6A:32-7.4 as follows:
 - a. Student health records may be stored electronically or in paper format.
 - (1) When student health records are stored electronically, proper security and backup procedures shall be administered;
 - b. Student health records, whether stored on paper or electronically, shall be maintained in accordance with N.J.A.C. 6A:32-7.1(l).



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RIDGEWOOD BOARD OF EDUCATION

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Student Health Records

- (1) Student health records shall be maintained separately from other student records. Student health records also shall be maintained in accordance with the requirements of N.J.A.C. 6A:32-7 until such time as graduation or termination from the district, whereupon the health history and immunization record shall be removed from the student's health record and placed in the student's mandated record.
 - c. Student health records shall be accessible during the hours in which the school program is in operation.
- C. Transferring Student Health Records
- The school district shall ensure compliance with the requirements of N.J.A.C. 6A:32-7 – Student Records and Policy and Regulation 8330 when transferring student health records.
- D. Restrictions for Sharing Student Health Information
1. Any Board of Education employee with knowledge of, or access to, the following health information shall comply with restrictions for sharing information as required by Federal and State statutes and regulations.
 - a. Information that identifies a student as having HIV infection or AIDS shall be shared only with prior written informed consent of the student age twelve or greater, or of the student's parent as required by N.J.S.A. 26:5C-1 et seq. and only for the purpose of determining an appropriate educational program for the student.
 - b. Information obtained by the school's alcohol and other drug program that would identify the student as an alcohol or other drug user may be disclosed only for those purposes and under conditions permitted by 42 CFR Part 2.
 - c. Information provided by a secondary school student while participating in a school-based alcohol or other drug counseling program that indicates a parent or other person residing in the student's household is dependent upon or illegally using a substance shall be shared only for those purposes and conditions permitted by N.J.S.A. 18A:40A-7.1.



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Student Health Records

E. Access to Student Health Records

1. Access to and disclosure of information in the student health record shall meet the requirements of the Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g and 34 CFR Part 99 as amended and supplemented, and N.J.A.C. 6A:32-7 – Student Records.
2. The school district shall provide access to the student health record to licensed medical personnel not holding educational certification who are working under contract with, or as employees of, the school district only to the extent necessary to enable the licensed medical personnel to perform their duties.
 - a. Secretarial or clerical personnel under the supervision of the certified school nurse shall be permitted access to portions of the student health record necessary for entry and recording of data and for conducting routine clerical tasks as outlined in N.J.S.A. 18A:40-3.4 and N.J.A.C. 6A:32-7.5.
3. Nothing in N.J.A.C. 6A:16-2.4 or in Policy 5308 and this Regulation shall be construed to prohibit school personnel from disclosing to students or adults in connection with an emergency the information contained in the student health record if the release is necessary to protect the immediate health or safety of the student or other persons pursuant to N.J.A.C. 6A:32-7.5.

Adopted:



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Health Services
M

R 5310 HEALTH SERVICES

A. Definitions – (N.J.A.C. 6A:16-1.3)

1. Advanced practice nurse (APN) – means a person who holds a current license as either an advanced practice nurse or a nurse practitioner/clinical nurse specialist from the State Board of Nursing.
2. Certified school nurse – means a person who holds a current license as a registered professional nurse from the State Board of Nursing and an educational services certificate, school nurse, or school nurse/non-instructional endorsement from the Department of Education, pursuant to N.J.A.C. 6A:9B-14.3 and 14.4.
3. Medical home – means a health care provider, including New Jersey FamilyCare providers as defined by N.J.S.A. 30:4J-12 and the provider’s practice site chosen by the student’s parent for the provision of health care.
4. Non-certified nurse – means a person who holds a current license as a professional nurse from the State Board of Nursing and is employed by a Board of Education and who is not certified as a school nurse by the Department of Education.
5. Parent – means the natural parent(s), adoptive parent(s), legal guardian(s), resource family parent(s), or surrogate parent(s) of a student. When parents are separated or divorced, “parent” means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.
6. Physical examination – means the examination of the body by a professional licensed to practice medicine or osteopathy, or an advanced practice nurse, or physician assistant. The term includes specific procedures required by statute as stated in N.J.A.C. 6A:16-2.2.
7. Physician assistant (PA) – means a health care professional licensed to practice medicine with physician supervision.
8. School physician – means a physician currently licensed by the New Jersey Board of Medical Examiners in medicine or osteopathy whose training and scope of practice includes child and adolescent health and development. The physician is also referred to as the medical inspector as per N.J.S.A. 18A:40-1.



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Health Services

- B. Medical Examinations – General Conditions (N.J.A.C. 6A:16-2.2)
1. Each student medical examination shall be conducted at the medical home of the student. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility, pursuant to N.J.S.A. 18A:40-4.
 2. The findings of required examinations under N.J.A.C. 6A:16-2.2(h)2. through (h)5. and D. through G. below shall include the following components:
 - a. Immunizations, pursuant to N.J.A.C. 8:57-4.1 through 4.24;
 - b. Medical history, including allergies, past serious illnesses, injuries, operations, medications, and current health problems;
 - c. Health screenings including height, weight, hearing, blood pressure, and vision; and
 - d. Physical examinations.
 3. Each school shall have available and maintain an automated external defibrillator (AED), pursuant to N.J.S.A. 18A:40-41a.a.(1) and (3), that is:
 - a. In an unlocked location on school property, with an appropriate identifying sign;
 - b. Accessible during the school day and any other time when a school-sponsored athletic event or team practice is taking place in which students of the school district or nonpublic school are participating; and
 - c. Within a reasonable proximity of the school athletic field or gymnasium, as applicable.
 4. The Board of Education shall make accessible information regarding the NJ FamilyCare Program to students who are knowingly without medical coverage, pursuant to N.J.S.A. 18A:40-34.
 5. Information concerning a student's HIV/AIDS status shall not be required as part of the medical examination or health history, pursuant to N.J.S.A. 26:5C-1 et seq.



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6. Pursuant to N.J.S.A. 18A:40-4, a student who presents a statement signed by their parents that such required examinations interfere with the free exercise of their religious beliefs shall be examined only to the extent necessary to determine whether the student is ill or infected with a communicable disease or to determine their fitness to participate in any health, safety, or physical education course required by law.
- C. Medical Examinations - Prior to Participation on a School-Sponsored Interscholastic or Intramural Athletic Team or Squad for Students Enrolled in Any Grades Six to Twelve (N.J.A.C. 6A:16-2.2(h)1.)
1. The school district shall ensure that students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(f) and B.1. above and prior to participation on a school-sponsored interscholastic or intramural athletic team or squad for students enrolled in any grades six to twelve.
 - a. The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season and shall be conducted by a licensed physician, APN, or PA.
 - b. The physical examination shall be documented using the Preparticipation Physical Evaluation (PPE) form developed jointly by the American Academy of Family Physicians, American Academy of Pediatrics, American College of Sports Medicine, American Medical Society for Sports Medicine, American Orthopaedic Society for Sports Medicine, and American Osteopathic Academy of Sports Medicine and is available online at

<http://www.state.nj.us/education/students/safety/health/records/athleticphysicalsform.pdf>, in accordance with N.J.S.A. 18A:40-41.7.
 - (1) Prior to performing a preparticipation physical examination, the licensed physician, APN, or PA who performs the student-athlete's physical examination shall complete the Student-Athlete Cardiac Screening professional development module and shall sign the certification statement on the PPE form attesting to the completion, pursuant to N.J.S.A. 18A:40-41d.



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- (a) If the PPE form is submitted without the signed certification statement and the school district has confirmed that the licensed physician, APN, or PA from the medical home did not complete the module, the student-athlete's parent may obtain a physical examination from a physician who can certify completion of the module or request that the school physician provides the examination.
- (2) The medical report shall indicate if a student is allowed or not allowed to participate in the required sports categories and shall be completed and signed by the original examining physician, APN, or PA.
- (3) An incomplete form shall be returned to the student's medical home for completion unless the school nurse can provide documentation to the school physician that the missing information is available from screenings completed by the school nurse or physician within the prior 365 days.
- c. Each student whose medical examination was completed more than ninety days prior to the first day of official practice in an athletic season shall provide a health history update questionnaire completed and signed by the student's parent. The completed health history update questionnaire shall include information listed below as required by N.J.S.A. 18A:40-41.7.b.

The completed health history update questionnaire shall be reviewed by the school nurse and, if applicable, the school athletic trainer and shall include information as to whether, in the time period since the date of the student's last preparticipation physical examination, the student has:

- (1) Been advised by a licensed physician, APN, or PA not to participate in a sport;
- (2) Sustained a concussion, been unconscious or lost memory from a blow to the head;
- (3) Broken a bone or sprained, strained, or dislocated any muscles or joints;
- (4) Fainted or blacked out;



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- (5) Experienced chest pains, shortness of breath, or heart racing;
 - (6) Had a recent history of fatigue and unusual tiredness;
 - (7) Been hospitalized, visited an emergency room, or had a significant medical illness;
 - (8) Started or stopped taking any over the counter or prescribed medications; or
 - (9) Had a sudden death in the family, or whether any member of the student's family under the age of fifty has had a heart attack or heart trouble.
- d. The school district shall provide to the parent written notification signed by the school physician stating approval of the student's participation in athletics based upon the medical report or the reasons for the school physician's disapproval of the student's participation.
- e. The Board shall not permit a student enrolled in grades six to twelve to participate on a school-sponsored interscholastic or intramural athletic team or squad unless the student submits a PPE form signed by the licensed physician, APN, or PA who performed the physical examination and, if applicable, a completed health history update questionnaire, pursuant to N.J.S.A. 18A:40-41.7.c.
- f. The school district shall distribute to a student-athlete and the student-athlete's parent the sudden cardiac arrest pamphlet developed by the Commissioner of Education, in consultation with the Commissioner of Health, the American Heart Association, and the American Academy of Pediatrics, pursuant to N.J.S.A. 18A:40-41.
- (1) A student-athlete and the student-athlete's parent annually shall sign the Commissioner-developed form that they received and reviewed the pamphlet, and shall return it, to the student's school, pursuant to N.J.S.A. 18A:40-41.d.
 - (2) The Commissioner shall update the pamphlet, as necessary, pursuant to N.J.S.A. 18A:40-41.b.



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Health Services

- (3) The Commissioner shall distribute the pamphlet, at no charge, to the school district, pursuant to N.J.S.A. 18A:40-41.b.
- D. Medical Examinations - Upon Enrollment in School (N.J.A.C. 6A:16-2.2(h)2.)
1. The school district shall ensure that students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(f) and B.1. above and upon enrollment in school.
 - a. The school district shall require parents to provide within thirty days of enrollment entry-examination documentation for each student.
 - b. When a student transfers to another school, the sending school district shall ensure the entry-examination documentation is forwarded to the receiving school district, pursuant to N.J.A.C. 6A:16-2.4(d).
 - c. Students transferring into this school district from out-of-State or out-of-country may be allowed a thirty-day period to obtain entry-examination documentation.
 - d. The school district shall notify parents through its website or other means about the importance of obtaining subsequent medical examinations of the student at least once during each developmental stage: at early childhood (pre-school through grade three), pre-adolescence (grade four through six), and adolescence (grade seven through twelve).
- E. Medical Examinations - When Students Apply for Working Papers (N.J.A.C. 6A:16-2.2(h)3.)
1. The school district shall ensure that students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(f) and B.1. above and when applying for working papers.
 2. The school district may provide for the administration of a medical examination for a student pursuing a certificate of employment.
 3. The school district shall not be held responsible for the costs for examinations at the student's medical home or other medical provider(s).



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F. Medical Examinations - For the Purposes of the Comprehensive Child Study Team Evaluation Pursuant to N.J.A.C. 6A:14-3.4 (N.J.A.C. 6A:16-2.2(h)4.)

1. The school district shall ensure that students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(f) and B.1. above and for the purposes of the comprehensive child study team evaluation, pursuant to N.J.A.C. 6A:14-3.4.

G. Medical Examinations - When a Student is Suspected of Being Under the Influence of Alcohol or Controlled Dangerous Substances, pursuant to N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3 (N.J.A.C. 6A:16-2.2(h)5.)

1. The school district shall ensure that students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(f) and B.1. above and when a student is suspected of being under the influence of alcohol or controlled dangerous substances, pursuant to N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3.
2. If a student who is suspected of being under the influence of alcohol or controlled dangerous substances is reported to the certified school nurse, the certified school nurse shall monitor the student's vital signs and general health status for emergent issues and take appropriate action pending the medical examination, pursuant to N.J.A.C. 6A:16-4.3.
3. No school staff shall interfere with a student receiving a medical examination for suspicion of being under the influence of alcohol or controlled dangerous substances, pursuant to N.J.A.C. 6A:16-4.3.

H. Health Screenings (N.J.A.C. 6A:16-2.2(l))

The Board of Education shall ensure that students receive health screenings in accordance with N.J.A.C. 6A:16-2.2(l).

1. Screening for height, weight, and blood pressure shall be conducted annually for each student in Kindergarten through grade twelve.
2. Screening for visual acuity shall be conducted biennially for students in Kindergarten through grade ten.
3. Screening for auditory acuity shall be conducted annually for students in Kindergarten through grade three and in grades seven and eleven, pursuant to N.J.S.A. 18A:40-4.



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4. Screening for scoliosis shall be conducted biennially for students between the ages of ten and eighteen, pursuant to N.J.S.A. 18A:40-4.3.
5. Screenings shall be conducted by a school physician, school nurse, or other school personnel properly trained.
6. The school district shall notify the parent of any student suspected of deviation from the recommended standard.
7. The school nurse or designee shall screen to ensure hearing aids worn by students who are deaf and/or hard of hearing are functioning properly. The school nurse or designee will ensure any FM hearing aid systems in classrooms or any school equipment in the school building used to assist students to hear, are functioning properly.

Adopted:



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Federal Awards/Funds Internal Controls –

Allowability of Costs

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R 6115.01 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – ALLOWABILITY OF COSTS

- A. In addition to the procedures used to determine the allowability of costs in accordance with 2 CFR §200.403 as outlined in Policy 6115.01 and this Regulation, the following procedures will be completed by the school district for Federal awards:
1. The Superintendent of Schools will designate a grant administrator for each Federal program in the district and Federal program the Board of Education submits an application for funding.
 2. The grant administrator shall complete the following responsibilities for a Federal grant submission:
 - a. Complete the grant application for approval by the Superintendent and the Board of Education;
 - b. Collaborate with the School Business Administrator/Board Secretary or designee to develop the budget to include all applicable costs;
 - c. Ensure all costs included on the grant application are allowable costs in accordance with 2 CFR §200.403; and
 - d. Work with the School Business Administrator/Board Secretary to ensure costs meet the general criteria in order to be allowable under Federal awards as outlined in Policy 6115.01 and 2 CFR §200.403.
 3. Upon approval and funding of the Federal grant program, the grant administrator will:
 - a. Provide professional development and training to all school staff members working in the Federal program and any additional school staff members the grant administrator determines should be provided the professional development and training to ensure all staff members are providing the services approved and required by the grant;
 - b. Monitor the Federal grant program to ensure the program is being administered in accordance with the requirements of the grant; and



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Federal Awards/Funds Internal Controls –
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- c. Oversee the program's expenditures to ensure the grant funds are budgeted and expended in accordance with the grant application and approval.
4. Upon completion of the Federal grant program, the grant administrator will work with the School Business Administrator/Board Secretary or designee to complete any close-out and final reports as required by the Federal grant.

Adopted:



BYLAW

RIDGEWOOD BOARD OF EDUCATION

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Board Officers

0152 BOARD OFFICERS

The Board of Education shall organize at its first regular meeting by electing one of its members as President and another as Vice President.

Any Board member may place a Board member's name in nomination for Board President and Vice President; a second on the nomination is not required. Election for each office will be conducted by a vote when the nominations for that office are closed.

Voting shall take place by verbal roll call vote after nominations are closed. When more than one person has been nominated for a single position, the Board will vote on candidates in the order in which they were nominated.]

Elect Officers With a Majority Vote of all the Board Members Present

The person with the majority vote of the members of the Board present and constituting a quorum shall be elected. In the event no candidate receives a majority vote of the Board members present and constituting a quorum, the procedure shall be repeated until someone receives a majority vote of those Board members present and constituting a quorum.

Officers shall serve for one year and until their respective successors are elected and shall qualify, but if the Board shall fail to hold the organization meeting or to elect Board officers as prescribed by N.J.S.A. 18A:15-1, the Executive County Superintendent shall appoint from among the members of the Board a President and/or Vice President.

A President or Vice President who refuses to perform a duty imposed upon them by law may be removed by a majority vote of all of the members of the Board. In the event the office of President or Vice President shall become vacant the Board shall, within thirty days thereafter, fill the vacancy for the unexpired term. If the Board fails to fill the vacancy within such time, the Executive County Superintendent shall fill the vacancy for the unexpired term.

N.J.S.A. 18A:15-1; 18A:15-2

Adopted:



BYLAW

RIDGEWOOD BOARD OF EDUCATION

BYLAWS
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Call, Adjournment, and Cancellation

0161 CALL, ADJOURNMENT, AND CANCELLATION

All Board of Education meetings shall be in public and each Board shall hold a meeting at least once every two months during the period in which the schools in the district are in session.

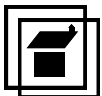
The Secretary of the Board shall call a special meeting of the Board whenever: requested by the President of the Board; requested by the Superintendent when the Board fails to meet within two months during the period in which the schools in the district are in session; or when presented with a petition signed by a majority of the full membership of the Board requesting the special meeting.

The Board may at any time recess or adjourn to an adjourned meeting at a time, date, and place announced at the time of the recess or the adjournment. The adjourned meeting shall take up business at the point in the agenda where the motion to adjourn was passed.

When circumstances are such as to prevent the attendance of a majority or all of Board members or to frustrate the purpose of the meeting, a meeting may be canceled by the Board Secretary at the request of the President. Notice of the cancellation shall be given, by expedient means, to all Board members, to the Superintendent, and, whenever possible, to the newspapers in which notice of Board meetings is regularly given. If possible, written notice of the cancellation shall also be posted at the place where the canceled meeting was scheduled to occur. Notice of the cancellation shall include the date, time, and place of the next scheduled meeting. Notice of the cancellation shall be read at the next following Board meeting and shall be duly recorded in the official minute book.

N.J.S.A. 18A:10-6
N.J.A.C. 6A:32-3.1

Adopted:



BYLAW

RIDGEWOOD BOARD OF EDUCATION

BYLAWS
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Notice of Board Meetings

0162 NOTICE OF BOARD MEETINGS

The Board of Education will give notice of all meetings in accordance with law.

Adequate Notice

The Board Secretary shall provide written advance notice of at least forty-eight hours, giving the time, date, location and, to the extent known, the agenda of any regular, special, or rescheduled meeting, which notice shall accurately state whether formal action may or may not be taken and which shall be prominently posted in at least one public place reserved for such or similar announcements; mailed, telephoned, telegraphed, or hand delivered to at least two newspapers which newspapers shall be designated by the public body to receive such notices because they have the greatest likelihood of informing the public within the area of jurisdiction of the public body of such meetings, one of which shall be the official newspaper, where any such has been designated by the public body or if the public body has failed to so designate, where any has been designated by the governing body of the political subdivision whose geographic boundaries are coextensive with that of the public body; and filed with the clerk of the municipality when the public body's geographic boundaries are coextensive with that of a single municipality, with the clerk of the county when the public body's geographic boundaries are coextensive with that of a single county, and with the Secretary of State if the public body has Statewide jurisdiction. Where annual notice or revisions thereof in compliance with N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act, set forth the location of any meeting, no further notice shall be required for such meeting.

In accordance with N.J.S.A. 10:4-9, upon the affirmative vote of three-quarters of the members present, the Board may hold a meeting notwithstanding the failure to provide adequate notice if:

1. Such meeting is required in order to deal with matters of such urgency and importance that a delay for the purpose of providing adequate notice would be likely to result in substantial harm to the public interest; and
2. The meeting is limited to discussion of and acting with respect to such matters of urgency and importance; and
3. Notice of such meeting is provided as soon as possible following the calling of such meeting by posting written notice of the same in the public place described in N.J.S.A. 10:4.8.d., and also by notifying the two newspapers described in N.J.S.A. 10:4.8.d. by telephone, telegram, or by delivering a written notice of same to such newspapers; and



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Notice of Board Meetings

4. Either the public body could not reasonably have foreseen the need for such meeting at a time when adequate notice could have been provided or although the public body could reasonably have foreseen the need for such meeting at a time when adequate notice could have been provided, it nevertheless failed to do so.

Personal Notice of Meeting

In accordance with the provisions of N.J.S.A. 10:4-12.b.(8), the Board may exclude the public from that portion of a meeting at which the Board discusses any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of the performance of, promotion, or disciplining of any specific prospective public officer or employee or current public officer or employee employed or appointed by the Board, unless all the individual employees or appointees whose rights could be adversely affected request in writing that the matter or matters be discussed at a public meeting.

The Board will provide notice to the affected person that will include the date and time of the closed session meeting, the subject or subjects scheduled for discussion at the closed session meeting, and the right of the affected person to request that the discussions be conducted at a public meeting. Such notice will be given no less than forty-eight hours in advance of the closed session meeting.

A written request for public discussion must be submitted to the Board Secretary prior to the commencement of the meeting. Any such properly submitted request will be granted. In the event that one or more, but fewer than all, of a group of persons whose employment will be discussed request a public meeting, the discussion regarding the person or persons who have submitted the request will be severed from the rest and will be conducted publicly.

A discussion held in public by reason of the written request of an individual will be conducted at a regularly scheduled meeting for which annual notice has been given or at a meeting for which adequate public notice has been given in accordance with law.

Nothing in this Bylaw will permit an employee to request or the Board to grant the public discussion of tenure charges or permit the public disclosure of information regarding a student.

N.J.S.A. 10:4-6 et seq.; 10:4-8; 10:4-9
N.J.S.A. 18A:6-11; 18A:10-6
N.J.A.C. 6A:32-3.1

Adopted:



BYLAW

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Notice of Board Meetings

0162 NOTICE OF BOARD MEETINGS

The Board of Education will give notice of all meetings in accordance with law.

Adequate Notice

The Board Secretary shall provide written advance notice of at least forty-eight hours, giving the time, date, location and, to the extent known, the agenda of any regular, special, or rescheduled meeting, which notice shall accurately state whether formal action may or may not be taken and which shall be prominently posted in at least one public place reserved for such or similar announcements; mailed, telephoned, telegraphed, or hand delivered to at least two newspapers which newspapers shall be designated by the public body to receive such notices because they have the greatest likelihood of informing the public within the area of jurisdiction of the public body of such meetings, one of which shall be the official newspaper, where any such has been designated by the public body or if the public body has failed to so designate, where any has been designated by the governing body of the political subdivision whose geographic boundaries are coextensive with that of the public body; and filed with the clerk of the municipality when the public body's geographic boundaries are coextensive with that of a single municipality, with the clerk of the county when the public body's geographic boundaries are coextensive with that of a single county, and with the Secretary of State if the public body has Statewide jurisdiction. Where annual notice or revisions thereof in compliance with N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act, set forth the location of any meeting, no further notice shall be required for such meeting.

In accordance with N.J.S.A. 10:4-9, upon the affirmative vote of three-quarters of the members present, the Board may hold a meeting notwithstanding the failure to provide adequate notice if:

1. Such meeting is required in order to deal with matters of such urgency and importance that a delay for the purpose of providing adequate notice would be likely to result in substantial harm to the public interest; and
2. The meeting is limited to discussion of and acting with respect to such matters of urgency and importance; and
3. Notice of such meeting is provided as soon as possible following the calling of such meeting by posting written notice of the same in the public place described in N.J.S.A. 10:4.8.d., and also by notifying the two newspapers described in N.J.S.A. 10:4.8.d. by telephone, telegram, or by delivering a written notice of same to such newspapers; and



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Sick Leave

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;



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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 of 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.



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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

PROGRAM

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School Threat Assessment Teams

Aug 23

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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., ~~and~~ this Policy, **and Regulation 2419** must be multidisciplinary in membership and, to the extent possible, ~~shall~~ **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 ~~school~~ 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.~~b.(5)~~.

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.



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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** ~~18A:14-43.4~~ (August 1, 2022).

This Policy and Regulation 2419, pursuant to N.J.S.A. **18A:17-43.5**, are required pursuant to N.J.S.A. ~~18A:17-43.4~~, shall be aligned with the **Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023 (Guidance)** guidelines developed by the New Jersey Department of Education (NJDOE) pursuant to N.J.S.A. 18A:17-43.6. and shall include, but need not be limited to:

1. ~~Guidance for students, teaching staff members, and all school staff members regarding the recognition of threatening or aberrant behavior in a student that may represent a threat to the school community;~~
2. ~~The designation of members of the school community to whom threatening behavior shall be reported;~~
3. ~~The development and implementation of policies concerning the assessment and intervention of students whose behavior poses a threat to the safety of the school community, and appropriate actions to be taken, including available social, developmental, and law enforcement resources, for students whose behavior is identified as posing a threat to the safety of the school community;~~
4. ~~Coordination and consultation with the school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440; and~~
5. ~~The threat assessment team shall not disclose or disseminate any information obtained during their assessment beyond the purpose for which the information was provided to the threat assessment team, except that the threat assessment team is authorized to disclose the information to applicable agencies to pursue appropriate action pursuant to N.J.S.A. 18A:17-43.5.a.(3) for any student whose behavior is identified as posing a threat to the safety of the school community.~~



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School Threat Assessment Teams

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** ~~shall participate in~~ training **in accordance with** ~~provided by the school safety specialist designated pursuant to N.J.S.A. 18A:17-43.43,~~ **this and Policy, and Regulation 7440** that is consistent with the **Guidance** guidelines developed by the NJDOE pursuant to N.J.S.A. 18A:17-43.6. **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.



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School Threat Assessment Teams

~~The NJDOE, in consultation with State law enforcement agencies and the New Jersey Office of Homeland Security and Preparedness, shall develop guidelines for school districts regarding the establishment and training of threat assessment teams pursuant to N.J.S.A. 18A:17-43.4 et seq. The NJDOE shall provide training through the New Jersey School Safety Specialist Academy established pursuant to N.J.S.A. 18A:17-43.2. The school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3 and Policy 7440 shall provide training to school staff consistent with the training and guidelines provided by the NJDOE.~~

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:



REGULATION

RIDGEWOOD BOARD OF EDUCATION

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Sick Leave

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 provide health care services, or any other person who has been authorized to provide health care by a licensed health care professional including, but not limited to, doctors, nurses, and emergency room personnel.



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RIDGEWOOD BOARD OF EDUCATION

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Sick Leave

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;
 - (2) Services from a designated domestic violence agency or other victim services organization;
 - (3) Psychological or other counseling;
 - (4) Relocation; or



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Sick Leave

- (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 employes 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
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.



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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, not to exceed seven calendar days, as determined by the Superintendent, 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 requires 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 shall be considered reasonable documentation of the domestic or sexual violence:
 - a. Medical documentation;
 - b. A law enforcement agency record or report;



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- 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 more than fifty 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.
- 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.
- 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



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ADMINISTRATION
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Sick Leave

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 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.
- 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.



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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.

Issued:



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School Threat Assessment Teams

M

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.



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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 shall be multidisciplinary in membership and, to the extent possible, must include the following individuals:
 - (1) A Principal or other senior school administrator;



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- (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
- 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.



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- (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.

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.



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School Threat Assessment Teams

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.
 - (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.



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- 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.
 - (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.



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- 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.
 - 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.



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- 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.
 - (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.



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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).
 - 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.



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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 School Climates and can be found at 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.



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- 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.

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



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



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School Threat Assessment Teams

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 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



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- 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.

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:



FIELD TRIPS FOR APPROVAL

August 28, 2023

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ \$160 per day for teachers and \$200 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
6/8/23	RHS	NY Boulders Baseball Game, Pomona, NY	11 PREP Students	8	0	\$0	\$241.02 (Driver)	No	Yes
8/19/23 *	RHS	MetLife Stadium, E. Rutherford, NJ	16 Flag Football Players	2	0	\$0	\$241.02 (Driver)	No	Yes
8/30/23	RHS	Cross Country Practice, Holmdel Park, Holmdel, NJ	15 Cross Country members	2	0	\$0	\$241.02 (Driver)	Yes	Yes
9/14/23	RHS	NY Philharmonic - "West Side Story In Concert", New York, NY	50 Co-curricular Music Groups (Marching Band, Jazz Ensembles, Carolers, String Ensemble) Members	4	0	0	0	No	Yes
9/29/23 (rain date 10/6/23) - * Date change - previously approved on 7/24/23	Orchard	Ridgewood Libarary, Police Station and Town Hall, Ridgewood, NJ	62	20	0	\$0	\$0	Yes	Yes
9/19/23	RHS	Village of Ridgewood, Ridgewood, NJ	15 Yearbook/Journalism Production/Honors Yearbook Managment Students	1	0	0	0	Yes	Yes
9/19/23	BF	Camp Shiloh/Out on a Limb, Hewitt, NJ	110 6th Grade Students	15	1	\$200 (Sub Nurse)	\$200 (Sub Nurse)	Yes	Yes
9/20/23	BF	Camp Shiloh/Out on a Limb, Hewitt, NJ	110 6th Grade Students	15	1	\$200 (Sub Nurse)	\$200 (Sub Nurse)	Yes	Yes
10/6/23	Somerville	TreEscape Aerial Adventure Park, Vernon, NJ	70 5th Grade Students	7	0	0	0	No	Yes
10/18/23	Willard	Sterling Hill Mines, Ogdensburg, NJ	89 5th Grade Students	19	0	\$200 (Sub Nurse)	\$200 (Sub Nurse)	Yes	Yes
5/1/24	Willard	Sandy Hook National Park, Highlands, NJ	89 5th Grade Students	20	0	\$200 (Sub Nurse)	\$200 (Sub Nurse)	No	Yes
6/5/24	Willard	National Constitution Center, Philadelphia, PA	89 5th Grade Students	25	0	\$200 (Sub Nurse)	\$200 (Sub Nurse)	Yes	Yes

* - Received board approval prior to trip date.

OVERNIGHT FIELD TRIPS - PAID											
Date	School	Location	Approx # and Group of Students	# of Unpaid Chaperones	# Paid Chaperones And # of Overnights for each	Anticipated Cost for Teacher/Nurse Chaperones @ \$200 per Overnight	# Substitutes and dates for each	Anticipated Cost of Subs @ \$160 per day for teachers and \$200 per day for nurse	Est. Total Cost to District	Annual Event	Meets Requirements
9/23/23 - 9/25/23	RHS	Girls Cross Country Vermont Trip, West Dover, VT	15 Girls Cross Country Members	3	0	\$0	0	\$0	\$401.70 (Driver)	Yes	Yes

BUSINESS

	Course	Textbook	Author	Publisher	Copyright	Approved
Y	Accounting I H	<i>Accounting: Real-World Application and Connections & Workbook</i>	Guerrieri, Haber, Hoyt, Turner	Glencoe/McGraw Hill	2012	4/23/2012
Y	Accounting II H	<i>Accounting: Real-World Application and Connections & Workbook</i>	Guerrieri, Haber, Hoyt, Turner	Glencoe/McGraw Hill	2012	4/23/2012
Y	Advanced Marketing & Merchandising I Honors	<i>Buy-ology</i>	Lindstrom, Martin	Broadway Books	2010	5/5/2014
		<i>A Case Study Approach Business Ethics</i>	Henn, Stephen	Wiley	2009	5/5/2014
		<i>Marketing Essentials (4th Edition) & Workbook</i>	Farese, Kimbrell, Woloszyk	Glencoe/McGraw Hill	2006	8/25/2008
Y	Advanced Marketing & Merchandising II Honors	<i>A Case Study Approach Business Ethics</i>	Henn, Stephen	Wiley	2009	5/5/2014
		<i>Marketing Essentials (4th Edition) & Workbook</i>	Farese, Kimbrell, Woloszyk	Glencoe/McGraw Hill	2006	8/25/2008
S	Entrepreneurship	<i>Entrepreneurship: Building a Business</i>	Allen, Miller	Glencoe/McGraw Hill	2011	5/3/2010
S	Finance	<i>Business and Personal Finance (Supp.)</i>	Kapoor, Diabay, Hughes	Glencoe/McGraw Hill	2005	5/18/2009
		<i>NEFE H.S Financial Planning Program</i>		National Endowment for Financial Education	2006	5/18/2009
S	Introduction to Marketing	<i>Marketing Essentials (4th Edition) & Workbook</i>	Farese, Kimbrell, Woloszyk	Glencoe/McGraw Hill	2006	5/21/2018
S	Introduction to Business	<i>Glencoe Introduction to Business</i>	McGraw Hill Education	McGraw Hill	2016	5/21/2018
S	Business Management					
S	Merchandising	<i>Marketing Essentials (Student Activity Workbook, 3rd Edition)</i>	Farese, Kimbrell, Woloszyk	Glencoe/McGraw Hill	2002	8/25/2008

ENGLISH

	Course	Textbook	Author	Publisher	Copyright	Approved
Y	Language Arts/English 6-8	<i>Grammar for Writing</i>		Sadlier	2014	5/21/2018
		<i>Tell Me Who You Are: A Roadmap to Cultivating Cultural Literacy</i>	Winona Guo & Priya Vulchi	Perigree	2019	5/24/2021
Y	Language Arts 6	<i>Fever 1793</i>	Laure Halse Anderson	Simon & Schuster	2002	5/21/2018
		<i>The Wednesday Wars</i>	Gary Schmidt	HMH Books for Young Readers	2009	5/21/2018
Y	Language Arts 7	<i>The Giver</i>	Lois Lowry	HMH Books for Young Readers	2002	5/21/2018
Y	Language Arts 8	<i>The Outsiders</i>	S.E. Hinton	Speak, Platinum Edition	2006	5/21/2018
		<i>A Midsummer Night's Dream</i>	Shakespeare	Simon & Schuster	2004	2/6/2017
		<i>I am Malala: The Girl Who Stood Up for Education</i>	Malala Yousafzai & Christina Lar	Back Bay Books	2015	2/6/2017
		<i>Maus I: A Survivor's Tale: My Father Bleeds</i>	Art Spiegelman	Pantheon	1986	2/6/2017
		<i>Animal Farm</i>	George Orwell	Signet	1996	2/6/2017
Q	Literary Analysis 7 or 8	<i>A Wizard of Earthsea (Supp.)</i>	Le Guin	Bantam	1984	5/9/2011
		<i>Black Ships Before Troy: The Story of the Iliad (Supp.)</i>	Sutcliff	Laurel Leaf Books	1993	5/9/2011
		<i>Great Expectations (Supp.)</i>	Dickens	Puffin	1995	5/9/2011
		<i>O. Henry (Supp.)</i>	Hollander, ed	Sterling	2005	5/9/2011
		<i>The Canterbury Tales (Supp.)</i>	Chaucer	Penguin Classics	2003	5/9/2011
		<i>The Old Man and The Sea (Supp.)</i>	Hemingway	Scribners	1952	5/9/2011
		<i>The Outsiders (Supp.)</i>	Hinton	Penguin Books	1995	5/9/2011
		<i>The Pearl (Supp.)</i>	Steinbeck	Penguin Books	1992	5/9/2011
		<i>The Sword and the Circle (Supp.)</i>	Sutcliff	Puffin	1994	5/9/2011
		<i>The Wind in the Willows (Supp.)</i>	Grahame	Puffin Classics	2008	5/9/2011
Q	Primary Source Research	<i>Doing History: A Strategic Guide to Document Based Questions (MS Level E-F) (Supp)</i>	Tidd Tidd	Great Source Ed Group	2002	5/9/2011

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		<i>Doing History: A Strategic Guide to Document-Based Questions (Global Studies Edition)(Supp.)</i>	Jensen	Great Source Ed Group	2002	5/9/2011
Q	A Study of Poetry 8	<i>Primary Edition (Supp.)</i>	Tait	Weigl	2008	5/9/2011
		<i>American's Favorite Poems(Supp.)</i>	Pinsky, Dietz, ed	W.W. Norton	1999	5/9/2011
		<i>Poetry in Motion: 100 Poems for the Subways and Buses (Supp.)</i>	Peacock, Paschen, Neches, ed.	W.W. Norton	1996	5/9/2011
		<i>The Invisible Ladder: An Anthology of Contemporary Poems for Young Readers (Supp.)</i>	Rosenberg, ed.	Holt	1996	5/9/2011
S	Creative Writing 7, or 8	<i>The Random House Book of Poetry for Children (Supp.)</i>	<i>Prelutsky, ed.</i>	Random House	1983	5/9/2011
		<i>13: Thirteen Stories that Capture the Agony and Ecstasy of Being Thirteen (Supp.)</i>	Howe, ed	Athenenum	2006	5/9/2011
		<i>Guys Write for Guys Read (Supp.)</i>	Scieszka, ed.	Viking	2005	5/9/2011
		<i>Little Worlds: A Collection of Short Stories for the Middle School (Supp.)</i>	Guthrie, Page, ed	Wayside	1985	5/9/2011
		<i>Shelf Life: Stories by the Book (Supp.)</i>	Paulsen, ed.	Simon & Schuster	2003	5/9/2011
		<i>The Invisible Ladder: An Anthology of Contemporary Poems for Young Readers (Supp.)</i>	Rosenberg, ed.	Holt	1996	5/9/2011
		<i>When I was Your Age: Vol. 1 (Supp.)</i>	E Ehrlich, ed	Candlewick Press	2001	5/9/2011
Q	Shakespeare 8	<i>Mastering the Mechanics</i>	L. Hoyt, L. Brent	Scholastic	2011	5/2/2016
		<i>As You Like It (Supp.)</i>	Shakespeare	Washington Square Press	1997	5/9/2011
		<i>Henry IV: Part II (Supp.)</i>	Shakespeare	Penguin	1970	5/9/2011
		<i>Poetry for Young People: William Shakespeare (Supp.)</i>	Kastan, Kastan, ed.	Sterling	2000	5/9/2011
Q	Word Study 6 English 9 - 12	<i>Scholastic Dictionary of Idioms (Supp.)</i>	Terban, ed	Scholastic	1996	5/18/2009
		<i>I Was Their American Dream</i>	Malaake Gharib	Clarkson Potter	2019	5/24/2021
		<i>The Beautiful Struggle</i>	Ta-Nehisi Coates	One World	2009	5/24/2021
		<i>Sissy: A Coming of Gender Story</i>	Jacob Tobias	Penguin	2019	5/24/2021
Y	English 9	<i>A Walk in My World: International Short Stories about Youth (Supp.)</i>	Mazar	Persea	1998	5/18/2009

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	<i>Animal Farm (Supp.)</i>	Orwell	Signet	1996	8/25/2008	
	<i>Antigone</i>	Sophocles	Harcourt Brace	1997	8/25/2008	
	<i>Ellen Foster (Supp.)</i>	Gibbons	Random House, Vintage	1998	5/18/1992	
	<i>Gilgamesh: A Verse Narrative (Supp.)</i>	Mason	Mariner	2003	8/25/2008	
	<i>Jack (Supp.)</i>	Homes	Vintage Books	1989	7/26/1999	
	<i>Multicultural Perspective (Supp.)</i>	Foote, et al.	McDougal, Littell	1993	5/18/2009	
	<i>Of Mice and Men (Supp.)</i>	Steinbeck	Penguin	1993	8/25/2008	
	<i>“Prayer for the Days of Awe” (Supp.)</i>	Wiesel	NY Times	1997	8/25/2008	
	<i>Romeo and Juliet (Media Supp.)</i>	Shakespeare	Dover	1993	8/25/2008	
	<i>The Dark Child (Supp.)</i>	Caara Lave	Farrar, Straw & Giroux	2000	8/25/2008	
	<i>The Midwife’s Apprentice (Supp.)</i>	Cushman	Harper Collins	1995	8/25/2008	
	<i>Things Fall Apart</i>	Achebe	Fawcett	1959	8/25/2008	
	<i>Waterworld (Media Supp.)</i>				8/25/2008	
	<i>“What Makes Us Moral” (Supp.)</i>	Kluger	Time Magazine	2007	8/25/2008	
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014	
	<i>House on Mango Street</i>	Cisneros, Sandra	Vintage	1984	5/5/2014	
	<i>Grammar for Writing</i>	Beverly Ann Chin	Sadlier	2014	5/2/2016	
	<i>Currents in Literature: Genre Volume</i>	Dennis, et al.	Amsco	2007	5/18/2009	
	<i>Focus on Writing</i>	Kirszner, Mandell	Random House, Vintage	2009	5/3/2010	
	<i>Night</i>	Wiesel	Hill & Wang	1986	8/25/2008	
	<i>The Boy Who Harnessed the Wind</i>	Wm. Kambwamba, Bryan Mealer	Wm. Morrow	2010	5/21/2018	
	<i>Shakespeare’s Restless World: A Portrait on an Era in Twenty Objects</i>	Neil MacGregor	Viking	2008	5/21/2018	
	<i>The Language of Literature, Interactive Reader (Supp)</i>	Bermudez/Applebee	McDougal Little	2006	8/24/2009	
Y	English 9 Literary World v	<i>Antigone</i>	Sophocles	Harcourt Brace	1977	8/25/2008
		<i>Canterbury Tales (Supp.)</i>	Chaucer	Dove	1994	8/25/2008
		<i>Gilgamesh: A Verse Narrative</i>	Mason	Mariner	2003	8/25/2008
		<i>Night</i>	Wiesel	Hill & Wang	1986	8/25/2008
		<i>Romeo and Juliet (Supp.)</i>	Shakespeare	Folger	1993	8/25/2008
		<i>The Bible</i>	Richardson, ed	Harper Collins	1984	8/25/2008
		<i>The Odyssey</i>	Homer (Fagles, trans.)	Penguin	1996	8/25/2008
		<i>The Road (Supp.)</i>	McCarthy	Vintage	2006	5/18/2009

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		<i>House on Mango Street</i>	Cisneros, Sandra	Vintage	1984	5/5/2014
		<i>One Man's Meat</i>	White, E.B.	Tilbury	1994	5/5/2014
		<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014
Y	English 9 World History and Cultures	<i>Balzac and the Little Chinese Seamstress</i>	Dai Sijie	Anchor	2002	5/2/2016
		<i>Behind the Beautiful Flowers</i>	David Hare	Farrar, Straus & Giroux	2015	5/2/2016
		<i>Chinese Cinderella: The True Story of an Unwanted Chinese Girl</i>	Adeline Yen Mah	Ember	2010	5/2/2016
		<i>City of Thieves</i>	David Benioff	Penguin	2009	5/2/2016
		<i>Gulliver's Travels</i>	Jonathon Swift	Penguin	2003	5/2/2016
		<i>Persepolis: The Story of a Childhood</i>	Marjane Satrapi	Pantheon	2004	5/2/2016
		<i>Sunflower and the Secret Fan</i>	Lisa See	Random House	2009	5/2/2016
		<i>The Good Earth</i>	Pearl S. Buck	Washington Square Press	2004	5/2/2016
		<i>The Lovers: Afghanistan's Romeo and Juliet</i>	Rod Nordland	Ecco	2016	6/2/2016
		<i>Things Fall Apart</i>	Chinua Achebe	Anchor	1994	5/2/2016
		<i>Julius Caesar</i>	Shakespeare	Folger	1992	8/25/2008
		<i>Lord of the Flies</i>	Golding	Signet	1966	8/25/2008
		<i>Points of Departure (short stories)</i>	Various	Mentor	1999	8/25/2008
		<i>Taming of the Shrew (Supp.)</i>	Shakespeare	Folger	1992	8/25/2008
		<i>To Kill a Mockingbird</i>	Lee	Warner Books	1960	8/25/2008
Y	English 10	<i>1984</i>	Orwell	Signet	1950	8/25/2008
		<i>A Midsummer Night's Dream (Supp.)</i>	Shakespeare	Folger	1993	8/25/2008
		<i>A Separate Place</i>	Knowles	Scribner	1987	8/25/2008
		<i>I Know why the Caged Bird Sings</i>	Angelou	Bantam	1969	8/25/2008
		<i>Julius Caesar</i>	Shakespeare	Folger	1992	8/25/2008
		<i>Lord of the Flies</i>	Golding	Signet	1966	8/25/2008
		<i>Points of Departure (short stories)</i>	Various	Mentor	1999	8/25/2008
		<i>Taming of the Shrew (Supp.)</i>	Shakespeare	Folger	1992	8/25/2008
		<i>To Kill a Mockingbird</i>	Lee	Warner Books	1960	8/25/2008
		<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014
		<i>Kitchen House</i>	Grison, Kathleen	Touchstone	2010	5/5/2014
		<i>Grammar for Writing</i>	Beverly Ann Chin	Sadlier	2014	5/21/2018

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		<i>Shakespeare's Restless World: A Portrait on an Era in Twenty Objects</i>	Neil MacGregor	Viking	2008	5/21/2018
Y	English 10 H	<i>Face the Issues (Supp.)</i>	Munrich	Person	2007	5/3/2010
		<i>1984</i>	Orwell	Signet	1950	8/25/2008
		<i>A Midsummer Night's Dream (Supp.)</i>	Shakespeare	Folger	1993	8/25/2008
		<i>A Separate Place</i>	Knowles	Scribner	1987	8/25/2008
		<i>Ethan Frome (Supp.)</i>	Wharton	Scribner	1939	8/25/2008
		<i>Fences</i>	Wilson		1990	8/25/2008
		<i>Frankenstein</i>	Shelley	Bantam	1991	8/25/2008
		<i>I Know why the Caged Bird Sings</i>	Angelou	Bantam	1969	8/25/2008
		<i>Julius Caesar</i>	Shakespeare	Folger	1992	8/25/2008
		<i>Lord of the Flies</i>	Golding	Signet	1966	8/25/2008
		<i>Ordinary People (Supp.)</i>	Guest	Penguin	1976	8/25/2008
		<i>Points of Departure (short stories)</i>	Various	Mentor	1999	8/25/2008
		<i>Taming of the Shrew (Supp.)</i>	Shakespeare	Folger	1992	8/25/2008
		<i>To Kill a Mockingbird</i>	Lee	Warner Books	1960	8/25/2008
		<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014
		<i>Kitchen House</i>	Grisson, Kathleen	Touchstone	2010	5/5/2014
		<i>Grammar for Writing</i>	Beverly Ann Chin	Sadlier	2014	5/2/2016
		<i>Long Way Down</i>	Reynolds, Jason	Atheneum	2019	5/23/2022
Y	English 10 American Studies	<i>A Narrative of the Life of Mary Jemison</i>	Seavers	Syracuse Univ. Press	1990	8/25/2008
		<i>Adventures of Huckleberry Finn</i>	Twain	Bantam	1981	8/25/2008
		<i>Benito Cereno</i>	Melville	Dover	1995	8/25/2008
		<i>Billy Budd</i>	Melville	Signet	1998	8/25/2008
		<i>Civil Disobedience</i>	Walden	Signet	1960	8/25/2008
		<i>Civil Was Poetry and Prose</i>	Whitman	Dover	1995	8/25/2008
		<i>Fahrenheit 451</i>	Bradbury	Ballantine	1992	8/25/2008
		<i>Our Town</i>	Wilder	Perennial	1998	8/25/2008
		<i>The Crucible</i>	Miller	penguin	1982	8/25/2008
		<i>The Lottery</i>	Jackson	Fawcett	1977	8/25/2008
		<i>The Norton Anthology of American Literature</i>	Ed. Nina Baym et al.	W.W. Norton & Co.	1995	8/25/2008
		<i>The Scarlett Letter</i>	Hawthorne	Bantam	2003	8/25/2008
		<i>The Tempest</i>	Shakespeare	Folger	1961	8/25/2008

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	English American Humanities	<i>Walden</i>	Thoreau	Dover	1995	8/25/2008
		<i>The Lines We Cross</i>	Abdel-Fettah, Randa	Scholastic	2018	5/23/2022
		<i>Poet X</i>	Acevedo, Elizabeth	Harper Teen	2020	5/23/2022
		<i>Sea Prayer</i>	Hosseini, Khaled	Penguin		5/23/2022
Y	English 10 AHLISA	<i>Daisy Miller</i>	James	Dover	1995	5/2/2016
		<i>Julius Caesar</i>	Shakespeare	Folger	1992	8/25/2008
		<i>Narrative of the Life of Frederick Douglass</i>	Douglass	Signet	1968	8/25/2008
		<i>Points of Departure (short stories)</i>	Various	Mentor	1999	8/25/2008
		<i>The Age Innocence</i>	Wharton	Collier	1968	8/25/2008
		<i>The Crucible</i>	Miller	Penguin	1982	8/25/2008
		<i>The Scarlett Letter</i>	Hawthorne	Bantam	1965	8/25/2008
		<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014
		<i>Grammar for Writing</i>	Beverly Ann Chin	Sadlier	2014	5/2/2016
Y	English 10 RAHP	<i>The Immortal Life of Henrietta Lacks</i>	Skoot, Rebecca	Crown	2011	6/2/2016
		<i>Cutting for Stone and Better</i>	Verghese, Abraham	Knoph Doubleday	2009	5/5/2014
		<i>A Separate Place</i>	Knowles	Scribner	1987	8/25/2008
		<i>Flowers for Algernon</i>	Keyes	Harcourt	1984	8/25/2008
		<i>Frankenstein</i>	Shelley	Bantam	1991	8/25/2008
		<i>Lord of the Flies</i>	Golding	Signet	1966	8/25/2008
		<i>Ordinary People (Supp.)</i>	Guest	Penguin	1976	8/25/2008
		<i>Points of Departure (short stories)</i>	Various	Mentor	1999	8/25/2008
		<i>To Kill a Mockingbird</i>	Lee	Warner Books	1960	8/25/2008
		<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014
		<i>Cutting for Stone and Better</i>	Verghese, Abraham	Knoph Doubleday	2009	5/5/2014
		<i>Better: A Surgeons Notes on Performance</i>	Gawande, Atul	Picador	2007	5/5/2014
		<i>Grammar for Writing</i>	Beverly Ann Chin	Sadlier	2014	5/2/2016
		<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014
		<i>The Radium Girls: The Dark Story of America's Shining Women</i>	Kate Moore	Source Books	2018	5/20/2019
Y	English 11	<i>Macbeth</i>	Shakespeare	Folger	1992	8/25/2008
		<i>Paul's Case (Supp.)</i>	Cather	Dover	1996	8/25/2008
		<i>Poems: American Themes</i>	Bassel, ed.	Amsco	1995	8/25/2008
		<i>Points of View</i>	Various	Mentor	1995	8/25/2008

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	<i>The Bedford Reader</i>	Kennedy	Bedford Books	1997	8/25/2008
	<i>The Catcher in the Rye</i>	Salinger	Little, Brown & Co.	1951	8/25/2008
	<i>The Color Purple</i>	Walker	Harcourt	2003	8/25/2008
	<i>The Great Gatsby</i>	Fitzgerald	Scribner	1953	8/25/2008
	<i>The Mentor Book of Major American Poets</i>	Williams, Oscar & Honig, eds	Mentor	1962	8/25/2008
	<i>Their Eyes were Watching God</i>	Hurston	Harper & Row	2014	5/5/2014
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014
	<i>Thousand Splendid Suns</i>	Hosseini, Khalad	Riverhead Books	2007	5/5/2014
	<i>Kite Runner</i>	Hosseini, Khalad	Riverhead Books	2003	5/14/2014
	<i>Breath, Eyes, Memory</i>	Danticat, Edwidge	Vintage	1994	5/5/2014
	<i>A Fine Balance</i>	Mistry Rohinton	Vintage	1995	5/5/2014
	<i>Namesake</i>	Lahiri, Jhumpa	Mariner	2003	5/5/2014
	<i>Shakespeare's Restless World: A Portrait on an Era in Twenty Objects</i>	Neil MacGregor	Viking	2008	5/21/2018
	<i>Sing, Unburied, Sing a Novel</i>	Jesmyn Ward	Scribner	2017	5/21/2018
	<i>The Killers of the Flower Moon: The Osage Murders and the Birth of the FBI</i>	David Grann	Doubleday	2017	5/21/2018
Y	English 11 H				
	<i>A Farewell to Arms (Supp.)</i>	Hemingway	MacMillan	1957	8/25/2008
	<i>Adventures of Huckleberry Finn (Supp.)</i>	Twain	Bantam	1981	8/25/2008
	<i>Babylon Revisited (Supp.)</i>	Fitzgerald	MacMillan	1960	8/25/2008
	<i>Billy Budd</i>	Melville	McGraw Hill	1960	8/25/2008
	<i>Black Boy (Supp.)</i>	Wright	Perennial	1991	8/25/2008
	<i>Classic Slave Narratives (Supp.)</i>	Gates	Mentor	1987	8/25/2008
	<i>Different Seasons, Rita Hayworth and the Shawshank Redemption</i>	King	Signet	1982	8/25/2008
	<i>Four American Novels (Supp.)</i>	Various	Harcourt Brace	1959	8/25/2008
	<i>Goodbye Columbus (Supp.)</i>	Roth	Houghton Mifflin	1989	8/25/2008
	<i>Great American Short Stories</i>	Stegner, Wallace	Dell	1985	8/25/2008
	<i>Macbeth</i>	Shakespeare	Folger	1992	8/25/2008
	<i>Maggie (Supp.)</i>	Crane	Airmont	1968	8/25/2008
	<i>Narrative in the Life of Frederick Douglass (Supp.)</i>	Douglass	Anchor	1973	8/25/2008
	<i>Plays of the 1950's (Supp.)</i>	Strasberg	Dell	1962	8/25/2008
	<i>Poems: American Themes (Supp.)</i>	Bassell	Amsco	1995	8/25/2008

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	<i>Points of View</i>	Moffett	Mentor	1995	8/25/2008
	<i>Ragged Dick</i>	Alger	Macmillan	1962	8/25/2008
	<i>Six Modern American Plays</i>	Halline	Random House	1967	8/25/2008
	<i>The American Dream (Supp.)</i>	Albee	Signet	1991	8/25/2008
	<i>The Bedford Reader</i>	Kennedy	Bedford Books	1997	8/25/2008
	<i>The Bridge of San Luis Rey (Supp.)</i>	Wilder	Harcourt Brace	1959	8/25/2008
	<i>The Catcher in the Rye</i>	Salinger	Little, Brown & Co.	1951	8/25/2008
	<i>The Glass Menagerie</i>	William	Penguin	1970	8/25/2008
	<i>The Great Gatsby</i>	Fitzgerald	Scribner	1953	8/25/2008
	<i>The Mentor Book of American Poets</i>	William Honig	Mentor	1962	8/25/2008
	<i>The Red Badge of Courage (Supp.)</i>	Melville	Signet	1980	8/25/2008
	<i>The Snows of Kilimanjaro</i>	Hemingway	Simon & Schuster	1964	8/25/2008
	<i>The Things They Carried (Supp.)</i>	O'Brien	Houghton Mifflin	1990	8/25/2008
English 11 H Cont'd	<i>Disability Visibility</i>	Wong, Alice	Doubleday	2020	5/23/2022
	<i>The Zoo Story (Supp.)</i>	Albee	Signet	1991	8/25/2008
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014
	<i>Their Eyes Were Watching God</i>	Hurston	Harper & Row	1990	8/25/2008
	<i>Washington Square (Supp.)</i>	James	Signet	1980	8/25/2008
	<i>Winesburg, Ohio (Supp.)</i>	Anderson	Penguin	1960	8/25/2008
	<i>Kite Runner</i>	Hosseini, Khalad	Riverhead Books	2003	5/5/2014
	<i>Thousand Splendid Suns</i>	Hosseini, Khalad	Riverhead Books	2007	5/5/2014
	<i>Breath, Eyes, Memory</i>	Danticat, Edwidge	Vintage	1994	5/5/2014
	<i>A Fine Balance</i>	Mistry, Rohinton	Vintage	1995	5/5/2014
	<i>Namesake</i>	Lahiri, Jhumpa	Mariner	2003	5/5/2014
	<i>The Killers of the Flower Moon: The Osage Murders and the Birth of the FBI</i>	David Grann	Doubleday	2017	5/21/2018
	<i>Sing, Unburied, Sing a Novel</i>	Jesmyn Ward	Scribner	2017	5/21/2018
	<i>Disability Visibility</i>	Wong, Alice	Doubleday	2020	5/23/2022
English 11/12 AP Language & Composition	<i>Invisible Man</i>	Ralph Ellison	Vintage	1995	5/4/2015
	<i>On Writing: A Memoir of the Craft</i>	Stephen King	Pocket Books	2000	5/4/2018
	<i>They Say, I Say: The Moves That Matter in Academic</i>	Graff & Birkenstein			

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English 11 AHLISA	<i>Sing, Unburied, Sing a Novel</i>	Jesmyn Ward	Scribner	2017	5/21/2018
	<i>Fences</i>	Wilson	Wilson	1990	8/25/2008
	<i>Macbeth</i>	Shakespeare	Folger	1992	8/25/2008
	<i>Points of View (Short Stories)</i>	Various	Mentor	1956	8/25/2008
	<i>The Catcher in the Rye</i>	Salinger	Little, Borwon & Co.	1951	8/25/2008
	<i>The Great Gatsby</i>	Fitzgerald	Scribner	1962	8/25/2008
	<i>The Things They Carried</i>	O'Brien	Houghton Mifflin	1990	8/25/2008
	<i>The Yellow Wallpaper</i>	Gilman	Dover	1997	8/25/2008
	<i>To Kill a Mockingbird</i>	Lee	Warner Books	1960	8/25/2008
	<i>Namesake</i>	Lahiri, Jhumpa	Mariner	2003	5/5/2014
English 11 American Studies	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014
	<i>A Farewell to Arms</i>	Hemingway	MacMillan	1957	8/25/2008
	<i>A Lesson before Dying</i>	Gaines	Vintage	1993	8/25/2008
	<i>Babylon Revisited</i>	Fitzgerald	MacMillan	1960	8/25/2008
	<i>Beloved</i>	Morrison	Blume	1988	8/25/2008
	<i>Ethan Frome</i>	Wharton	Scribner	1970	8/25/2008
	<i>Invisible Man</i>	Ellison	Random House	1980	8/25/2008
	<i>Long Day's Journey Into Night</i>	O'Neill	Yale University Press	1984	8/25/2008
	<i>Maggie: A Girl of the Streets</i>	Crane	Bantam	1986	8/25/2008
	<i>Native Son</i>	Wright	Perennial	1966	8/25/2008
English 11 American Studies Cont'd	<i>The Age Innocence</i>	Wharton	Signet	1962	8/25/2008
	<i>The Great Wall</i>	Fitzgerald	Scribner	1962	8/25/2008
	<i>The Heart is a Lonely Hunter</i>	McCuller	Bantam	1968	8/25/2008
	<i>The Norton Anthology of American Literature</i>	Hack	W.W. Norton & Co.	1995	8/25/2008
	<i>The Things They Carried</i>	O'Brien	Houghton Mifflin	1990	8/25/2008
	<i>The Yellow Wallpaper</i>	Gilman	Dover	1997	8/25/2008
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014
	American Humanities 11 <i>They Call us Enemy</i>	Takei, Eisninger, Scott, Becker	Top Shelf Productions	2019	5/22/2023

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English 11 RAHP	<i>The Interpreter of Maladies</i>	Lahiri, Jhumpa	Houghton Mifflin	2003	8/25/2008
	<i>Different Seasons - Rita Hayworth & The Shawshank Redemption</i>	King	Signet	1982	8/25/2008
	<i>Macbeth</i>	Shakespeare	Folger	1992	8/25/2008
	<i>My Sister's Keeper</i>	Picoult	Atria	1997	2/4/2008
	<i>One Flew Over the Cuckoo's Nest</i>	Kesey	Signet	1962	8/25/2008
	<i>Points of View (Short Stories)</i>	Various	Mentor	1956	8/25/2008
	<i>The Catcher in the Rye</i>	Salinger	Little, Borwon & Co.	1951	8/25/2008
	<i>The Things They Carried</i>	O'Brien	Houghton Mifflin	1990	8/25/2008
	<i>The Yellow Wallpaper</i>	Gilman	Dover	1997	8/25/2008
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014
	<i>The Soul of a Doctor</i>	Poris, Jain, Harper	Alonquin	2006	5/21/2018
	<i>The Lost City of the Monkey God</i>	Douglas Preston	Grand Central	2017	5/21/2018
	<i>Sing, Unburied, Sing a Novel</i>	Jesmyn Ward	Scribner	2017	5/21/2018
	English 12	<i>The Radium Girls</i>	Kate Morre	Sourcebooks	2018
<i>Empire Falls (Supp.)</i>		Russo	Vintage	2001	5/9/2011
<i>Hamlet</i>		Shakespeare	Folger	1992	8/25/2008
<i>Ordinary People</i>		Guest	Penguin	1976	8/25/2008
<i>Points of View (Short Stories)</i>		Various	Mentor	1956	8/25/2008
<i>Sound & Sense</i>		Perine ed.	Perine	1978	8/25/2008
<i>The Bedford Reader</i>		Kennedy	Bedford Books	1977	8/25/2008
<i>Talk Talk (Supp.)</i>		Boyle	Viking	2006	5/9/2011
<i>The Death of a Salesman</i>		Miller	Penguin	1977	8/25/2008
<i>The Help (Supp.)</i>		Stockett	Putnam	2009	5/9/2011
<i>The Natural</i>		Malamud	Avon	1952	8/25/2008
<i>The Art of Voice: Language and Composition</i>		Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014
<i>Twelve Years a Slave</i>		Northup, Solomon	Createspace	2013	5/5/2014
<i>Kitchen God's Wife</i>		Tan, Amy	Penguin	1991	5/5/2014
<i>Bailey's Café</i>		Naylor, Gloria	Vintage	1992	5/5/2014
<i>Lean In: Women, Work and the Will to Learn</i>		Sandberg, Sherly	Knopf	2013	5/5/2014
<i>Bird by Bird: Some Instruction on Writing & Li</i>		Anne Lamott	Anchor Books	1995	5/5/2014
<i>Shakespeare's Restless World: A Portrait on a</i>		Neil MacGregor	Viking	2008	5/21/2018
<i>Drown</i>	Junot Diaz	Riverhead	1996	5/21/2018	
<i>Crying in H Mart</i>	Zauner, Michelle	Knopf Doubleday	2021	5/23/2022	

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Y	English 12 Honors	<i>A Doll's House</i>	Ibsen	Bantam	1965	8/25/2008
		<i>Hamlet</i>	Shakespeare	Folger	1992	8/25/2008
		<i>In the Lake of the Woods</i>	O'Brien	Penguin	1994	8/25/2008
		<i>Oedipus the King</i>	Sophocles	Harourt	1977	8/25/2008
		<i>Sound & Sense</i>	Perine ed.	Perine	1978	8/25/2008
		<i>The Bedford Reader</i>	Kennedy	Bedford Books	1977	8/25/2008
		<i>The Death of a Salesman</i>	Miller	Penguin	1977	8/25/2008
		<i>The Stranger</i>	Camus	Vintage	1988	8/25/2008
		<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014
		<i>Twelve Years a Slave</i>	Northrup, Solomon	Createspace	2013	5/5/2014
		<i>Kitchen God's Wife</i>	Tan, Amy	Penguin	1991	5/5/2014
		<i>Bailey's Café</i>	Naylor, Gloria	Vintage	1992	5/5/2014
		<i>Lean In: Women, Work and the Will to Learn</i>	Sandberg, Sherly	Knopf	2013	5/5/2014
		<i>Emerging: Contemporary Readers for Writers</i>	Barrios Barclay	Bedford St. Martin	2015	5/2/2016
		<i>Crying in H Mart</i>	Zauner, Michelle	Knopf Doubleday	2021	5/23/2022
Y	English Literature and Composition AP	<i>A Doll's House</i>	Ibsen	Bantam	1965	8/25/2008
		<i>Beloved</i>	Morrison	Blume	1988	8/25/2008
		<i>The Death of a Salesman</i>	Miller	Penguin	1977	8/25/2008
		<i>Hamlet</i>	Shakespeare	Folger	1992	8/25/2008
		<i>Heart of Darkness</i>	Conrad	Dover	1990	8/25/2008
		<i>Medea</i>	Euripedes	Dover	1993	5/21/2008
		<i>Oedipus the King</i>	Sophocles	Harcourt	1977	8/25/2008
		<i>Pride and Prejudice</i>	Austen	Signet	1980	8/25/2008
		<i>The Sun Also Rises</i>	Hemingway	Simon & Schuster	1954	8/25/2008
		<i>Waiting for Godot</i>	Becket	Grove Weidenfeld	1994	8/25/2008
		<i>Woman Warrior</i>	Kingston	Random House	1989	8/25/2008
		<i>Rosencrantz and Guildenstern are Dead</i>	Stoppard	Grove Press	1967	8/25/2008
		<i>The Awakening</i>	Chopin	Dover	1993	8/25/2008
		<i>The Bedford Reader</i>	Kennedy	Bedford Books	1977	8/25/2008
		<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014
Y	Journalism	<i>Thank You for Arguing: What Aristotle, Lincoln, and Jay Heinrichs</i>	Jay Heinrichs	Three Rivers Press	2017	5/20/2019
		<i>The New, New Journalism</i>	Robert Boyton	Vintage	2015	5/20/2019

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		<i>News, The Politics of Illusion</i>	W. Lance Bennett	Pearson	2011	5/20/2019
		<i>The New Media</i>	Anderson & Downie	Oxford University Press	2016	5/20/2019
S	Beat Generation Poetry	<i>The Portable Beat Reader</i>	Charters, Ann	Penguin	1992	5/5/2014
S	Comedy & Literature	<i>Big Trouble</i>	Dave Barry	Brilliance Audio	7/2/1905	5/5/2014
		<i>Hitchhikers Guide to the Galaxy</i>	Adams, Douglas	Random House	2002	5/5/2014
S	Creative Writing Honors	<i>Poetry: An Introduction, 5th Edition</i>	Meyer	Bedford St, Martin	2007	8/25/2008
		<i>Writing Down the Bones</i>	Goldberg	Schambhela	2005	8/25/2008
S	Crime & Mystery Honors	<i>A Pocket Full of Rye</i>	Christie	Signet	2000	8/25/2008
		<i>A Study of Scarlet</i>	Doyle	Berkley Vintage	1994	8/25/2008
		<i>Death on the Nile</i>	Christie	Collins	1978	8/25/2008
		<i>Evil Under the Sun (Media)</i>	Christie			8/25/2008
		<i>Five Minute Mysteries</i>	Weber	Running Press	1991	8/25/2008
		<i>Mousetrap and Other Plays(Supp.)</i>	Christie	Signet	1978	8/25/2008
		<i>Murders in the Rue Morgue</i>	Poe	Internet	1977	8/25/2008
		<i>The Big Sleep</i>	Chandler	Vintage Crime	1958	8/25/2008
		<i>The Glass Key (Supp.)</i>	Hammett	Vintage Crime	1958	8/25/2008
		<i>The Hound of Baskerville (Media)</i>	Doyle			8/25/2008
		<i>The Locked Room (Supp.)</i>	Sjowall & Wahloo	Vintage Crime	1973	8/25/2008
		<i>The Maltese Falcon</i>	Hammett	Vintage Crime	1957	8/25/2008
		<i>The Sign of Four</i>	Doyle	Berkley Vintage	1994	8/25/2008
		<i>Midnight in the Garden of Good & Evil</i>	John Berendt	Vintage	1999	5/21/2018
		<i>Little Fires Everywhere</i>	Celeste Ng	Penguin Press	2017	5/21/2018
Y	Literature & Film	<i>A Streetcar Named Desire</i>	Williams		1988	8/25/2008
		<i>The Diving Bell and the Butterfly (Supp.)</i>	Dauby	Vintage	1998	8/25/2008
		<i>The Stranger</i>	Camus	Vintage	1988	8/25/2008
		<i>Frankenstein</i>	Shelley	Bantam	1991	8/25/2008
		<i>The Strange Case of Dr. Jekyll & Mr. Hyde & other stories</i>	Stevenson	B&N	2004	5/9/2011
		<i>The Diving Bell and the Butterfly</i>	Dauby	Vintage	1998	5/9/2011
		<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014

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Y	Literature & Film Honors	<i>Death of a Salesman</i>	Miller	Penguin	1977	8/25/2008
		<i>Frankenstein</i>	Shelley	Bantam	1991	8/25/2008
		<i>One Flew Over the Cuckoo's Nest</i>	Kesey	Signet	1962	8/25/2008
		<i>The Diving Bell and the Butterfly</i>	Dauby	Vintage	1998	5/9/2011
		<i>The Metamorphosis and Other Stories</i>	Kafka	Dover	1996	5/9/2011
Y	Literature, Identity & Media	<i>Brave New World (Supp.)</i>	Huxley	Harper Perennial Classics	1998	5/9/2011
		<i>Fahrenheit 451 (Supp.)</i>	Bradbury	DelRay Books	1953	5/9/2011
		<i>Frankenstein</i>	Shelley	Bantam	1991	5/9/2011
		<i>Looking Backward (Supp.)</i>	Bellamy	Penguin Classics	1986	5/9/2011
		<i>One Flew Over the Cuckoo's Nest</i>	Kesey	Signet	1962	5/9/2011
		<i>The Handmaid's Tale (Supp.)</i>	Atwood	Ballantine	1986	5/9/2011
Y	Literature, Identity & Media Honors	<i>Brave New World (Supp.)</i>	Huxley	Harper Perennial Classics	1998	5/9/2011
		<i>Fahrenheit 451 (Supp.)</i>	Bradbury	DelRay Books	1953	5/9/2011
		<i>Frankenstein</i>	Shelley	Bantam	1991	5/9/2011
		<i>Looking Backward (Supp.)</i>	Bellamy	Penguin Classics	1986	5/9/2011
		<i>One Flew Over the Cuckoo's Nest</i>	Kesey	Signet	1962	5/9/2011
		<i>The Handmaid's Tale (Supp.)</i>	Atwood	Ballantine	1986	5/9/2011
		<i>News is a Verb</i>	Hamill	Ballantine	1998	5/9/2011
		<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014
Y	Literature and Psychology	<i>A Primer of Freudian Psychology</i>	Hall	World Publishing	1954	7/26/1999
		<i>A Primer of Jungian Psychology</i>	Hall, Nordby	Penguin	1973	7/26/1999
		<i>Equus</i>	Shaffer	Penguin	1973	8/25/2008
		<i>Hamlet</i>	Shakespeare	Folger	1993	8/25/2008
		<i>In the Lake of the Woods</i>	O'Brien	Penguin	1994	1/25/1996
		<i>King Lear</i>	Shakespeare	Folger	1993	8/25/2008
		<i>Oedipus</i>	Sophocles	Harcourt	1977	8/25/2008
		<i>Paul's Case</i>	Cather	Dover	1996	8/25/2008
		<i>Song of Solomon (Supp.)</i>	Morrison	Vintage	2004	8/25/2008
		<i>Story and Structure</i>	Perrine	Harcourt Press	2002	8/25/2008

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		<i>The Bell Jar</i>	Plath	Perennial	1996	8/25/2008
		<i>We Have Always Lived in the Castle (Supp.)</i>	Jackson	Penguin	1962	8/25/2008
		<i>Yellow Raft in Blue Water</i>	Dorris	Warner	1987	8/25/2008
Y	Myth, Legend and the Bible	<i>Beowulf</i>	Healey	Norton	1987	8/25/2008
		<i>Best Loved Folktales of the World</i>	Cole, ed.	Anchor Press	1982	8/25/2008
		<i>Gilgamesh</i>	Mason	Houghton Mifflin	2003	8/25/2008
		<i>Sir Gawain and the Green Knight</i>	Stone	Penguin	1974	8/25/2008
		<i>Siddharta</i>	Hesse	Bantam	1971	8/25/2008
		<i>The Bible</i>	Richardson, ed.	Harper	1984	8/25/2008
		<i>Three Short Novels</i>	Faulkner	Vintage	1996	8/25/2008
		<i>Me Talk Pretty One Day</i>	Sedaris	Little, Brown & Co.	2000	4/23/2012
		<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014
S	Non-Fiction Creative Writing	<i>I am Scout</i>	Shields	Henry Holt & Co.	2008	4/23/2012
		<i>Me Talk Pretty One Day</i>	Sedaris	Little, Brown & Co.	2000	4/23/2012
		<i>The Fourth Genre: Contemporary Writer of/on</i>	Root, Jr., Steinberg	Longman	2010	4/23/2012
		<i>Travels with Charley (Supp.)</i>	Steinbeck	Bantam Books	1961	4/23/2012
Y	Philosophy and Literature	<i>Arcadia</i>	Stoppard	Faber	1993	8/25/2008
		<i>Major British Poets</i>	Williams, ed	Mantor	1963	8/25/2008
		<i>Patterns of Religion</i>	Schmidt	Wadsworth	1999	4/29/2002
		<i>Song of Innocence and Songs of Experience</i>	Blake	Dover	1992	8/25/2008
		<i>The Flies</i>	Sartre	Vintage	1976	8/25/2008
		<i>The Fountainhead</i>	Rand	Signet	1993	8/25/2008
		<i>The Illiad of Homer</i>	Homer	Univ of Chicago	1951	8/25/2008
		<i>The Mentor Book of Major American Poets</i>	Williams, ed.	Mentor	1962	8/25/2008
		<i>The Oresteia</i>	Aeschylus	Dover	1996	8/25/2008
		<i>The Republic</i>	Plato	Dover	2000	8/25/2008
		<i>The Tempest</i>	Shakespeare	Folger	1993	8/25/2008
		<i>Walden</i>	Thoreau	Dover	1995	8/25/2008
		<i>Zen and the Art of Motorcycle Maintenance</i>	Robert Pirsig	Harpertouch	2006	5/21/2018
		<i>The Movie Goer</i>	Waler Percy	Ivy Books	1989	5/21/2018
		<i>Interior Chinatown</i>	Yu, Charles	Doubleday	2020	5/23/2022
S	Shakespeare I / II Honors	<i>King Lear</i>	Shakespeare	Folger	1993	8/25/2008
		<i>Much Ado About Nothing</i>	Shakespeare	Folger	1995	8/25/2008
		<i>Othello</i>	Shakespeare	Folger	1993	8/25/2008

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Philosophy of Race	<i>The Merchant of Venice</i>	Shakespeare	Folger	1992	8/25/2008
	<i>The Tempest</i>	Shakespeare	Folger	1994	8/25/2008
	<i>Twelfth Night</i>	Shakespeare	Folger	1993	8/25/2008
	<i>There There: A Novel</i>	Tommy Orange	Vintage Books	2019	5/24/2021
	<i>Homegoing</i>	Yaa Gyasi	Vintage Books	2017	5/24/2021
	<i>Working Towards Whiteness: How America's Immigrants Became White</i>	David Roediger	Basic Books	2018	5/24/2021
	<i>The Fire Next Time</i>	James Baldwin	Random House	1997	5/24/2021
	<i>Racial Formation in the United States</i>	Michael Omi & Howard Winant	Routledge	2014	5/24/2021
	<i>One Life</i>	Megan Rapinoe	Penguin	2020	
English All Core Tell Me Your Story - 2022-2023					5/23/2022
	<i>The Closer</i>	Rivera, Mariano	Little Brown & Co.	2014	5/23/2022
	<i>Broken Place, Outer Spaces</i>	Okorafor, Nnedi	Ted Ebooks	2019	5/23/2022
	<i>Almost American Girl: An Illustrated Memoir</i>	Ha, Robin	Balzer & Bray Ebooks	2020	5/23/2022
	<i>Crying in H Mart</i>	Zauner, Michelle	Knopf Double Day	2021	5/23/2022
	<i>Funny, You Don't Look Autistic</i>	McCreary, Michael	Annick Press	2019	5/23/2022
Tell Me Your Story - 2023-Being Heumann 2024	<i>Being Heumann</i>	Judith Heumann & Kristen Joiner	Beacon Press	2020	5/22/2023
	<i>Rolling Warrior: The Incredible, Sometime Awkward, True Story of a Rebel Girl on Wheels Who Helped Spark a Revolution</i>	Judith Heumann & Kristen Joiner	Beacon Press	2021	5/22/2023
	<i>My Broken Language</i>	Hudes, Quiara Alegri	One World	2022	5/22/2023
	<i>My Greatest Save</i>	Briana Scurry	Abrams Press	2022	5/22/2023
	<i>Stay True</i>	Hua Hsu	Doubleday	2022	5/22/2023
	<i>Run</i>	John Lewis, Andrew Aydin, L. Fury, Nate Powell	Abrams Comicart/Good Trouble Productions	2021	5/22/2023

MATHEMATICS/COMPUTER SCIENCE

	Course	Textbook	Author	Publisher	Copyright	Approved
Y	K-5 Mathematics	<i>EnVision Mathematics 2.0</i>	Scott Foresman, Addison Wesley	Pearson	2016	5/4/2015
Y	Grade 6 Mathematics	<i>Big Ideas Math Modeling Real Life</i>	Ron Larsen, Laurie Boswell	Big Ideas/Cengage	2019	5/6/2019
Y	Grade 7 / Grade 8 Mathematics	<i>Discovering Geometry</i>	Michael Serra	Kendall Hunt	2015	5/6/2019
Y	Grade 7 Mathematics	<i>Big Ideas Math Modeling Real Life Accelerated</i>	Ron Larsen, Laurie Boswell	Big Ideas/Cengage	2019	5/6/2019
Y	Grade 8 Mathematics	<i>Big Ideas Math Modeling Real Life</i>	Ron Larsen, Laurie Boswell	Big Ideas/Cengage	2019	5/6/2019
Y	Math Reasoning H	<i>The Art of Problem Solving</i>	Richard Rusczyk	AoPS Incorporated	2015	5/2/2016
Y	Algebra I Advanced	<i>Big Ideas Algebra I</i>	Larson	Cengage	2018	5/27/2020
Y	Algebra I & Algebra I CP	<i>Algebra I: Common Core</i>	Charles, Hall, Kennedy, Bellman, Bragg, Handlin, Murphy, Wiggins	SAVVAS	2015	5/24/2021
Y	Advanced Math	<i>Advanced Mathematics: Pre-Calculus with Discrete Mathematics and Data Analysis</i>	Brown	Houghton Mifflin	1992, 1994	5/24/1993
Y	Algebra II CP	<i>Algebra II, Common Core</i>	Charles, Hall, Kennedy, Bellman, Bragg, Handlin, Murphy, Wiggins	SAVVAS	2015	5/24/2021
Y	Algebra II	<i>Algebra II: An Integrated Approach</i>	Larson, Kanold, Stiff	Heath/McDougal/Little	2007	5/22/2006
Y	Algebra II H	<i>Algebra and Trig 10th Edition</i>	Larson	Cengage	2018	5/6/2019
Y	Advanced Algebra & Trigonometry	<i>Algebra & Trigonometry 2e</i>	Jay Abramson	Open Stax	2021	5/23/2022
Y	Geometry	<i>Geometry: Concepts and Skills</i>	Larson, Boswell, Stiff	McDougal Littell	2003	8/18/2003
Y	Geometry CP	<i>Geometry: Big Ideas</i>	Larson & Boswell	Cengage	2015	5/4/2015
Y	Geometry H	<i>Geometry: Big Ideas</i>	Larson & Boswell	Cengage	2015	5/4/2015
Y	Math Analysis H	<i>Pre-Calculus with Limits: A Graphing Approach 3rd Edition</i>	Larson, Hostetler, Edwards	Houghton Mifflin	2001	6/16/2003
Y	Precalculus E and Precalculus I	<i>Open Stax</i>	Jay Abramson	Open Stax	2017	5/21/2018
Y	Precalculus II with Statistics	<i>Open Stax</i>	Jay Abramson	Open Stax	2017	5/21/2018
Y	Calculus CD	<i>Calculus: Early Transcendentals</i>	Rogawski	Freeman	2008	5/3/2010
Y	Calculus H	<i>Calculus Concepts & Applications</i>	Foerster	Key Curriculum	2005	7/23/2007
Y	AP Statistics	<i>The Practice of Statistics 6th Edition</i>	Starnes, Tabor, Yates, Morroe	W.H Freeman	2018	5/27/2020

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Y	Calculus AB (AP)	<i>Calculus of a Single Variable: Early Transcendental Functions</i>	Larson, Hosteller, Edwards	Houghton Mifflin/Harcourt	2011	5/3/2010
Y	Consumer Math Personal Finance	<i>Mathematics for Business & Personal Finance</i>	Lange, Rousos	Glencoe/McGraw Hill	2011	4/23/2012
Y	Computer Programming H	<i>A Guide to Programming in Java</i>	Brown	Lawrencville	2005	6/2/2008
		<i>Python Programming in Context</i>	Miller & Ranum	Jones & Bartlett	2021	5/24/2021
		<i>Simply Java Programming An Application Driven Approach</i>	Deitel, Deitel	Prentice Hall	2004	7/16/2012
Y	Computer Science AP	<i>Java Concepts for AP Comp Science</i>	Hortsmann	Joh Wiley	2008	6/2/2008
Y	Computer Applications	<i>Web Development & Design Foundations with HTML</i>	Felke-Morris	SAVVAS	2021	5/24/2021
Y	Statistics with Finance	<i>Statistics</i>	Barbara Illowsky & Susan Dean	Open Stax	2020	5/22/2023

SCIENCE

	Course	Textbook	Author	Publisher	Copyright	Approved
Y	K - Physical Science	<i>Measurement, Motion & Forces</i>	William Banko, MD Capasso, Ph.D.	Dario Knowing Science LLC	2017	5/22/2017
	Life Science	<i>Living Things, Sensational Senses</i>				
	Earth Science	<i>Weather, Sunlight & Energy</i>				
Y	Grade 1 - Physical Science	<i>Measurement, Light & Sound</i>	William Banko, MD Capasso, Ph.D.	Dario Knowing Science LLC	2017	5/22/2017
	Life Science	<i>Inspired by Nature, Parents & Heredity</i>				
	Earth Science	<i>Earth's Patterns</i>				
Y	Grade 2 - Physical Science	<i>Matter & Measurement</i>	William Banko, MD Capasso, Ph.D.	Dario Knowing Science LLC	2017	5/22/2017
	Life Science	<i>Ecosystems, Habitats & Interactions</i>				
	Earth Science	<i>Earth's Land & Water</i>				
Y	Grade 3 - Physical Science	<i>Forces & Interactions</i>	William Banko, MD Capasso, Ph.D.	Dario Knowing Science LLC	2017	5/22/2017
	Life Science	<i>Life Cycle & Traits</i>				
	Earth Science	<i>Weather & Climate</i>				
Y	Grade 4 - Physical Science	<i>Energy, Waves & Properties</i>	William Banko, MD Capasso, Ph.D.	Dario Knowing Science LLC	2017	5/22/2017
	Life Science	<i>Structure & Function</i>				
	Earth Science	<i>Earth System Processes</i>				
Y	Grade 5 - Physical Science	<i>Structure, Properties & Interactions of Matter</i>	William Banko, MD Capasso, Ph.D.	Dario Knowing Science LLC	2017	5/22/2017
	Life Science	<i>Matter & Energy in Organisms & Ecosystems</i>				
	Earth Science	<i>Earth Surface Processes</i>				
Y	Grade 6 - Science	<i>Exploring Properties of Matter</i>	Smithsonian/National Science Center Resources	Carolina Curriculum	2012	4/23/2012
		<i>Exploring Respiration and Circulation</i>			2012	4/23/2012
		<i>Investigating Digestion and Motion</i>			2012	4/23/2012
		<i>Understanding Weather & Climate</i>			2013	4/23/2012
Y	Grade 7 - Science	<i>Experimenting with Mixtures, Compounds & Elements</i>	Smithsonian/National Science Center Resources	Carolina Curriculum	2012	4/23/2012
		<i>Studying the Development and Reproduction of Organisms</i>			2012	4/23/2012
		<i>Investigating Biodiversity and Interdependence</i>			2013	4/23/2012

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		<i>Experimenting with Forces and Motion</i>			2012	4/23/2012
Y	Grade 8 - Science	<i>Exploring Planetary Systems</i>	Smithsonian/National Science Center Resources	Carolina Curriculum	2013	4/23/2012
		<i>Researching the Sun-Earth-Moon System</i>			2013	4/23/2012
		<i>Exploring Plate Tectonics</i>			2012	4/23/2012
		<i>Electricity, Waves & Information Transfer</i>			2015	5/2/2016
Y	Anatomy & Physiology	<i>Essentials of Anatomy & Physiology 3rd Edition</i>	Sager, et. al.	Holt	2001	8/20/2001
Y	Anatomy & Physiology H	<i>Essentials of Anatomy & Physiology H</i>	Maireb & Keller	Pearson	2018	5/21/2018
Y	Biology	<i>Biology</i>	Miller, Levine	Pearson	2019	5/27/2020
Y	Biology Advanced	<i>Campbell: Biology Concepts & Connections 10th Edition</i>	Taylor et al	Savvas	2021	5/23/2022
Y	Biology AP	<i>Campbell Biology AP, 12th Edition</i>	Urry, Cain, Wasserman	SAVVAS	2021	5/24/2021
Y	Chemistry	<i>Chemistry: Matter and Change</i>		Glenco, McGraw Hill	2000	4/7/2008
Y	Chemistry CP	<i>Chemistry</i>	Myers, Oldham, Tocci	Holt	2006	5/3/2010
Y	Chemistry Honors	<i>Pearson Chemistry</i>	Wilbraham, Staley, Matta, Waterman	Pearson	2017	5/21/2018
Y	Chemistry RAHP	<i>Pearson Chemistry</i>	Wilbraham, Staley, Matta, Waterman	Pearson	2017	5/21/2018
Y	Chemistry AP	<i>Chemistry, The Central Science, 14 AP Edition</i>	Brown, Lemay, Bursten, Murhy, Woodward	Pearson	2018	4/22/2013
Y	Environmental Science	<i>Environmental Science</i>	Jay Withgott	Savvas	2021	5/23/2022
Y	Environmental Science AP	<i>Environment: the Science Behind the Stories</i>	Withgott & LaPosta	Savvas	2021	5/23/2022
Y	Genetics	<i>Human Genetics: Concepts and Applications 13th Edition</i>	Lewis	McGraw Hill	2021	5/23/2022
Y	Physics	<i>Conceptual Physics</i>	Hewitt	Pearson	2015	5/21/2018
Y	Physics CP	<i>Physics: Principles and Problems</i>	Johnson, et al.	Zitzewitz, et al.	2009	5/2/2016
Y	Physics Honors	<i>Physics</i>	Giancoli	Pearson	2014	5/2/2016
Y	Physics RAHP	<i>Physics</i>	Giancoli	Pearson	2014	5/2/2016
Y	Integrated Physics & Art	<i>OCR Physics for A2</i>	Mee, et al.	Hodder	2009	5/3/2010
Y	AP Physics 1 & 2	<i>Physics 11E AP Edition</i>	Cutnell	Houghton Mifflin Harcourt	2018	5/24/2021
Y	AP Physics C: E&M Mechanics	<i>Fundamentals of Physics</i>	Halliday & Resnick, Jearl Walker	Wiley	2014	5/21/2018
Y	Planetary & Earth Science	<i>Astronomy Today</i>	Chaisson	Prentice Hall	2002	5/17/2014
Y	Forensic Science 12	<i>Science - Fundamentals and Investigations</i>	Anthony J Bertino	South Western Cengage	2021	5/22/2023
Y	Forensic Science 12 H	<i>Forensic Science: An Introduction, 3rd Edition</i>	Richard Saferstein	Pearson	2016	5/27/2020

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Y	AP Seminar RAHP	<i>The Craft of Research, 4 Edition</i>	Booth, Colomb, Williams, Bizup, Fitzgerald	Chicago Press	2016	5/27/2020
y	AP Research	<i>Publication Manual of the American Psychological Association</i>		American Psychological Association	2020	5/24/2021
Y	Career Pathways in Medicine	<i>Introduction to Health Care</i>	Mitchell & Haroun	Cengage	2021	5/22/2023
Y		<i>Medical Terminology for Health Professionals</i>	Ehrlich, Schroeder, Ehrlich	Cengage	2021	5/22/2023
Y	EPCI: Nature-Inspire Engineering H	All We Can Save	Ayana E. Johnson & Katherine K. Wilkinson	One World	2021	5/22/2023

SOCIAL STUDIES

	Course	Textbook	Author	Publisher	Copyright	Approved
Y	Grade 1 - Social Studies	<i>My School & Family: Social Studies Alive!</i>	Teachers' Curriculum Institute	TCI	2016	8/26/2019
Y	Grade 2 - Social Studies	<i>My Community: Social Studies Alive!</i>	Teachers' Curriculum Institute	TCI	2016	8/26/2019
Y	Grade 3 - Social Studies	<i>Our Community and Beyond: Social Studies Alive!</i>	Teachers' Curriculum Institute	TCI	2016	8/26/2019
Y	Grade 4 - Social Studies	<i>Regions of Our Country: Social Studies Alive!</i>	Teachers' Curriculum Institute	TCI	2016	8/26/2019
Y	Grade 5 - Social Studies	<i>America's Past: Social Studies Alive!</i>	Teachers' Curriculum Institute	TCI	2016	8/26/2019
Y	Grade 6 - Social Studies	<i>A History of US: Liberty For All? 1820-1860 (Supp.)</i> Hakim	Hakim	Oxford University Press	2005	5/22/2006
		<i>A History of US: The New Nation 1789-1850 (Supp.)</i>	Hakim	Oxford University Press	2005	5/22/2006
		<i>Abraham Lincoln: Great American President (Supp.)</i>	Haugen	Compass Point Books	2006	5/22/2006
		<i>Elizabeth Caddy Stanton: Social Reformer (Supp.)</i>	Burgan	Compass Point Books	2006	5/22/2006
		<i>Frederick Douglass: Slave, Writer, Abolitionist (Supp.)</i>	Haugen	Compass Point Books	2005	5/22/2006
		<i>History Alive! The United States Through Industrialism</i>	Bower, Lobdell	TCI	2005	5/22/2006
		<i>Robert E. Lee: Commander of the Confederate Army (Supp.)</i>	Gillis	Compass Point Books	2006	5/22/2006
Y		Grade 7 - Social Studies	<i>Geography Alive! Regions and People</i>	Bower, Lobdell	TCI	2006
	<i>Globalize It! The Stories of the IMF, the World Bank, the WTO, and Those Who Protest (Supp.)</i>		January	21st Century Books	2003	5/22/2006
	<i>The Choices Program: Current Issues Series</i>		Varied	Brown University	2017	5/21/2018
Y	Grade 8 - Social Studies	<i>World History Volume 1</i>	Ellis, Gaynor, Esler	Pearson, Prentice Hall	2008	6/18/2007
Y	American Government and F	<i>American Government - Reading & Cases 15th Edition</i>	Wolf	Pearson - Longman	2004	8/25/2008
S	Contemporary Issues in Soci	<i>American Public Policy: An Introduction</i>	Cochan, Mayer, Carr	Thompson/Wadsworth	2006	4/7/2008
Y	European History AP	<i>Western Civilization (3rd Edition</i>	Spielvogel	West Publishing 1997	1997	8/25/2008

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Y	Human Geography	<i>An Introduction to Human Geography: The Cultural Landscape</i>	James M. Rubenstein	Pearson, Prentice Hall	2014	5/24/2015
Y	Human Geography Honors	<i>An Introduction to Human Geography: The Cultural Landscape</i>	James M. Rubenstein	Pearson, Prentice Hall	2014	5/24/2015
Y	Human Geography AP	<i>An Introduction to Human Geography: The Cultural Landscape</i>	James M. Rubenstein	Pearson, Prentice Hall	2014	5/24/2015
Y	Microeconomics/Macroeconomics AP	<i>Principles of Economics</i>	Mankiw	South Western Cengage	2009	5/3/2010
Y	History of the Modern World	<i>World History: The Modern Era</i>	Ellis, Gaynor, Esler	Pearson	2007	5/3/2010
Y	Modern European History	<i>Civilization in the West 6th Edition</i>	Kishlansky, Geary, O'Brien	Pearson	2006	8/25/2008
Y	Western/Non-Western Philosophy	<i>Ultimate Questions: Thinking About Philosophy</i>	Rauhut	Penguin	2007	5/5/2008
Y	Psychology / Psychology Honors	<i>Thinking About Psychology: A science of Mind & Behavior</i>	Blair-Broekner, Ernst	Worth	2008	5/3/2010
Y	Psychology AP	<i>Myer's Psychology for AP 2nd Edition</i>	David Myers	Bedford, St Martins	2014	2/6/2017
Y	Senior Seminar	<i>The Origins of the Modern World 2nd Edition</i>	Marks	Roman & Littlefield	2007	5/5/2008
Y	Sociology	<i>The Real World: An Introduction to Sociology</i>	Ferris, Stein	Norton	2008	5/3/2010
Y	Classical Foundations of America	<i>Greeks & Romans Bearing Gifts</i>	Carl J. Richard	Roman & Littlefield	2008	5/23/2013
Y	The Trojan War	<i>Ancient Rome and Modern America The Iliad</i>	Margaret Malamud Homer; Translated by Robert Fables	Wiley-Blackwell Penguin	2009 1990	4/23/2013 4/22/2013
Y	US History I / US History I Honors / US History I AP / US History I American Studies/ US History I AHLISA	<i>A People and a Nation, 6th Edition</i>	North	Houghton Mifflin	2001	8/25/2008
		<i>America: Pathways to the Present</i>	Cayton, Perry, Reed, Winkler	Pearson Prentice Hall	2007	5/22/2006

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		<i>The American Pageant 13th Edition (Supp.)</i>	Bailey	Houghton Mifflin	2006	8/25/2008
Y	US History II/ US History II Honors / US History II AP / US History II American Studies/ US History II AHLISA	<i>A People and a Nation, 6th Edition</i>	North	Houghton Mifflin	2001	8/25/2008
		<i>America: Pathways to the Present</i>	Cayton, Perry, Reed, Winkler	Pearson Prentice Hall	2007	5/22/2006
		<i>The American Pageant 13th Edition (Supp.)</i>	Bailey	Houghton Mifflin	2006	8/25/2008
Y	World History	<i>World History: The Modern Era</i>	Ellism, Gaynor, Esler	Pearson Prentice Hall	2007	6/8/2007
Y	Civics	<i>Building Citizenship: Civics & Economics</i>	Remy, Patrick, Safnell, Clayton	Genco McGraw Hill	2009	4/23/2012
S	Criminal Law	<i>Street Law, A Course in Practical Law 5th Edition</i>	Arbetman, O'Brien, McMahon	West Publishing	1994	8/25/2008
S	Constitutional Law	<i>Street Law, A Course in Practical Law 5th Edition</i>	Arbetman, O'Brien, McMahon	West Publishing	1994	8/25/2008
Y	Global Citizen	<i>Global Issues: An Introduction</i>	Kristen A. Hite & John L. Steitz	John Wiley & Sons	2016	5/27/2020
S	The Power of One: Reflections on the Holocaust & the 21st Century	<i>Holocaust and Human Behavior 4th Edition</i>	Facing History & Ourselves	Facing History & Ourselves	2017	5/24/2021
		<i>Man's Search for Meaning</i>	Viktor Emil Frankl	Random House	2006	5/24/2021

FINE AND APPLIED ARTS

	Course	Textbook	Author	Publisher	Copyright	Approved
Y	K - 5 General Music	<i>Share the Music</i>	Bond et al.	McGraw Hill	2000	2/26/2001
Y	Grade 5 - Instrumental Music	<i>Standard of Excellence, Vol.1</i>	Pearson, Bruce	Neil Kjos	1999	8/25/2008
Y	Grade 6 - Band	<i>Essential Elements for Strings, Book 1</i>	Allen, Gillespie, Hayes	Hal Leonard	1994	4/22/2013
		<i>Ed Sueta Books 1, 2</i>	Sueta	Macie	1982	8/25/2008
		<i>Essential Elements, Books 1 and 2</i>	Lautzenheiser, et al.	Hal Leonard	2001	8/25/2008
		<i>Rubank Elementary Method</i>	Rubank	Hal Leonard	1960	8/25/2008
		<i>Standard of Excellence, 1, 2</i>	Pearson, Bruce	Neil Kjos	1999	8/25/2008
		<i>Standard of Excellence 1, Music Theory & History Workbook</i>	Elledge, Yarbrough, Pearson	Neil Kjos	1993	4/22/2013
Y	Grade 6 - Orchestra	<i>All for Strings 1, 2</i>	Anderson, Frost	Neil Kjos	1986	8/25/2008
		<i>Essential Elements 2000 for Strings 2</i>	Allen, Gillespie, Hayes, Tellejohn	Hal Leonard	2004	4/22/2013
Y	Grade 6 - Chorus	<i>Wohlfahrt Etudes, Op 45</i>	Wohlfahrt	G. Schirmer	1905	8/25/2008
		<i>Sing at First sight: Foundation in Choral Sight Singing, Level 1</i>	Beck, Surmani, Lewis	Alfred Publishing Co.	2004	4/22/2013
Y	Grade 7 - Band	<i>Standard of Excellence, 1, 2</i>	Pearson, Bruce	Neil Kjos	1999	4/22/2013
		<i>Standard of Excellence 1, Music Theory & History Workbook</i>	Elledge, Yarbrough, Pearson	Neil Kjos	1993	4/22/2013
Y	Grade 7 - Orchestra	<i>All for Strings 1, 2</i>	Anderson, Frost	Neil Kjos	1986	8/25/2008
		<i>Essential Elements 2000 for Strings 2</i>	Allen, Gillespie, Hayes, Tellejohn	Hal Leonard	2004	4/22/2013
Y	Grade 7 - Chorus	<i>Wohlfahrt Etudes, Op 45</i>	Wohlfahrt	G. Schirmer	1905	8/25/2008
		<i>Sing at First sight: Foundation in Choral Sight Singing, Level 1</i>	Beck, Surmani, Lewis	Alfred Publishing Co.	2004	4/22/2013
Y	Grade 8 - Band	<i>Essential Technique Book 3</i>	Lautzenheiser, et al.	Hal Leonard	1999	8/25/2008
		<i>Standard of Excellence 2</i>	Pearson, Bruce	Neil Kjos	1999	8/25/2008
		<i>Standard of Excellence 2, Music Theory & History Workbook</i>	Elledge, Yarbrough, Pearson	Neil Kjos	1999	8/25/2008
Y	Grade 8 Orchestra	<i>All for Strings 1, 2</i>	Anderson, Frost	Neil Kjos	1986	8/25/2008
		<i>Wohlfahrt Etudes, Op 45</i>	Wohlfahrt	G. Schirmer	1905	8/25/2008

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		<i>Essentials for Strings, A Systematic Approach to Technical Development</i>	Gerald Anderson	Neil Kjos	1985	4/22/2013
		<i>Technicises for Strings, Putting Pieces Together</i>	Jim Probasco	Heritage Music	2002	4/22/2013
Y	Grade 8 - Chorus	<i>Sing at First sight: Foundation in Choral Sight Singing, Level 1</i>	Beck, Surmani, Lewis	Alfred Publishing Co.	2004	4/22/2013
		<i>Essential Elements for Choir, Book One: Essential Musicianship</i>	Crocker, Leavitt	Hal Leonard	1985	4/22/2013
Y	Art History AP	<i>Gardiner's Art Through the Ages, 16th Edition</i>	Fred S. Kleiner	Cengage	2020	5/27/2020
		<i>Art History</i>	Stokstad, Cothren	Pearson	2014	4/22/2013
Y	Studio Art I & II AP	<i>Launching the Imagination</i>	Stewart	McGraw Hill	2006	7/7/2007
Y	Innovating Through Design Thinking	<i>Creative Confidence</i>	Tom Kelley, David Kelly	Crown	2013	5/4/2015
		<i>That Used to Be Us</i>	Friedman & Mandelbaum	Picador	2012	5/4/2015
		<i>A Whole New Mind: Why Right Brainers Will Rule the Future</i>	David Pink	Riverhead Books	2006	5/4/2015
		<i>101 Design Methods: A Structured Approach for Driving Innovation in Your Organization</i>	Vijay Kumar	Wiley	2012	5/4/2015
Y	Music Theory AP	<i>The Musician's Guide to Theory and Analysis 3rd Edition</i>	Jane Piper Clendinning & Elizabeth West Marvin	W.W. Norton & CO	2016	5/20/2019
		<i>The Musician's Guide Workbook - Ear Training Third AP Edition</i>	Murphy, Clendinning & Marvin	W.W. Norton & CO		5/20/2019
		<i>The Musician's Guide to Aural Skills - Sight Singing Third AP Edition</i>	Phillips, Murphy, Clendinning & Marvin	W.W. Norton & CO		5/20/2019
Y	Symphonic Band	<i>I Recommend</i>	James D. Ployhar	Byron-Douglas	1972	5/2/2016

WORLD LANGUAGE

	Course	Textbook	Author	Publisher	Copyright	Approved
Y	K - 5 Spanish	<i>Middlebury Interactive Languages</i>		Middlebury		5/2/2016
Q	Grade 6 - Survey of French, Latin, Spanish	<i>Invitation to Languages Workbook, Audio, Audio Activities Booklet for Invitation to</i>	Shelter, ed.	Shelter, ed.	2007	5/3/2010
Y	Grade 7 - Spanish	<i>iBuen Viaje 1 Descubre 1A</i>	Schmitt, Woodford Jose Blanco	Glenco McGraw Hill Vista	2008 2022	6/23/2008 5/22/2023
Y	Grade 8 - Spanish	<i>iBuen Viaje 1 Descubre 1B</i>	Schmitt, Woodford Jose Blanco	Glenco McGraw Hill Vista	2008 2022	6/23/2008 5/22/2023
Y	Grade 7 - French	<i>Bien Dit! French I Notre Histoire</i>	Champeny, DeMado, Ponterio American Eagle Co / Voces Digital	Houghton Mifflin Harcourt	2018 2021	5/20/2019 5/24/2021
Y	Grade 8 - French	<i>Bien Dit! French I Notre Histoire</i>	Champeny, DeMado, Ponterio American Eagle Co / Voces Digital	Houghton Mifflin Harcourt	2018 2021	5/27/2020 5/24/2021
Y	Grade 7 - Latin	<i>Cambridge Latin Unit 1</i>	Cambridge University Classics	Cambridge University Pres	2015	5/2/2016
Y	Grade 8 - Latin	<i>Cambridge Latin Unit 2</i>	Cambridge University Classics	Cambridge University Pres	2015	5/2/2016
Y	Spanish I	<i>Descubre I</i>	Jose Blanco	Vista	2016	5/21/2018
Y	Spanish II	<i>Descubre I / II</i>	Jose Blanco	Vista	2022	5/22/2023
Y	Spanish III, Spanish III	<i>Descubre II</i>	Jose Blanco	Vista	2022	5/22/2023
Y	Spanish IV Honors	<i>Imagina</i>	Jose Blanco	Vista	2022	5/22/2023
Y	Spanish V Honors	<i>Revista 5e</i>	Jose Blanco	Vista	2016	5/2/2016
Y	Spanish V AP	<i>AP Spanish: Preparing for the Language Exam</i>	Diaz, Leicher-Prieto, Nissenberg	Pearson Prentice Hall	2007	8/25/2008
		<i>Galeria de arte y vida</i>	Adey, Albini	Glenco McGraw Hill	1997	8/25/2008
		<i>Rosaura a las diez</i>	Denevi	Prentice Hall	1964	8/25/2008
		<i>Trangulo A Proposito</i>	Gatski, McMullan	Wayside	2006	8/25/2008
Y	Chinese I	<i>Step Up With Chinese I</i>	Chen, Zang, Wang, Huang	Cengage	2012	5/2/2016
Y	Chinese II	<i>Step Up With Chinese II</i>	Chen, Zang, Wang, Huang	Cengage	2012	5/2/2016
Y	Chinese III Honors, Chinese IV Honors	<i>Chinese Primer</i>	Chen, Link, Tai, Tang	Princeton University Press	2007	8/25/2008
		<i>Step Up With Chinese III</i>	Chen, Zang, Wang, Huang	Cengage	2016	5/2/2016
Y	French I	<i>Bien Dit! French I Notre Histoire</i>	Champeny, DeMado, Ponterio American Eagle Co / Voces Digital	Houghton Mifflin Harcourt	2018 2021	5/27/2020 5/24/2021

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Y	French II	<i>Bon Voyage 2</i>	Schmitt, Lutz	Glenco McGraw Hill	2002	6/24/2002
		<i>Notre Histoire</i>	American Eagle Co / Voces Digital		2021	5/24/2021
Y	French II	<i>Bon Voyage 2</i>	Schmitt, Lutz	Glenco McGraw Hill	2002	6/24/2002
		<i>Notre Histoire</i>	American Eagle Co / Voces Digital		2021	5/24/2021
Y	French III	<i>Bon Voyage 2</i>	Schmitt, Lutz	Glenco McGraw Hill	2002	6/24/2002
Y	French IV	<i>Bon Voyage 2</i>	Schmitt, Lutz	Glenco McGraw Hill	2002	6/24/2002
		<i>Le Petit Prince</i>	Antione de Saint-Exupery	Harcourt	1971	6/24/2002
Y	French V	<i>Dans le vent</i>	Maley	Homson, Heinie	1999	8/25/2008
Y	French V AP	<i>Themes 1e AP French Language and Culture</i>	Delfosse, Kurbegov, Draggett	Vista Higher Learning	2016	5/21/2018
		<i>AP French: Preparing for the Language Examination 2 Edition</i>	Ladd, Girard	Prentice Hall	1998	8/25/2008
		<i>Drole de mission</i>	Szeps Fralin	EMC	1984	8/25/2008
		<i>L'Etanger</i>	Camus	Prentice Hall	1955	8/25/2008
		<i>Panache Litteraire 3rd Edition</i>	Baker, Cauvin	Heinie & Heinie	1995	8/25/2008
Y	German I	<i>Deutsch Aktuell 1, 7th Edition</i>	Kraft, Wolf	EMC	2017	5/20/2019
		<i>Komm Mit I</i>	Winkler	Holt Rinhart Winkler	1996	1/2/1997
Y	German II	<i>Deutsch Aktuell 2, 7th Edition</i>	Specht, Jarvis, Kraft	EMC	2017	5/27/2020
Y	German III Honors, German IV Honors	<i>Deutsch Aktuell 3, 7th Edition</i>	Specht, Jarvis, Kraft	EMC	2017	5/20/2019
		<i>Komm Mit II</i>	Winkler	Holt Rinhart Winkler	1996	1/2/1997
Y	Latin I	<i>Cambridge Latin Units 1 and 2</i>	Cambridge University Classics	Cambridge University Pres	2015	5/2/2016
		<i>Suburani</i>		Hands Up	2020	5/23/2022
Y	Latin II	<i>Cambridge Latin Unit 3</i>	Cambridge University Classics	Cambridge University Pres	2015	5/2/2016
Y	Latin III Honors	<i>Cambridge Latin Unit 4</i>	Cambridge University Classics	Cambridge University Pres	2015	5/2/2016
Y	Latin IV Honors	<i>Horace: Selected Odes and Satire & Workboo</i>	Ancona	Bolchazy - Carducci	2004	8/25/2008
		<i>Our Latin Heritage Book IV</i>	Hines, Howard	Harcourt Brace	1969	8/25/2008
Y	Latin V AP	<i>Vergil's Aeneid: Selected Reading from Books</i>	Barbara Welden Boyd	Bolchazy - Carducci	2013	5/20/2019
		<i>Caesar: Selections from hs Commentarii De Bello Gallico</i>	Hans Friedrich Mueller	Bolchazy - Carducci	2013	5/20/2019
		<i>A Song of War: Readings in Vergils Aeneid</i>	LaFleur, McKay	Pearson Prentice Hall	2004	6/29/2009
Y	American Sign Language	<i>Master ASL! Level One</i>	Jason E. Zinza	Sign Media Inc.	2006	5/23/2022

FAMILY & CONSUMER SCIENCES

	Course	Textbook	Author	Publisher	Copyright	Approved
S	Child Development	<i>The Developing Child - A Guide to Childhood and Parenting</i>		Glenco	1989	8/25/2008
S	Consumerism	<i>Culinary Essentials</i>	Guggenmos, McVety	Glenco/McGraw Hill	2010	4/23/2012
		<i>Culinary Essentials Workbook</i>	Guggenmos, McVety	Glenco/McGraw Hill	2010	4/23/2012
		<i>Consumer Education & Economics</i>	Lowe, Malouf & Jacobsen	Glenco/McGraw Hill	2008	1/13/2014
S	Food of the World	<i>The World of Food</i>	Medved	Prentice Hall	1990	8/25/2008

WELLNESS/SEL

	Course	Textbook	Author	Publisher	Copyright	Approved
	Pre-K - 5	<i>Second Step Early Learning</i>		Committee For Children		8/28/2023
	Driver Education	<i>Drivers Education Manual</i>		NJ Motor Vehicle Commission	2017	5/21/2018
	First Aid	<i>First Aid & Heart Saver</i>	American Heart Association	First American Heart	2016	5/21/2018
		<i>First Aid/CPR/AED Student Workbook</i>	American Heart Association	First American Heart	2016	5/21/2018

2023 – 2024 New and Revised Curriculum

Business		Interdisciplinary	
Finance	Revised	21 st Century Work Skills	Revised
Entrepreneurship	Revised	Mathematics	
Business Management	Revised	Pre-Algebra 7	Revised
Intro to Marketing	Revised	Geometry	Revised
Accounting 1 Honors	Revised	Personal Finance	Revised
Accounting II Honors	Revised	Advanced Mathematical Applications	Revised
Merchandising	Revised	Science	
Adv. Marketing and Merchandising I H	Revised	EPIC: Nature Inspired Engineering H	New
Adv. Marketing and Merchandising II H	Revised	Social Studies	
Sports and Entertainment Marketing	Revised	US1 AP	Revised
English		American Humanities SS 11	Revised
English Language Arts K	Revised	History of the Modern World	New
English Language Arts 1	Revised	World History	Revised
English Language Arts 5	Revised	Social Studies 6	Revised
K-5 Word Study	Revised	Social Studies 7	Revised
American Humanities ELA 11	New	World Language	
Fine & Applied Arts		American Sign Language II	New
Music Rewind	Revised	Latin V H	Revised
Art Mentors	New	Spanish V H	Revised
Fashion Design	New	German I	Revised
AHLISA II	Revised	German II	Revised
Soundology II	New	Wellness	
		Second Step	New

Staff Member		Location	To
Meredith Arensmeier		BFMS	\$96,895 (\$91,127 + \$300 CP +\$5,468 ratio) Cl. MA+45, St. 9
Ann Brown		GWMS	\$122,523 (\$117,207 + \$300 CP + \$1, 500 longevity + \$3,516 ratio) Class MA+45, Step 18
Laura Calandra		Somerville Elementary School	\$83,952 (\$78,917 + \$300 CP + \$4,735 ratio) Class MA, Step 7
Michele Coppola		Ridge Elementary School	\$126,039 (\$117,207 + \$300 CP +\$1,500 longevity + \$7,032 ratio) Class MA+45, Step 18
Andrew Couch		GWMS	\$99,052 (\$96,167 + \$2,885 ratio) Class BA, Step 17
Ana Del Orbe-Anthon		BFMS	\$97,644 (\$92,117 + \$5,527 ratio) Cl. MA, St. 14
Mary Louise Handy		GWMS	\$126,039 (\$117,207 + \$300 CP + \$1,500 longevity + \$7,032 ratio) Class MA+45, Step 18
Lim, Christina		Travell Elementary School	\$70,508 (\$66,517 + \$3,991 ratio) Class BA, Step 4
Jerome Ong		Willard Elementary School	\$113,060 (\$106,377 + \$300 CP + \$6,383 ratio) Class MA+45, Step 16
Nicole Redfern		Orchard Elementary School	\$109,403 (\$102,927 + \$300 + \$6,176 ratio) Class MA+45, Step 15
Zampino, Erica		Hawes Elementary School	\$69,236 (\$65,317 + \$3,919 ratio), Cl. BA, St. 2

**2023 - 2024 Summer Curriculum Writing for Board Approval (Hourly Rate \$53.33)
Additions and Revisions**

Curriculum	New or Revised (N/R)	Staff Member	Total Hours	Cost per hour 53.33	APPROVED 6/26/23 REVISE FROM:	Amount Not to Exceed REVISE TO:
History of the Modern World	R	Jennifer Raphaels	12		12 hours/ \$639.96	0 hours/\$0.00
		Charles Appel	12		0 hours/\$0.00	12 hours/ \$639.96
		Lauren Besser	6		0 hours/\$0.00	6 hours /\$319.98
		Nicole Novack	6		0 hours/\$0.00	6 hours /\$319.98
Latin V Honors	N	Stefanie Gigante	18		18 hour/\$959.94	36 hours/\$1919.88
English Language Arts K	R	Wendy Carroll	6		6 hours/319.98	9 hours/\$479.97
		Nanci Catalano	6		6 hours/319.98	9 hours/\$479.97

Schedule C - Elementary 2023-2024 Price Lists	
ITEM	2023-2024 Pricing
Elementary Price List 2023-2024	
Meals	
Student Breakfast	NA
Student Breakfast - Reduced	NA
Student Lunch	\$4.75
Student Lunch - Reduced	\$0.50
Featured Favorite Lunch	\$5.75
Gluten-Free Lunch	\$5.75-6.75
Organic Lunch	\$7.00
Faculty Lunch	N/A
Beverages	
½ pint milk	\$1.25
10 oz water	\$1.25
Organic Milk	\$2.75
Pizza, Sides, Extras	
Pizza Slice, Plain	\$2.75
Side Fruit	\$0.00
Side Vegetable	\$0.00
Ala Carte Items	
Cookie, freshly baked	\$0.95
Baked Snacks/Chips, small	N/A
Baked Snacks/Chips, large	\$1.75
Schedule C - Middle School 2023-2024 Price Lists	
Middle School Price List 2023-2024	
Meals	
Student Breakfast	\$4.50
Student Premium Breakfast	\$5.50
Student Breakfast - Reduced	\$0.50
Student Lunch	\$4.75
Student Lunch - Reduced	\$0.50
Featured Favorite Lunch	\$5.75
Gluten-Free Lunch	\$5.75-6.75
Organic Lunch	\$7.00
Faculty Lunch	\$5.50
Faculty Featured Favorite Lunch	\$6.00
Pizza, Sandwiches, Salads, Extras	
Pizza Slice, Plain	\$2.75
Boar's Head Sandwich or Wrap	\$5.75
Lunch Salad	\$5.75
Soup, 8 oz cup	\$3.00
Soup, 12 oz bowl	\$3.50
Bagel w/ butter	\$2.25
Bagel w/ cream cheese	\$2.85
Extra Cream Cheese	\$0.95
Cereal with Milk	\$2.75
Fresh Fruit	\$1.50
Yogurt Parfait	\$4.25
Vegetable Crudite	\$2.25
Fresh Seasonal Fruit, 16 oz.	\$3.50
Student Lunch Entrée only	\$4.25

Schedule C - Elementary 2023-2024 Price Lists

ITEM	2023-2024 Pricing
Beverages	
½ pint milk	\$1.25
Canned Beverage	\$2.00
16.9oz Water	\$1.50
Faculty Coffee/Tea, 8 oz.	\$1.95
Ala Carte Items	
Cookie, freshly baked	\$0.95
Baked Snacks/Chips, small	\$1.75
Baked Snacks/Chips, large	N/A
Specialty Chips	\$2.75

Schedule C - High School 2023-2024 Price Lists

High School Price List 2023-2024

Meals	
Student Breakfast	\$4.50
Student Premium Breakfast	\$5.50
Student Breakfast - Reduced	\$0.50
Student Lunch	\$6.00
Student Lunch - Reduced	\$0.50
Featured Favorite Lunch	\$6.00-7.00
Organic Lunch	\$7.00
Adult Meal Daily Entrée Meal	\$5.75-7.00
Entrée	
Student Lunch Entrée Only	\$6.00
Featured Favorite Lunch and Vegetarian Selections Entrée Only	\$6.00-7.00
International Theme Bar Lunch as a Complete Meal or a la Carte	\$6.50-7.50
Pizza Parlor Pizza, plain	\$2.75
Pizza Parlor Pizza w/Topping	\$4.00
Mozzarella Sticks (5)	\$4.25
Fresh Quarter-Pound Burgers	\$6.00
All Natural Chicken Tenders	\$6.00
Grilled Fresh Chicken Breast Sandwich	\$6.00
Pasta (Semolina, Whole Wheat, Tricolor) w/Choice of Sauce	\$6.00
Sandwiches and Salads	
Boar's Head Deli Sandwich or Wrap as a Complete Meal or a la Carte	\$6.00
Peanut Butter & Jelly, small	\$3.75
Extra 1 oz portion	\$1.25
Salad Lunch as a Complete Meal or a la Carte	\$6.00
Salad Bar (per oz.)	\$0.60
Dressing Packet, extra	\$0.90
Individual Garden Salad Bowl	\$3.50
Soup, Breads, Sides	
Soup Cup, 8 oz.	\$3.00
Soup Bowl, 12 oz.	\$3.50
Soup, 16 oz.	\$4.50
Plain Bagel	\$2.00
Bagel w/Butter (2 butter chips)	\$2.25
Bagel w/Cream Cheese	\$2.85
Extra Cream Cheese	\$0.95
Extra Condiment Cup	\$0.90
Fresh Whole Fruit	\$1.50

Schedule C - Elementary 2023-2024 Price Lists	
ITEM	2023-2024 Pricing
French Fries/Potato Tots, 4 oz.	\$2.25
Steamed Vegetable	\$2.50
Specialty Vegetable	\$3.50
Ala Carte Items	
Freshly Baked Cookie, small	\$0.95
Cheese Stick	\$1.00
Welch's Fruit Snacks	\$1.25
Quaker Chewy Granola Bar	\$1.25
Nutrigrain Bar	\$1.75
Jello/Pudding	\$1.50
Baked Snacks/Chips, small	\$1.75
Baked Snacks/Chips, large	\$2.25
Specialty Chips	\$2.75
Individual Snack Varieties	\$1.25-3.25
Granola Bar 2 Pack	\$1.75
Granola Nut Bar	\$2.50
Yogurt, 6 oz.	\$2.25
Hot Jumbo Pretzel	\$2.25
Vegetable Crudite w/ Dip, 12 oz.	\$2.25
Gluten Free Brownie	\$2.75
Celebration Cookie	\$3.25
Black & White Cookie	\$3.25
Homemade Gourmet Muffin	\$2.85
Kind Bar	\$3.75
Protein Bar	\$4.00
Fresh Fruit Cup or Melon Cup, Seasonal, 16 oz.	\$3.50
Fresh Berry Cup	\$4.25
Fresh Fruit & Yogurt Parfait, 12 oz.	\$4.25
Hummus w/Pretzels, Sabra	\$4.25
Tortilla Chips & Salsa Cup (Vegan)	\$4.25
Assorted Ice Cream	\$1.75-3.25
Ice Cream, Hand-Scooped	\$3.75
Haagan Daz Ice Cream, small	\$3.25
Haagan Daz Ice Cream, large	\$3.75
Beverages	
Milk, 8 oz. plastic bottle	\$1.25
Organic Milk	\$2.75
Individual Soy or Almond Milk - Vegan	\$2.75
Nesquik	\$3.75
Juice, 4 oz.	\$1.00
Bottled Water, 10 oz.	\$1.25
Bottled Water, 16.9 oz.	\$1.50
Bottled Water, 20 oz.	\$2.25
Diet Beverage Can (Carbonated or Non-Carbonated)	\$1.75
Snapple Canned Juice	\$2.00
Canned Beverage, 12 oz.	\$2.00
Gatorade, 12 oz.	\$2.50
CORE Water	\$2.75
Snapple Bottle, 16 oz.	\$3.00
Vitamin Water, 20 oz.	\$3.00
Arizona Bottled Beverage 16 oz.	\$3.00

Schedule C - Elementary 2023-2024 Price Lists	
ITEM	2023-2024 Pricing
Gold Peak Tea	\$3.00
ICE Beverage 17oz.	\$3.00
Arnold Palmer Iced Tea 16 oz.	\$3.00
Minute Maid Lemonade	\$3.00
Kick Start	\$3.00
Blender Fruit Drinks	\$3.25
Tropicana Juice	\$3.50
Dunkin Iced Coffee	\$4.25
Prime Hydration	\$4.50
Naked Juice	\$4.75
CORE SHAKE	\$4.75
Breakfast Ala Carte	
Cereal Bowl w/Milk	\$3.00
Breakfast Sandwich w/Egg and Cheese	\$4.50
Breakfast Sandwich w/Egg Cheese and Meat	\$5.50
Breakfast Selections	\$4.50-5.50
Hot Tea any Size	\$2.25
Coffee or Tea, 12 oz.	\$2.25
Coffee or Tea, 16 oz.	\$2.60
Starbucks Coffee	\$2.85
Iced Coffee, 16 oz.	\$3.75
Hot Cocoa, 12 oz.	\$2.25

Contractor	Service	Schedule	Rates
ABA Clinic	Curriculum Development, Implementation Services & ABA Services	23-24 School Year	\$105/hr
Above & Beyond Learning Group	BCBA Consultation Services, Speech & Language Services	23-24 School Year	\$165/hr
ACES	Specialized Educational Assessments	23-24 School Year	\$900 - \$1,200 each
ARG Educational Services, LLC	Bilingual Evaluations, Translation Services	23-24 School Year	\$895 per eval/ \$150 per/hr
Bayada Home Health Care, Inc.	Nursing Services, 1:1 & Home Health Aide	23-24 School Year	\$46 - LPN, \$55 - RN, \$24 - HHA
Bergen County Special Services School District	OT/PT/SL/ ABA/ AVT/TOD/ In Home Services	23-24 School Year	\$17.25 - \$165/hr
Best of You Therapy	OT/PT/Speech/Bilingual(Russian)	23-24 School Year	\$90 - \$100/hr
Bliss A Chalemian, MD	Psychiatric Evaluations	23-24 School Year	\$495/initial eval, \$123.75 every add't 15 min.
Brain Health Neuropsychology	Neuropsychological Evaluations	23-24 School Year	\$4,500 per eval
Care Plus, NJ Inc	Licensed Therapists @ RHS, BFMS & GWMS	July 2023 only	\$22,500/month
CG Mental Health	Psychiatric Evaluations	23-24 School Year	\$1,500/eval, \$250/30 min
COR Behavioral Group LLC (aka VOLT)	Parent Training/Home Programming/ABA Therapy	23-24 School Year	\$65/hr - ABA, \$125/hr - BCBA
D.C Fagan Psychological Services	Neuropsychological, Psychoeducational Assessments	23-24 School Year	\$1,500 - \$4,500
Data Group Central	Applied Behavior Analysis Services	23-24 School Year	\$150 hr & \$80 hr
Dr. Lori Hanes	educational, Psychological, Speech & Language, Social, OT & PT Evaluation	23-24 School Year	\$450 per evaluation, \$95/hr - PT, \$90/hr - speech
Dr. Richard Hahn	Psychiatric Evaluations with written report	23-24 School Year	\$1,000
Erin Mori	Psychological, Neuropsychological and Educational Evaluations	23-24 School Year	\$350 - \$550 per eval
Fun Fit Therapy	Physical Therapy Services	23-24 School Year	\$375/eval, \$105/hr
Good Talking People	Social Skills Group Therapy	23-24 School Year	\$125/hour
Heart to Heart & Assoc.	BCBA Parent Training in Spanish	23-24 School Year	\$135/hour
Hilmar, LLC	Language Interpretation/Translation Services	23-24 School Year	\$150/hour
Kid Clan Services, Inc.	Physical Therapy Services	23-24 School Year	\$110 per hour
Learning Tree BiLingual Evals	Bilingual Evaluations	23-24 School Year	\$750 per eval
Maria Fajardo, PT, DPT	Physical Therapy Services	23-24 School Year	\$110 per hour
NJCIE	Coaching and training to staff to support inclusive education	23-24 School Year	Max of 40 days @ \$1,600/day
Pillar Care Continuum	Assistive Technology Services, Speech Therapy & OT Services	23-24 School Year	\$10,750/mo, \$120/hour, \$400 per eval
Playworks	Training paraprofessionals PreK-5 to promote safe play at recess	23-24 School Year	\$4,250
Progressive Therapy	ABA Therapy, Coordination, Supervision, Consult, Parent Training	23-24 School Year	\$118/hr & \$70/hr
Reed Academy	ABA Therapy, 1:1, Coordination, Supervision	23-24 School Year	\$57 - \$150/hr
Region II - Pascack Valley Council for Special Education	ABA parent Training Workshop	23-24 School Year	\$250per Family
Region V - Council for Special Education	OT/PT/SL/ABA/LDTC/Audiological Services	23-24 School Year	\$100/hour
Rickard Rehabilitation Services	Physical Therapy	23-24 School Year	\$72 per session
Silver Lining Therapist	Evaluations	23-24 School Year	\$150 per session
Soliant Health, LLC	Nursing Services, 1:1 & Home Health Aide	23-24 School Year	\$50 - LPN, \$60 - RN, \$30 - HHA
SP & SK	Language Interpretation/Translation Services	23-24 School Year	\$180 per hour
Spectrum Works, Inc.	School-To-Career Transition Services (STEPSS Program)	23-24 School Year	\$35/hr
St. Joseph's School for the Blind	Developmental Vision Instruction	23-24 School Year	\$150/hr
Starlight Home Care Agency	Nursing Services, 1:1 & Home Health Aide	23-24 School Year	\$52 - LPN, \$62 - RN
Stepping Forward Counseling Center	Home Instructions Services	23-24 School Year	\$100/hour
Stepping Stones Group	OT/PT/SL/ABA/LDTC/Audiological Services	23-24 School Year	\$90 per hour
Supreme Consultants	lingual Speech, Psychological, Educational & OT Evaluations, Interpretatio	23-24 School Year	\$47/hr and/or \$750/Eval
TechVision, LLC	Tech Support for Visually Impaired Students	23-24 School Year	\$130 per hour
The Parent Train	Speech Therapy, Speech, OT & Psych Evaluations	23-24 School Year	\$105/hr, \$475 - \$625 per eval
Therapy Travelers	Nursing Services, 1:1 & Home Health Aide	23-24 School Year	\$60 - LPN, \$70 - RN, \$24 - HHA
West Bergen Mental Healthcare	3 Licensed Therapists @ RHS, BFMS & GWMS	8/1/23 - 7/30/24	\$280,000
YMCA	YMCA Membership for STEPSS Program	23-24 School Year	\$35/student/month